

2022 Annual Report

Mosman High School



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Introduction

The Annual Report for 2022 is provided to the community of Mosman High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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Message from the principal

Mosman High School is proud of its outstanding academic record and its recognition as a centre of excellence in senior studies. This reflects the quality of the curricular and extracurricular activities offered and the exemplary achievements of the students and staff. While 2022 did not have lockdowns, nevertheless COVID-19 was still in the community and continued to present challenges including the attendance of students and staff.

At Mosman High School we continued to strive to develop independent, resourceful and tolerant young men and women, equipped with the personal, social, academic and technological skills necessary in this changing world.

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

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

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

Susan Wyatt B.Sc. B.A. Dip. Ed. M.A.

School vision

School Vision Statement

The Mosman High School community believes in 'Education for Life'. Our focus is on supporting students to achieve the 21st century skills of creativity, collaboration, critical thinking and problem solving. Using cross-curricular Project Based Learning our school community will be future focused. Students will develop self-respect, ability to contribute to their community, to develop a love of learning and to strive for excellence. We believe that students are individuals with rights and responsibilities and we offer an environment that reflects our society and better prepares students for their future lives.

Our vision is:

'A school community fostering creativity, individuality and leadership while striving for excellence in teaching and learning.'

School context

School Context

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

In Term 4, 2020, a Situational Analysis was constructed by the Mosman High Executive in collaboration with all teaching staff as a foundation upon which to base the 2021-2024 Strategic Improvement Plan. The focus of this Analysis was to identify using a variety of measures where the School is placed at the end of 2020.

Focus Areas included in the Situational Analysis were:

- Enrolment
- Student Performance
- Wellbeing
- Human Resources
- Finance

The Analysis was underpinned by whole school reflection of the School Excellence Framework (SEF) as well as evidence from data sources including the HSC, NAPLAN, Check-in, Tell Them From Me longitudinal analysis, VALID testing in science, HSC minimum standards and within school assessment as well as wellbeing data.

At Mosman we have five Indigenous students. All have Personal Learning Plans and are being supported in literacy and numeracy.

We would like to acknowledge the Borogegal People as the traditional custodians of the land upon which Mosman High is located. Our school respects Aboriginal and Torres Strait Islander elders past and present and we extend our respect to future elders.

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	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

All students are entitled to quality teaching and therefore our purpose is to ensure students grow in their learning through explicit, consistent, engaging and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching. and achieve growth in literacy and numeracy

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.

- Highly effective teaching pedagogy
- Student attainment

Resources allocated to this strategic direction

Literacy and numeracy: \$12,000.00

Literacy and numeracy intervention: \$150,000.00

Professional learning: \$22,000.00

Summary of progress

Mosman High School teachers have a relentless focus on improving student attainment through the use of effective pedagogy in the classroom. All programs for all Stages and faculties follow the MHS program template which was developed in consultation with our academic partners from UNSW GERRIC. Every program has an over-arching question and then three questions for Novice, Developing and Expert students. Teaching strategies are also written for each of the three groups of students and in many faculties assessments now also cater for N, D and E. Teachers diligently evaluate their programs and teaching practice and this feedback is included in their registration. In term 4 specific subject teams discuss the registration feedback and make changes as required to programs and teaching strategies. All data collected whether Best Start, NAPLAN, TTFM, and HSC data is carefully analysed and discussed in staff meetings. All HTs provide a detailed report of the HSC and thoughtful suggestions for future improvement. Analysis of NAPLAN data for literacy and numeracy is also presented to a full staff meeting and strategies are developed for each subject area as well as whole school strategies provided by the cross faculty literacy committee. Specialist teachers are also employed to support students in need of literacy and numeracy support both within the classroom and through small group withdrawal. Both English and mathematics faculties have embedded in the start of each lesson time for supporting literacy and numeracy. Some pleasing NAPLAN data included an improvement in Year 9 writing. While we are still classified as delivering there was a definite improvement and the growth was 59.5%. Year 9 reading also showed an improvement compared to previous years and this was particularly pleasing with boys reading. While Year 9 spelling showed a dip, Year 9 grammar indicated a significant improvement. Year 7 reading, writing and grammar showed an improved trend but Year 7 spelling declined. Numeracy in Year 9 while well above the state showed a similar trend to SASG and state by dipping. In numeracy the boys are stronger than the girls and this will need to be a focus for 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
• Improvement in the percentage of the HSC course results in the top three bands to be moving towards the lower bound of 86% or above	In 2022 71% of students achieved in the top three bands, this is an improvement on the previous year of 65.1% of students in the top three bands. While this improvement reflects a whole school focus on improvement of student achievement, this approach will continue through the subsequent years of this plan.
Registration from all Stages consistently demonstrates how the teacher has differentiated assessment within their teaching practice focusing on novice, developing and expert and EAL/D	Teachers in their registration consistently commented on how they had supported the three groups (N, D, E) in the classroom. Programs indicated different levels of learning for the three groups in the written strategies and teachers in their evaluation/reflection indicated the strategies they had provided to differentiate learning and the curriculum.

