

# 2022 Annual Report

## Mount Annan High School



8286

# Introduction

The Annual Report for 2022 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

---

Mount Annan High School  
248 Welling Drive  
Mount Annan, 2567  
<https://mountannan-h.schools.nsw.gov.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 939 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.
- **Professional Practice** to promote 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. 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.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2022 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	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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

**Socio-economic background:** \$145,746.68

**Professional learning:** \$45,739.68

### Summary of progress

During 2022, the Numeracy and Reading teams continued to work on professional learning and programs to support the achievement of school targets and improvement in numeracy and reading for all students. The modifications made to a year 8 targeted reading program based on research and data analysis of NAPLAN and 'Check-In' data have shown positive results with school internal data. The Reading and Numeracy teams have continued to plan and implement teaching and learning activities to create a whole school approach to different elements. The Numeracy and Reading teams 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, which was evident in the professional learning conducted in Term 4 with support of a Literacy consultant and staff in the area of vocabulary. This included up-skilling staff and further developing an internal literacy and numeracy page to support all staff. In moving forward, our focus continues to be the whole school approach to all aspects of reading and numeracy to improve student success and achievement.

### 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 by 6.4%.	2022 NAPLAN data indicates 12 % of students are in the top two skill bands for numeracy indicating the school did not achieve the target. The growth in the middle bands and reduction in lower bands shows positive results. It is apparent the targeted strategies for the upper bands have not yet shown the expected growth of 6.4% as determined by the system negotiated targets.
• Increase the proportion of students achieving expected growth in NAPLAN numeracy to be above the system-negotiated target baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, internal school data indicates ongoing focus is to remain on our Year 8 'Numeracy' initiatives and staff professional learning. It is difficult to gauge growth by other sources as students assessments and reporting was completed using alternative data.
• Increase the proportion of students achieving in the top 2 bands in NAPLAN reading by 5.9%.	2022 NAPLAN data indicates 11 % of students are in the top two skill bands for numeracy indicating the school did not achieve the target. There was a 9% growth of students in the the middle bands and a reduction of 3% in the bottom 2 bands. It is apparent that the strategies implemented have moved the lower and middle bands but have not yet impacted on the top bands.
• Increase the proportion of students achieving expected growth in NAPLAN reading to be above the system-negotiated target baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, internal school data indicates ongoing focus is to remain on our Year 8 'Reading' initiatives and staff professional learning. It is difficult to

• Increase the proportion of students achieving expected growth in NAPLAN reading to be above the system-negotiated target baseline.

gauge growth by other sources as students assessments and reporting was completed using alternative data.

## Strategic Direction 2: Professional Practice

### 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 that improve educational outcomes for all students.

### 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:** \$12,615.00

**Professional learning:** \$5,380.44

**Beginning teacher support:** \$35,650.00

### Summary of progress

Strategic Direction 2 has focused on the professional practice of staff to improve student learning. The use of the Australian Professional Standards for Teachers together with the completion of Performance and Development Plans identified that a continual focus on data and more explanation at the various teacher levels was identified. With this focus, professional learning was developed that supported this growth at each stage of teacher learning and facilitated conversation occurred to interpret and identify best strategies to improve student learning. This engaged professional learning was reflected in our positive trend from delivering to sustaining and growing and excelling beyond our expected annual progress measure. With an increase in Early Career Teachers in their first phase of career development, we employed a Head Teacher Mentor to evaluate and update our Early Career Teacher program. This detailed program focused on explicit teaching of best practice techniques, regular observations, wellbeing support and a clear process for the completion of Teacher Accreditation at Proficient. As a result, we have been able to retain all but one of the 11 Early Career Teachers who successfully completed their Accreditation at Proficient by end of 2022. These teachers were able to use their skills to reflect on their practice, implement strategic classroom management strategies that aligned to school and Department of Education processes and procedures and develop their roles in the school to support students, with two teachers becoming Year Advisers and two taking on the role of our Year 7 Titanium class for students with learning needs and supports. It is this skilled program of nurturing our teachers that these key staff have been able to better support our students. Whole school professional learning was also provided and linked to staff identified areas of need. This included professional learning from our Behaviour Specialist around 'Understanding Behaviour', our NESA Liaison Officer around 'student Grades and Achievement' and our Lead Specialist for Literacy around 'Reading and Vocabulary'. These supports have supported the continuation of our 4-year plan and targets to support our students success in school and beyond. Our school writing program has not yet met its success and has been refined to support student and teacher use in explicit process criteria for each element. To support our HSC targets, the delivery of professional learning around HSC High Leverage Strategies was introduced with the development and implementation of a 2022 Year 11 Preliminary data analysis with improvement measured to be analysed against the 2023 HSC data in Term 4 2023.