<p>NAPLAN attainment</p> <ul style="list-style-type: none"> • Improvement in the percentage of students achieving in the top two bands to be above the school's lower bound system-negotiated target in reading of 44.6% • Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target in reading of 71% 	<p>* Reading improved for the top 2 bands, at this point the percentage achieved was 41% which is working towards the lower bound system negotiated target (averaging Year 7 and 9)</p> <p>* Due to no NAPLAN data available for 2020 due to Covid, growth data not available</p>
<p>2022 HSC results will have increased numbers of students achieving Band 6 (12 and more students achieving all Band 5 and 6)</p> <p>Year 11 and 12 boys as identified using NAPLAN and other data as high achieving in their HSC results show these boys achieving in the top two Bands</p>	<p>HSC data for 2022 evidenced a significant increase in the number of students achieving all Band 5 and/or 6 in all their subjects. This data paralleled the improvement in the students who performed in the top two Bands in NAPLAN showing significant growth in their HSC achievement. This reflects a targeted approach to working with identified high achievers by the Stage 6 wellbeing team and engaging internal and external experts to direct improved study skills.</p>
<ul style="list-style-type: none"> • Improvement in the percentage of students achieving in the top two bands to be above the school's lower bound system-negotiated target in numeracy of 49.9%. • Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target in numeracy of 70.5%. 	<p>* Numeracy improved for the top 2 bands, at this point the percentage achieved was 44.2% which is working towards the lower bound system negotiated target (averaging Year 7 and 9).</p> <p>* Due to no NAPLAN data available for 2020 due to Covid, growth data not available</p>

Strategic Direction 2: Building emotional strength

Purpose

All students should feel confident, happy and supported at school. All students should have the opportunity to connect, succeed and thrive at each stage of their development and learning. Our Learning and Support and Wellbeing teams will monitor and support students. All students will be supported through ongoing teacher Professional Learning with a wellbeing focus. Our target will be for all students to develop meaningful goals in learning and/or wellbeing as part of an annual cycle.

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.

- Student learning and wellbeing goals
- Student wellbeing

Resources allocated to this strategic direction

School support allocation (principal support): \$10,000.00

Summary of progress

2022 was another challenging year and followed on from 2020 and 2021 where COVID-19 effected the attendance of students and staff. 2022 was also characterised by unusual incessant rain and this impacted on the school that had half the playground and many spaces removed due to capital works. Thus covered spaces were reduced and despite the school changing to staggered recess and lunch such that the number of students in the playground were also reduced this impacted on student attendance and learning.

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
Students in Stage 6 develop their goals in term 1, 2022 with their chosen mentor teacher. and follow the model established in 2021	All Year 12 students negotiated for a teacher mentor to support them in their HSC educational pathway throughout 2022. HSC students developed specific learning goals. The High Achievers model established in 2021 was again implemented to support those students identified using internal and external data including Year 9 NAPLAN test results as having the capacity to achieve an ATAR above 90. This program has proven to be successful and will be implemented in 2023.
Student attendance will be monitored such that attendance increases by 3% for students attending > 90%.	The impact of COVID is still evident in student attendance. Parents are keeping students at home who have flu-like symptoms and some students are still struggling to return to school after pro-longed periods of lockdown. The percentage of students who present with generalised or social anxiety has increased since 2019 and this is effected in attendance data. The three Stage wellbeing teams have a relentless focus on attendance and this is discussed at the fortnightly Stage wellbeing teams where poor attendance is flagged and assigned to a member of the team who may have a parent interview, where possible a student interview, if Stage 4 (for persistent poor attendance) the HSLO may be involved. The student will be required to also meet with the School Counsellor and in many cases the SSO. For chronic poor attenders, a reduced attendance plan will be collaboratively developed to support the student transition back to school. The DEL is informed every term of students below 50% attendance.
The wellbeing teams evaluate all partnerships with outside agencies and maximise options that provide support for students including timetable,	Reducing the number of students in the playground at any one time has been a priority during the new building phase. To this end the school has timetabled senior classes before and after school to maximise the use of specialist rooms. Further the school has staggered both recess and lunch

playground space, lesson planning as well as provision of alternative external organisations. This involves future planning for a supportive learning environment during the construction of a new building.

such that only half the number of students is in the playground at any one time. The school increased the playground space by having the Gladstone Avenue side of D block paved and outdoor furniture installed. The school further partnered with Scot's Kirk and the Returned Servicemen's Club to hire their spaces. These strategies to support the wellbeing and learning of students will continue into 2023.

Strategic Direction 3: Empowering students by fostering 21st century capabilities and innovative pedagogies

Purpose

No-longer is traditional pedagogy where the student is in a passive role, the grammar of schooling. Project Based Learning facilitated by 21st century skills including creativity, collaboration and critical thinking, featuring "Learning Modes" and supported by technology and flexible spaces will provide students and staff with a future focus. This puts the student at the center of educational practice and empowers them to be part of their own learning.

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.

- Learning Modes or 21st century capabilities
- Innovative pedagogies

Resources allocated to this strategic direction

Professional learning: \$14,000.00

Summary of progress

All teachers participated in Professional Learning focusing on Learning Modes and evidence of the embedding of Learning Modes into classroom practice and subject programs was evident across the school in 2022. The use of innovative pedagogies expanded in 2022 with increasing numbers of cross-curricular programs being developed, as well as increasing use of co-teaching in the classroom. Continued use of technology post the pandemic lockdowns ensured a blended approach in the classroom where students had the benefit of face to face learning as well as learning being placed on the digital platform Google Classroom.