### 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 by 5.6% from the system-negotiated target baseline.	There has been a decreased proportion of students achieving results in the top 3 HSC bands in their HSC in 2022 by 4.13% from achievement in previous years and is divergent with baseline data. The success of activities and supports for HSC students has been evaluated and refined to support the growth towards our targets.
• Improvement as measured by the School Excellence Framework in the Teaching Domain - Effective Classroom	The recent School Excellence Framework Self Assessment (SEFSaS) for 2022 conducted by all school staff determined we are improving in the areas of <i>Explicit Teaching</i> and <i>Feedback</i> where we are sustaining and

Practice - Explicit Teaching and Feedback themes - Consolidating "Delivering".	growing in both.
<ul style="list-style-type: none"> <li>• Improvement as measured by the School Excellence Framework in the Teaching Domain - Data Skills and Use - Data Analysis and Data Use in Teaching themes - Consolidating "Delivering".</li> </ul>	The recent School Excellence Framework Self Assessment (SEFSaS) for 2022 conducted by all school staff determined we are improving in the areas of <i>Data Analysis</i> and <i>Data use in Teaching</i> where we are sustaining and growing.
<ul style="list-style-type: none"> <li>• Improvement as measured by the School Excellence Framework in the Learning Domain with a focus on Formative Assessment, Summative Assessment, Student Engagement and whole school monitoring themes - Consolidating "Delivering".</li> </ul>	The recent School Excellence Framework Self Assessment (SEFSaS) for 2022 conducted by all school staff determined we are improving in the areas of <i>Formative Assessment</i> , <i>Summative Assessment</i> and <i>Student Engagement</i> where we are sustaining and growing in all three themes.



## 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:** \$277,051.99

**Professional learning:** \$18,998.72

**6101 Carry Forward Funds:** \$12,000.00

### Summary of progress

Throughout 2022 we continued to implement attendance strategies which aimed to improve students' overall attendance to school. Attendance meetings were conducted by the Wellbeing Team throughout the year and supported by our Home School Liaison Officer. Student attendance was also discussed at fortnightly Learning and Support Team meetings and Wellbeing Team meetings to facilitate ongoing discussion with students and staff. Additionally, the employment of 0.2 SASS person to support attendance phone calls home and engage with parents and caregivers has supported that ongoing focus on improved attendance and implementation of supports where needed. Students with high rates of attendance to school received positive recognition and rewards at our whole school assemblies and this will continue in 2023 and beyond. 31.3% of students attended school 90% or more, with a further 17.4% of students attending between 85% and 89%.

Together we have continued to create an aspirational culture so that our students can connect, succeed, thrive and learn. Student forums were facilitated throughout the year led by the Senior Executive and Wellbeing team leading to the development of outdoor learning spaces, Aboriginal cultural garden and the wellbeing sensory garden. We carried out Student Self Reflections with Year 10, 11 and 12 students where each student developed their Personal Student Growth Mindset Plan alongside a member of the Wellbeing team. The delivery of Social and Emotional Learning for all stage 4 students continued and was led by our Year Advisors, and our Student Leadership Team participated in Leadership Camp, led by our SRC Coordinator, which strengthened their understanding of leadership and further strengthened their connection to our school and community. Our school continues to use evidence-based programs to embed 'Positive Behaviour for Learning' and this will remain a strong focus for 2023 as we continue to build a strong sense of belonging and connection to our school and community.