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
Teachers have been inducted into knowledge of the theory and suggested strategies of "Learning Modes" Teachers will indicate an understanding of "Learning Modes" in their program registration. Cross Curricula initiatives will be embedded into Stage 4 and Stage 5.	All teachers participated in a well received presentation on Learning Modes. A significant number of teachers attended Professional Learning focusing on the 'Learning Disposition Wheel' and the executive attended a further presentation from USyd on the '4 C's'. Both groups decided to continue with the learning in 2023. Cross-curricula units of work and programs continued to be expanded in 2022. A new cross-curricula unit was developed by staff from a number of faculties for Year 7 in partnership with the Sydney Opera House. This unit focused on the Performing Arts and Indigenous culture and students later presented their products to an authentic audience.
Within and between faculties there is an increasing evidence of team teaching, combining classes for instruction and allowing students to direct their learning, facilitated by their teachers.	In 2023, the school employed extra teachers in visual art, English, mathematics and science such that classes would have two teachers present in the classroom. This move to co-teaching has been embraced by the teaching staff and will be expanded on in 2023. Students have increased individual support in their learning in the classroom.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$130,165.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mosman High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • consultation with external providers for the implementation of [strategy] <p>The allocation of this funding has resulted in the following impact: All students who have integration funding are supported in their learning such that they can access learning at the level or better of their class mates.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students and investigate ways this support can be enhanced for 2023</p>
<p>Socio-economic background</p> <p>\$17,205.55</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mosman High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs implementation. • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Students from socio-economically disadvantaged backgrounds are supported with school resources (hard ware and software), provided support in funding consumables required for specific electives and to attend excursions and camps</p> <p>After evaluation, the next steps to support our students will be: Continuation in supporting students with consumables, technology and targeted and specific expert personnel to redress any issues due to socio-economic disadvantage</p>
<p>Aboriginal background</p> <p>\$4,354.26</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mosman 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Aboriginal background</p> <p>\$4,354.26</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: In 2022 we had three Aboriginal students at Mosman High. The Learning and Support Teacher wrote in collaboration with the student and their family a personal learning plan. They identified in the plan the extra support areas and experts were employed to provide that individual support. Each of the students in exit surveys indicated that they valued the extra support and for the HSC student success in his literacy based subjects reflected that the literacy support was successful.</p> <p>After evaluation, the next steps to support our students will be: In 2023 there will be two Aboriginal students. Their ILPs will be re-evaluated and areas requiring support will be chosen by the student, family and informed by analysis of data by the Learning and Support Teacher. Once this is determined then outside or internal experts will be employed to support the students.</p>
<p>English language proficiency</p> <p>\$126,207.84</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mosman High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: Employment of additional staff to support English language proficiency resulted in increased EAL/D classes, the employment of a Chinese language teacher to support students who have Chinese as their first language in their learning of English and implementing that knowledge in all curriculum areas. All EAL/D students achieving the HSC minimum standards prior to sitting the HSC exams. Professional Learning for all staff as part of SDD to upskill their ability to differentiate and teach EAL/D students in their mainstream classroom.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the above programs and initiatives will continue to be funded and personnel employed to ensure continued success in supporting our EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$145,433.21</p>	<p>Low level adjustment for disability equity loading provides support for students at Mosman High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Low level adjustment for disability</p> <p>\$145,433.21</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support for students in Life Skills • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Employment of targeted personnel to support students who are sight impaired, hearing impaired and requiring support with Life Skills. Providing Professional Learning to classroom teachers to support differentiation for students in their classes. Provision of equipment (soft and hard ware) to support students in the classroom as well as in the playground and specialist spaces.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the number of students on Life Skills will increase and so there will be more Professional Learning supplied to classroom teachers to support differentiation in the classroom. Personnel will be employed to support students with a disability. An exciting new initiative is the establishment of a breakout room, staffed by expert personnel and used for small group and individual support in learning.</p>
<p>Professional learning</p> <p>\$117,102.41</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 Mosman High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching pedagogy • Learning Modes or 21st century capabilities • Innovative pedagogies • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Beginning Teachers have been supported in their first year of teaching with additional release time. Literacy and numeracy specialist were employed to support both teachers and students. The literacy committee consisting of a cross faculty membership have used Professional Learning days to develop a whole school literacy plan.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will again be employing a literacy consultant full-time to work with students, a literacy consultant to support our EAL/D students particularly with HSC minimum standards, a numeracy consultant to work with staff to improve their teaching of numeracy in faculty areas and a specialist teacher to support Stage 4 students in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$17,939.00</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>COVID ILSP</p> <p>\$17,939.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: The chosen expert teacher was successful in choosing with teacher support using data the students most in need of this targeted program. Parents and students involved were extremely appreciative of the program and improved learning outcomes for the students. Such that when the COVID ILSP funding was finished the school continued the program throughout 2022.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the school intends to continue this extremely successful program. Students will be selected based on internal and external data and feedback from Stage 4 teachers, again the school is committed to run the program thought 2023.</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 Mosman High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Student Support Officer attends most school camps, works individually or in small groups with students who have identified wellbeing needs and provides Professional Learning in her areas of expertise to staff. <p>The allocation of this funding has resulted in the following impact: Students comment that they feel very supported by the SSO. The MHS wellbeing teams were all trained in Mental Health First Aid. The SSO works with the deputies particularly Stage 5 to support students who require alternative pathways. The SSO established a breakfast and lunch club. The SSO liaises with third party providers including RAISE.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the SSO will continue the breakfast and lunch clubs, support of the Learning Support and Wellbeing teams and provide individual and group supprt for students requiring outreach help.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	556	554	566	534
Girls	543	506	494	474

Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.3	94.6	93.2	89.2
8	91.4	93.8	91.6	86.5
9	91.0	91.7	90.8	87.0
10	91.6	88.9	89.5	84.4
11	93.1	93.2	90.0	86.4
12	94.1	93.0	90.5	88.3
All Years	92.6	92.6	91.0	86.8
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	0
Employment	1	2	3
TAFE entry	2.5	2	2
University Entry	0	0	93
Other	N/A	N/A	2
Unknown	N/A	N/A	N/A

Year 12 students undertaking vocational or trade training

12.50% of Year 12 students at Mosman High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

90.9% of all Year 12 students at Mosman 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)	50
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	13.17
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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	3,286,020
Revenue	12,556,327
Appropriation	11,105,937
Sale of Goods and Services	106,299
Grants and contributions	1,202,127
Investment income	48,757
Other revenue	93,208
Expenses	-12,309,975
Employee related	-10,190,442
Operating expenses	-2,119,532
Surplus / deficit for the year	246,352
Closing Balance	3,532,372

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 SBAR Adjustments (\$)
Targeted Total	130,165
Equity Total	293,201
Equity - Aboriginal	4,354
Equity - Socio-economic	17,206
Equity - Language	126,208
Equity - Disability	145,433
Base Total	9,828,547
Base - Per Capita	267,840
Base - Location	0
Base - Other	9,560,706
Other Total	571,851
Grand Total	10,823,763

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

School performance - NAPLAN

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

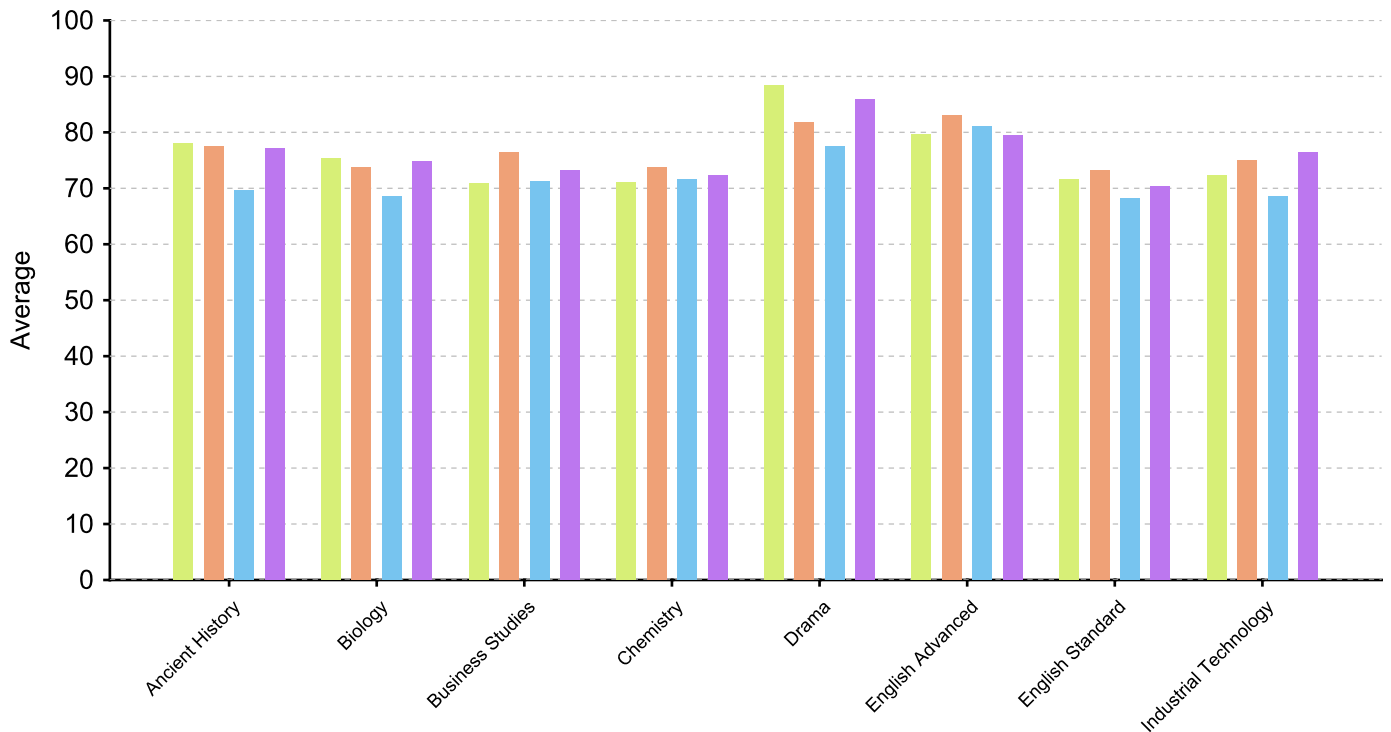
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