### 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 by 5.8% from the system-negotiated target baseline.	In 2022, 31.3% of students attended equal to or over 90% of the time. This figure has decreased 16.1% in comparison to attendance in 2021. This figure was significantly affected by public health orders and disrupted school operations due to flooding.
• Increase the percentage of students experiencing positive wellbeing outcomes at school (as determined by the TTFM indicators) by 4.5% from the system-negotiated target baseline.	Our 2022 'Tell Them From Me' data indicates a stronger sense of belonging as measured by a higher rate of participation in school sport and a 12% increase in students participating in extracurricular activities compared to 2021 data. The percentage of students socially engaged at school and experiencing a positive sense of belonging is however, still below target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$162,549.00</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> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around universal interventions and use of the Universal Resource Hub in teaching and learning</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students that receive Integration Funding Support (IFS) are mainstream students that meet the Department of Education's Moderate Disability Criteria. These students require ongoing substantial adjustments that cannot be provided from within existing schools and local resources, to be able to progress academically and socially on the same basis as their peers. With this additional funding, Mount Annan High School supports students through the employment of School Learning Support Officers (SLSO's) to implement student Individual Education Plans and Behaviour Support Plans which aim to meet students' individual, academic, social and personal goals, which have been developed in consultation with students and parent/carers. SLSO's support staff in the whole school environment with implementing needs-based strategies and differentiating the curriculum to support individual student needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The Learning and Support Team and SLSO's will review and evaluate the effectiveness of adjustments put in place, using assessment data to prepare for the coming year. The Learning and Support Teachers may also be released using IFS to assess and review student needs in consultation with all relevant stakeholders. SLSO's will continue to be employed using IFS funds to ensure that funded students receive the support and guidance they require to progress positively within our school environment both academically and socially.</p>
<p>Socio-economic background</p> <p>\$459,445.67</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>• A Whole School Approach to Improving Reading</li> <li>• A Whole School Approach to Improving Numeracy</li> <li>• Building a Quality Learning Environment</li> <li>• Creating an aspirational culture</li> <li>• Connect, Succeed, Thrive and Learn</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Socio-economic background</p> <p>\$459,445.67</p>	<ul style="list-style-type: none"> <li>• professional development of staff through inclusive and behaviour practices to support student learning</li> <li>• staff release to increase community engagement</li> <li>• employment of additional staff to support small group targeted program around numeracy and reading</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</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 (LISC). This integration has seen all staff utilise this strategy and implement an online version during the learning from home period.</li> <li>* Improved 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 for Teachers 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) 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>* 17 students successfully accessed apprenticeships or traineeships whilst in year 10, with another 26 in year 11. Over 50 students enrolled in a TAFE course throughout 2022.</li> </ul> <p><b>After evaluation, the next steps to support our students 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>\$54,326.92</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>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> <li>• working with students to develop an Aboriginal garden and form a</li> </ul>

<p>Aboriginal background</p> <p>\$54,326.92</p>	<p>stronger sense of belonging</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Our Aboriginal students were provided with wellbeing and academic support throughout the year. An SLSO was employed to provide in class support to Aboriginal students particularly in English and Mathematics classes. The initial stages of the bush tucker garden were completed which has allowed both Aboriginal and non-Aboriginal students to work together to develop their connection to the land and expand the students' knowledge of traditional bush tucker plants nutritional, Aboriginal culture, and medicinal properties. Funds were utilised to purchase resources which allowed Aboriginal and non-Aboriginal students to engage in weaving activities and other wellbeing activities at break times. Funding has helped support the continued development of our Aboriginal students and family's connection to the school. Funding was utilised to release staff to develop Personalised Learning Pathway.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continual development of the bush tucker garden which will have links to the commissioned mural that students will have input into the development of, thus creating ownership of their school environment. Refining the Personalised Learning Pathways (PLP) process to foster greater connections between our students and their families. Employment of Aboriginal SLSO to work alongside Aboriginal students and enhance their literacy and numeracy skills.</p>
<p>English language proficiency</p> <p>\$115,571.51</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>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> <li>• review and reserach strategies around assessment to increase EAL/D student success as a HSC student.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D staff working more closely with other staff members, offering practical support and professional learning in EAL/D pedagogy. Teachers have an improved understanding of the Learning Progression and addressing the diverse language needs of students in different phases which means EAL/D students were able to receive learning tasks across most KLAS which were more appropriately differentiated to their language level. EAL/D staff assessed all EAL/D students and developed Language &amp; Learning plans for those identified as high priority which were made available to all staff. Individual support, small group withdrawals and additional support for assessment tasks was offered to emerging and developing EAL/D students in all stages, focusing on the consolidation of students' language skills as well as the development of their communicative and academic English. This has resulted in more of our EAL/D students being engaged and achieving greater success in their learning. Reporting of our EAL/D students' achievement against outcomes this year also commenced, with reports for</p>

<p>English language proficiency</p> <p>\$115,571.51</p>	<p>targeted Stage 4 and 5 students completed and sent to parents in Semester Two. Additionally, review of stage 6 assessment for EAL/D students and research into best supports to reflect a students true academic ability.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to employ EAL/D specialist teachers who will provide explicit support for our EAL/D students as well as plan ongoing professional learning to strengthen teachers' confidence in identifying language demands across the curriculum and implementing EAL/D pedagogy. EAL/D staff will work closely with all teachers in the form of collaborative planning, team teaching and assisting with differentiation. In class student support, small group withdrawal and additional support for assessment tasks will continue to be offered and provided by EAL/D teachers to students in the lower phases in order to provide them with equitable access to the curriculum and improve their proficiency in English. A Stage 6 English EAL/D course will also be offered and taught by EAL/D teachers so that eligible students receive personalised learning according to their point of need. Staff will be guided in EAL/D report writing strategies, with the aim of ensuring all EAL/D students in every stage are reported on using the Learning Progression and teachers are confident in providing feedback to parents of EAL/D students. Evidence-based practices from the EAL/D Effective School Practices resource will also be implemented to work toward an improved level of school practice and performance on the EAL/D School Evaluation Framework.</p>
<p>Low level adjustment for disability</p> <p>\$314,791.80</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>• targeted students are provided with an evidence-based small group intervention program to increase learning outcomes</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>• support for students in HSC Special Provision, Life Skills and Individual Learning Needs programs to allow for student achievement of course outcomes through adjustments and differentiation</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funding has been utilised to employ Learning and Support staff (LaST) and specialised School Learning Support Officers (SLSO's) to provide additional needs for students to participate in education on the same basis as their peers.</p> <p>This includes making reasonable supplementary or substantial adjustments for students with or without a formal disability diagnosis, as part of the Department of Education's disability criteria. Within this, both LaST and SLSO staff, support the transition of students that require additional support from Year 6 to Year 7, students that are identified as receiving supplementary adjustments as per the National Consistent Collection of Data (NCCD), students that require the implementation of IEP's, OOH, C,</p>



<p>Low level adjustment for disability</p> <p>\$314,791.80</p>	<p>BSP's and Health Care Plans or students that require additional transition to work as part of their Individual Transition Plan (ITP).</p> <p><b>After evaluation, the next steps to support our students will be:</b> Funding will be used to employ additional Learning and Support staff who will support all teachers in meeting individual students' needs who require supplementary adjustments according to the NCCD. Learning and Support staff will aid differentiation of curriculum and support students that require low level adjustments.</p> <p>Learning and Support staff will be released as required, to continue developing Individualised Learning Plans in consultation with relevant stakeholders.</p>
<p>Professional learning</p> <p>\$79,318.84</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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>• A Whole School Approach to Improving Reading</li> <li>• A Whole School Approach to Improving Numeracy</li> <li>• Building a Quality Learning Environment</li> <li>• Collaborative Practice</li> <li>• Connect, Succeed, Thrive and Learn</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Providing professional development around targeted numeracy and reading strategies aligned to data analysis and the introduction of vocabulary teaching.</li> <li>• Providing professional development around school practices, including how to use data to improve student learning outcomes.</li> <li>• Providing professional learning that focused on an Introduction to the HSC High Leverage Strategies by Dr Wayne Sawyer.</li> <li>• Review of the Maths faculty practices and providing recommendations to support faculty growth.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Through analysis against the School Excellence Framework there has been a shift in movement from delivering in various areas of the learning domain to sustaining and growing. This success is attributed to a range of professional learning opportunities that focused on our school context centred on our students needs. The impact has ensured that staff are abreast with the latest professional learning around behaviour, data use in practice and HSC Strategies to support our student engagement in student learning and success in and beyond the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Upon reflection, the Writing Project needs to be refined further and explicit upskillig of staff is needed for this initiative to support our students. The role of Head Teacher Teaching and Learning needs to be refined to a narrow and deep focus on the identified area of assessment through data analysis for student improvement and engagement.</p>
<p>Beginning teacher support</p> <p>\$35,650.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Mount Annan High School during their induction period.</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>• Collaborative Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>Beginning teacher support</p> <p>\$35,650.00</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• Refined Early Career Teacher (ECT) Program to support accreditation and understanding of the School's and Department of Education's processes and practices</li> <li>• Regular meetings to up-skill ECTs and staff wanting a refresher on school practices and DoE policies and procedures</li> <li>• Fortnightly collaboration focusing on mentoring and coaching of ECTs in their first year of teaching</li> <li>• Building the capacity of presenters against the accomplished or lead APSFT standards</li> <li>• Development of an ECT lesson observation sheet that aligns to the accreditation process</li> <li>• Up-skill faculty HTs on their role within the process of accreditation</li> <li>• Achievement of accreditation at proficient</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Through this initiative and activities, eleven Early Career Teachers reached the Proficient level with the assistance of a School Funded Head Teacher Mentor who led development sessions once per fortnight after school addressing common issues for beginning teachers, inviting experienced staff to present to the group and develop their skills in a collaborative manner. The Head Teacher Mentor also carried out one teacher class observation every few weeks to provide each teacher with critical feedback to improve their practice and develop a collaborative environment to build ones capacity around reflective practice and supports.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Many of these Early Career Teachers will be taking their first HSC class through year 12 in 2023 and will continued to be supported by their Head Teacher Mentor as well as another specialist teacher within their faculty. Additionally, all Early Career Teachers will participate in a directed program that focuses on the 'What Works Best in Practice Update' modules to continue to grow and enhance teacher practice.</p>
<p>COVID ILSP</p> <p>\$238,064.00</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 2022.</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 and to provide feedback to staff</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• providing intensive small group tuition for identified students who were in the lower bands within CheckIn and/or Best Start to support growth</li> <li>• employing/releasing staff to coordinate the small group programs and to implement and monitor Literacy Planet use and tasks within school</li> <li>• employing staff to support targeted students in the classroom</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers were employed using COVID ILSP funds to support targeted students. Students were identified using a range of data sources. COVID ILSP staff developed and facilitated small group and individual programs focused on intensive Literacy and Numeracy skill development. COVID ILSP teachers were up skilled on how to use PLAN2 and they tracked student progressions across the year by reviewing and evaluating data from the delivery of their sessions as well as data extracted from SENTRAL, SCOUT, CHECK IN, BEST START and NAPLAN. COVID ILSP teachers also led pre and post testing with targeted students in literacy and numeracy and</p>