NAPLAN is a useful diagnostic assessment for teachers and schools to identify areas of strength as well as support for students in both literacy and numeracy. The tool continues to be improved with an online version that can be tailored to a particular student's level of ability. The Head Teachers of English and mathematics analyse both literacy and numeracy results for the particular as well as look at trends. This analysis is deep in that specific classes and students' needs are identified. The school employs a number of experts in literacy and numeracy to work with students diagnosed with areas requiring support. This support usually involves withdrawal in small groups but involve the expert working in the class with the classroom teacher. The success of this practice is evident in that all students at Mosman High achieve their HSC minimum standards before sitting the HSC.

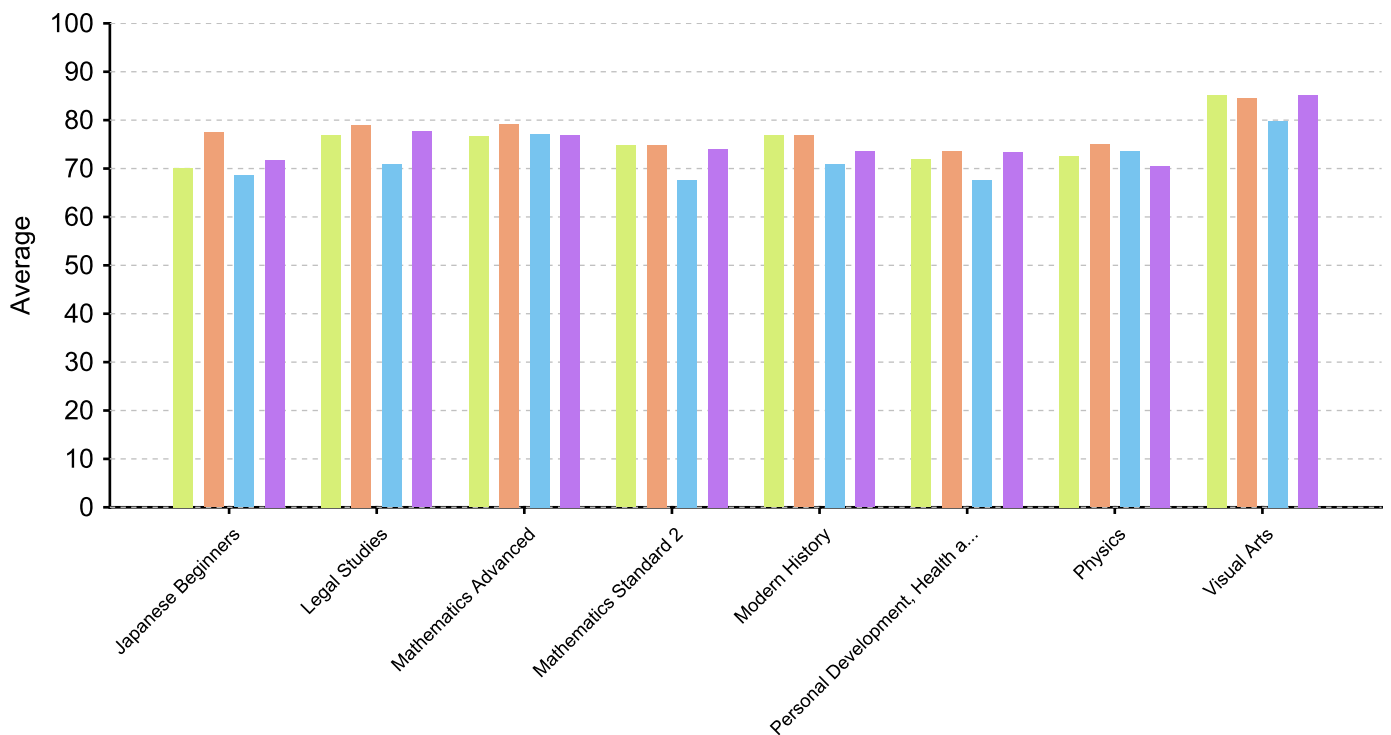
School performance - HSC

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

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



Legend: School 2022 (Light Green), SSSG Average 2022 (Orange), State Average 2022 (Blue), School Average 2020-2022 (Purple)