<p>COVID ILSP</p> <p>\$238,064.00</p>	<p>collaborated with staff on school formative and summative assessment practices to ensure all students had access to the curriculum on the same basis as their peers. COVID ILSP teachers connected with staff and provided them with literacy and numeracy strategies to embed in the classroom, across all KLA's. COVID ILSP teachers managed the online learning program 'Literacy Planet' for the purpose of enhancing the literacy skills of all Stage 4 students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  COVID ILSP funds will continue to be utilised to employ teachers who will deliver intensive literacy and numeracy programs to targeted students at our school. This will be delivered through small group tuition, individualised programs and in class support. COVID ILSP teachers will also be employed to support Homework Club and offer tuition to enhance literacy and numeracy skills of our students in year groups.</p>
<p>Per capita</p> <p>\$226,365.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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 operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Faculty Budgets - Each faculty submits a budget proposal to the finance committee, chaired by the Principal for approval. Faculty budgets include - Resources, texts, exams, and professional learning days.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Resourcing of student needs to enhance the educational experience is funded 100% through the Per Capita funding where each faculty applies for a budget to assist all teachers in teaching and learning specific to their own Key Learning Area. Physical resources as well as access to online learning and revision platforms are provided to all students in each course where suitable. New and innovative equipment and technology has been purchased to enhance the quality of educational experience for each student.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  All technology as well as online learning platforms will be assessed and evaluated to ensure the learning experiences of our students has been to a desired level.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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 Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Student Support Officer - engages community providers to enhance student mental health and wellbeing</li> <li>• connects with parents, carers and community to co develop individualised support and wellbeing plans for our students</li> <li>• develops resources to support positive mental health and wellbeing for students</li> <li>• Working collaboratively with external and other government agencies, creating referral pathways for students and families to access the support needed</li> <li>• Providing targeted wellbeing support for students who are experiencing challenges at school or home, through small groups sessions or individual support</li> </ul>