Legend: School 2022 (Light Green), SSSG Average 2022 (Orange), State Average 2022 (Blue), School Average 2020-2022 (Purple)

Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	78.0	77.4	69.6	77.1
Biology	75.4	73.6	68.5	74.9
Business Studies	70.8	76.4	71.2	73.3
Chemistry	71.1	73.7	71.7	72.4
Drama	88.3	81.7	77.5	85.8
English Advanced	79.6	83.0	81.0	79.4
English Standard	71.6	73.2	68.1	70.3
Industrial Technology	72.3	74.9	68.6	76.4
Japanese Beginners	70.1	77.5	68.5	71.7
Legal Studies	76.9	78.9	70.8	77.6
Mathematics Advanced	76.6	79.3	77.1	76.9
Mathematics Standard 2	74.8	74.9	67.6	74.1
Modern History	76.8	76.9	70.9	73.5
Personal Development, Health and Physical Education	71.9	73.7	67.5	73.5
Physics	72.6	75.0	73.5	70.5
Visual Arts	85.2	84.4	79.8	85.2

The 2022 HSC cohort was the smallest for more than ten years with one hundred students. As with recent years almost 70% of this cohort had achieved an early offer to university prior to sitting the HSC. As in previous years creative and performing arts continued to achieve results well above the state and SSG (like school group). Over the past few years we have offered an acceleration program in design and technology. Students complete their HSC in this subject while in Year 11. The results over the years and particularly in 2022 reflect the success of this initiative. The mathematics faculty continues to achieve outstanding results across all levels. In extension 2 (the highest level) all students achieved E4 (notional Band 6), with Jerry Chen placed top sixty in the state in extension 1 mathematics. Languages continues to a strength at Mosman High and while we offer five languages at all levels for the HSC at school we also support students to complete their background language as well through the Open HS or with private tutor. Two students were accelerated in their background language and both were placed first in the state in Dutch continuers and Hungarian background speakers.

Teachers use Professional Learning time to analyse the HSC results, investigating where students displayed areas of strength and where teaching strategies may need to be modified to support areas showing gaps. This analysis involves the NESAs Results Analysis Package and data found on Scout. In 2022 there was also a focus on improving the achievement overall of students identified in the top two bands in NAPLAN. This program and initiative was a success with the high achievers showing significant growth. This group further achieved ATARs in the nineties with Jerry Chen achieving the top ATAR of 99.4.

Goal setting for Stage 6 is an important part of ensuring student achievement and this is an area of focus by the Stage 6 wellbeing team and faculty areas.

Parent/caregiver, student, teacher satisfaction

Each year the school hosts parent forums for each Stage. The forums, due to firstly COVID but then recently due to the new build have of necessity been online. The interest from families in their student learning is reflected by the number of families in attendance with at each of the three forums having over one hundred and seventy families log in.

At Mosman we have a highly active parent community. Not only do we have a P&C but also parent committees in a number of areas including sport, art, music, wellbeing, science and technology and recently dance. These committees consist of different parents who choose the committee based on their child's or their interest. The parent committees support students involvement in for example the basketball program, music ensembles or fund raising in support of students or faculties which may include guest speakers as with the art committee. The wellbeing committee also provides guest speakers for students and parents.

There is a very large extra-curricula program at the school. In some cases run by teachers and in other cases by students. Student leadership is at the forefront of what happens in the school. The Student Representative Council has elected members from all years but also students are welcome as observers. They fund raise for charity and also provide a student voice on matters of concern.

The Year 12 Leadership Council parallels the P&C parent committees and provides a student voice on those committees. This outstanding group of young men and women meet with the principal weekly and again provide a conduit for student voice. They also raise funds through bake sales and bar-b-ques that are targeted to areas of need usually with a young person focus.

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.