<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The Student Support Officer (SSO) works in schools to enhance the wellbeing and learning outcomes of students through the development and leading of whole school wellbeing initiatives. The SSO facilitates targeted and individualised support programs, based on student need and student voice.</p> <p>Our SSO establishes external referral pathways through collaboration with relevant stakeholders including; parents, students, school staff and community services to enhance student mental health and wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Our SSO will complete training to be an accredited facilitator of 'Teen Mental Health First Aid' for Year 8 students. All students at our school will have the opportunity to complete the training, facilitated by our SSO, over the course of their high school years.</p> <p>Our SSO will continue to link families with further community services in collaboration with school supports such as Wellbeing Health In-reach Nurse, School Counselling service, Social Workers, Year Advisors, and other school staff.</p> <p>SSO will continue to network with other SSOs in our local community and build upon resources and programs for our school to support the wellbeing of our students.</p>
---	--

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	468	475	451	440
Girls	436	452	429	441

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.7	93.8	89.1	87.5
8	88.5	91.8	86.8	84.1
9	84.3	89.4	84.3	84.1
10	86.8	88.2	82.7	80.9
11	84.4	87.9	81.8	81.9
12	84.2	90.8	87.2	86.7
All Years	87.3	90.4	85.2	84.0
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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	21
Employment	10	13	41
TAFE entry	16	6	11
University Entry	0	0	18
Other	0	0	2
Unknown	0	0	7

## Year 12 students undertaking vocational or trade training

---

28.81% of Year 12 students at Mount Annan High School undertook vocational education and training in 2022.

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

---

91.5% of all Year 12 students at Mount Annan High School expected to complete Year 12 in 2022 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)	48.2
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	16.37
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	884,291
<b>Revenue</b>	12,521,489
Appropriation	12,020,903
Sale of Goods and Services	127,387
Grants and contributions	205,341
Investment income	7,384
Other revenue	160,475
<b>Expenses</b>	-12,392,387
Employee related	-11,053,545
Operating expenses	-1,338,842
<b>Surplus / deficit for the year</b>	129,102
<b>Closing Balance</b>	1,013,393

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	162,549
<b>Equity Total</b>	947,722
Equity - Aboriginal	54,409
Equity - Socio-economic	459,471
Equity - Language	115,572
Equity - Disability	318,270
<b>Base Total</b>	9,791,840
Base - Per Capita	229,746
Base - Location	0
Base - Other	9,562,094
<b>Other Total</b>	601,290
<b>Grand Total</b>	11,503,401

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

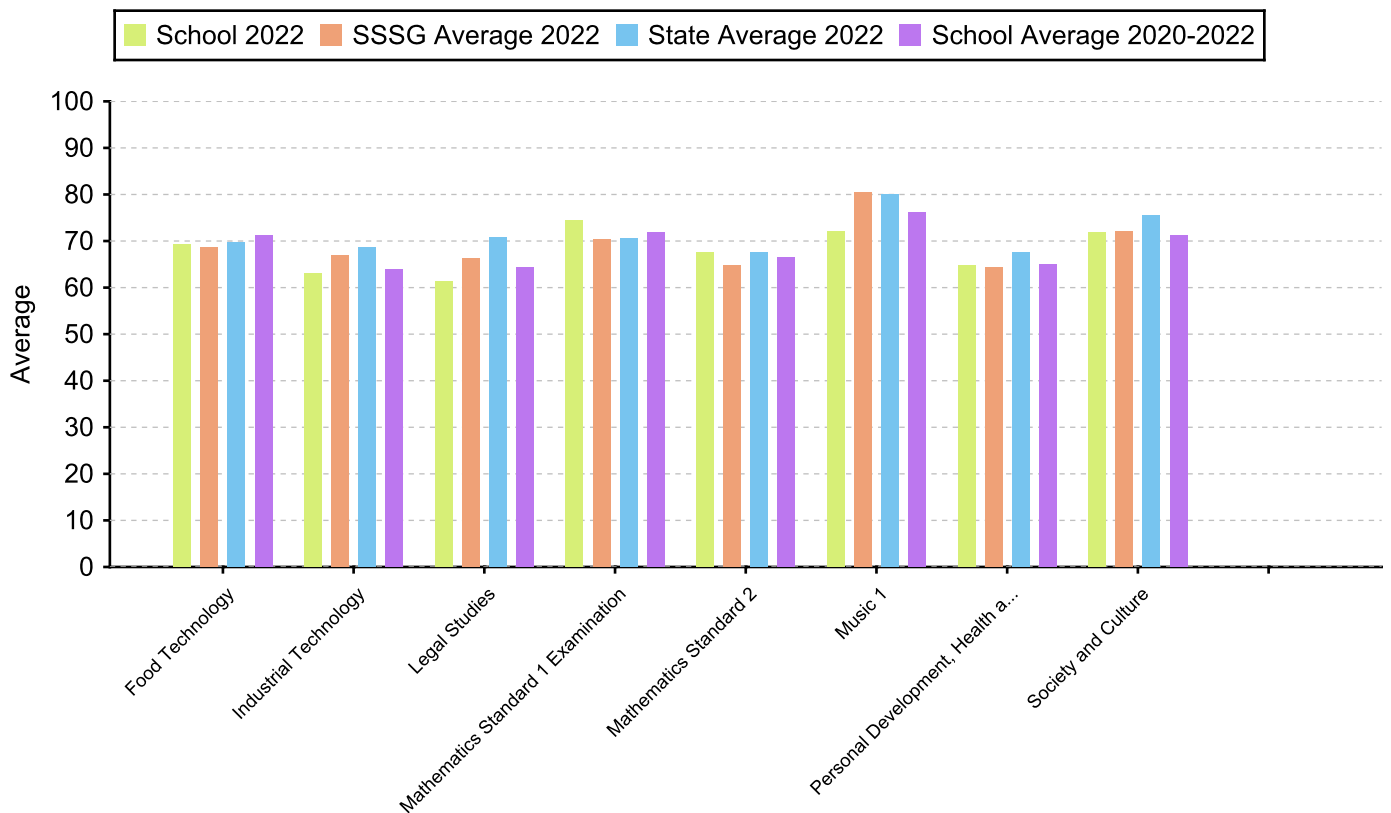
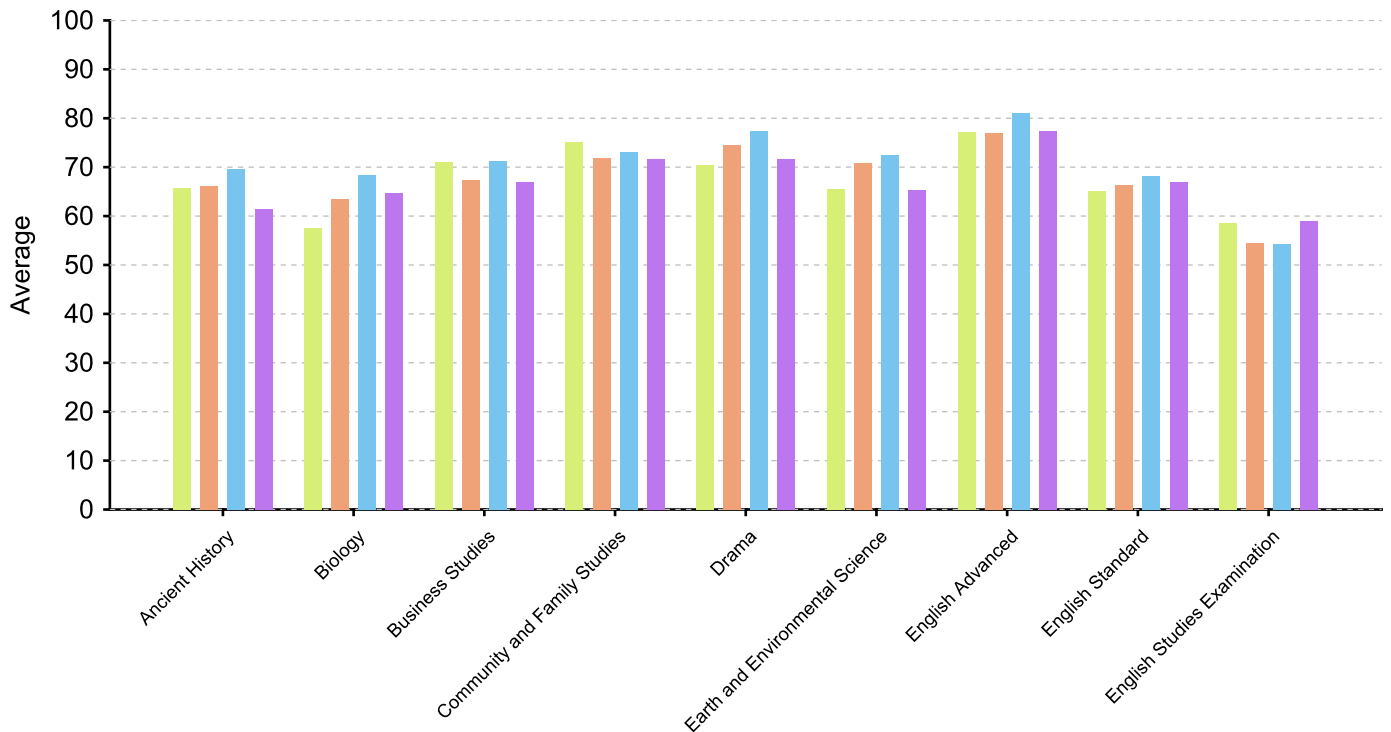
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Ancient History	65.7	66.1	69.6	61.4
Biology	57.5	63.6	68.5	64.8
Business Studies	71.0	67.4	71.2	67.0
Community and Family Studies	75.2	71.9	73.2	71.6
Drama	70.5	74.4	77.5	71.7
Earth and Environmental Science	65.6	70.8	72.5	65.2
English Advanced	77.2	77.0	81.0	77.4
English Standard	65.2	66.4	68.1	66.9
English Studies Examination	58.5	54.6	54.3	58.9
Food Technology	69.3	68.7	69.7	71.1
Industrial Technology	63.1	66.9	68.6	63.8
Legal Studies	61.3	66.3	70.8	64.3
Mathematics Standard 1 Examination	74.5	70.3	70.5	71.9
Mathematics Standard 2	67.6	64.8	67.6	66.5
Music 1	72.0	80.4	79.9	76.1
Personal Development, Health and Physical Education	64.8	64.3	67.5	64.9
Society and Culture	71.8	72.0	75.5	71.2

## Parent/caregiver, student, teacher satisfaction

In 2022, Mount Annan High School continued to work through the challenges for integrating students and community back to a more normalised education setting. As a school there was a priority set towards continued re-establishment of connections and clear expectations between our school, students, parents, and caregivers. Resumption of increased opportunities for student has been prioritised with academic, cultural and wellbeing initiatives being at the forefront of what is offered both in the classroom and through extra-curricular provisions.

Our student community has been provided with an increased importance on identity and citizenship. The current comings and goings in the school combined with upcoming events are being designed to provide and celebrate student achievements in academic, citizenship, sporting pursuits, and cultural identification. Due to incorporation of qualitative and quantitative data Mount Annan High School is continuing to explore avenues for students to feel a sense of success while they make the most of their learning opportunity.

Students, staff and our parent community have continued to be provided a voice through internal online surveys and the Tell Them From Me (TTFM) surveys. Additionally, a significant portion of our teachers partook in the 'People Matter' survey.

As informed through the 2022 TTFM, the students of Mount Annan High School, have maintained a sense of belonging for our school whilst displaying positive behaviours (85%), and recognising avenues for advocacy at home and school, in line with the NSW Govt Norm. Our students enjoy a high rate of participation in sports at school is valued (up 7%) whilst future aspirations have shifted away from university to a more trade-based path (up 8% on NSW Govt Norm). Our students recognise that they require skills for their future careers with them regarding communicating with others (83%), use of technology (76%) and working as a team (80%) as particularly valuable to their futures. The TTFM survey feedback tells the narrative that the following key drivers for student outcomes and achievement are being maintained by the current cohort, with advocacy, relevance of learning, student /teacher relations and future success, setting the standard in 2022. The theme of advocacy was evidenced yet again with 76% of students identifying or recognising where they can go to seek help for themselves or others when required. As an overall snapshot, our student body is matching closely to the state factors such as socioeconomic families with lower levels of engagement, however, at Mount Annan High School, future focus to drive us closer to NSW Govt Norm tended to be pronounced in school attendance, positive classroom behaviour, and positive homework and study habits.

Feedback from staff for 2022 indicates maintenance of a supportive and consistently positive culture being displayed between staff at all levels. Staff identify and recall the efforts of leadership to create an orderly school environment (up 0.4 mean points on NSW Govt Norm). TTFM survey indicated 30% of our staff have been teaching for over 16 years and that professional development and accreditation has been a focus. In 2022 Mount Annan High School had 11 staff gain teacher proficiency.

Parent voice has been an integral component for internal reflection. The TTFM survey indicated that 79% of parents have sent their child to Mount Annan High School as their first choice of enrollment. Furthermore we are continuing 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 in 2023.

# 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 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

---

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.