

2023 Annual Report

Mount Annan High School



8286

Introduction

The Annual Report for 2023 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.

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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 914 students, including a support unit of five classes and Aboriginal cohort of 7%. 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. Established in 2003, we are very well supported in our community by our parents and local organisations. Over 40% of our staff are new to the school in the past five years including all of the Senior Executive and most of the Executive team. 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 have built a curriculum path that is individualised and strives to attain aspirational goals in reading 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, creating an aspirational culture** within the entire learning community ensuring students connect, succeed, thrive and learn.

Our school is committed to providing rich programs and explicit instruction 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
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

Professional learning

Summary of progress

Strategic Direction 1 focused on school improvement in the areas of reading and numeracy. The Reading Team have reviewed and made changes to the delivery of the Reading Program to support the development of vocabulary, with a specific focus on expanding Tier 2 words. The delivery of whole school professional learning reinforced the understanding behind the focus of and the explicit teaching of vocabulary. The Reading Team conducted data analysis using Check-In and NAPLAN to determine the direction of the Reading Program in 2024. The use of Literacy Planet in library lessons continued to support reading.

The Numeracy Team continued to work on expanding the online teaching resource that staff could use to understand how to teach a particular numeracy concept. During Term 1, the team analysed syllabi to identified numeracy content and collated data to align numeracy concepts across the curriculum. This resulted in the creation of teaching resources for the numeracy lessons and for access by all staff.

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 expected growth in Numeracy as measured by Check-in data.	Whilst the year group that is the focus of the Numeracy Program constantly surpassed the SSSG benchmarks in the Check-In data and the NAPLAN data, the same cohort has struggled to maintain the growth in the following year. This has led to a review of the program to be conducted in 2024. Overall results suggest that the top academic class continues to achieve above the expected growth, whilst the middle and bottom academic classes are yet to reach their expected growth.
• Increase the proportion of students achieving expected growth in reading as measured by Check-in data.	When reviewing the data as cohorts we have not seen the expected growth across the year groups, but when breaking down the data the top two classes of each year group have exceeded expected growth with the lower academic classes having minimal growth. Whilst student groups are the focus of the targeted reading program they have exceeded growth but the same cohort struggle to increase the growth when not receiving the additional time and focus. There is further teacher professional learning and a focus on data analysis and time allocated to ensure this can be addressed.

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

Aboriginal background
Socio-economic background
Professional learning

Summary of progress

Strategic Direction 2 has continued its focus on professional practice to improve student learning and outcomes. The use of the Performance and Development Plans process was pivotal in identifying professional learning, both in school and externally, to support improved practice against the Australian Professional Standards for Teachers. This has led to a positive trend in both the Learning and Teaching Domains in the School Excellence Framework where there is a positive trend shift from delivering to sustaining and growing, and in some areas, a positive upward trend towards excelling.

Our Early Career Teachers, or those teachers in their first 3 years of teaching, have all been retained within their respective curriculum areas with all successfully completing the 'What Works Best in Practice: Update' through regular meetings that focussed on readings of CESE reports, group discussions, implementation in practice and then reflection on practice. This targeted Professional Learning led by Head Teacher Mentor exposed our Early Career Teachers to strong educational practices that will continue to be built upon in 2024 with the HSC Implementation Strategy and Formative Assessment School Implementation project. As a result of their success and developing practice, our Early Career Teachers have continued to be selected for various roles in 2024 including Year Advisors and 2IC in faculties.

Through reflection on staff Professional Development, there was a continuation of our behaviour professional learning, with a focus on Trauma Informed Practice in 2023. Delivered by our Assistant Principal Learning and Support, staff were professionally developed on the window of tolerance, self-regulation and co-regulation, and the modelling of explicit behaviour techniques to support student success in behaviour and classroom expectations.

The HSC Implementation Strategy team was introduced to support staff and student growth in our school achievement in the top three bands. Even though in its infancy, all executives were exposed to the HSC Strategy including the collectives and subject specific guidance around discrimination features and characteristics of high achievement. With a growth in understanding, there was an upward trend in success under several teachers who have undertaken both school and external professional learning led by the Quality Teaching Practice, Leading Improvement Team. There was also a focus on building a collaborative practice across the 7 schools in our area, with the Greater Macarthur Secondary Education Network commencing its inaugural meeting in Term 2 2023. This network utilised the best and brightest of schools to share practice and build a local network to support the retention of staff in all schools and build a collaborative network. This network has continued to foster this positive relationship with it continuing in 2024 with a focus on curriculum and collaboration.

Over 2023, formative assessment became a focus through review of student achievement. As a result, formative assessment will be used in Year 7 2024 to assess students utilising the works of Dylan Wiliam strategies. Staff professional learning was utilised with executive up-skilled in formative assessment in practice and allocated time to support staff in review of their Year 7 programs. Moving forward, Strategic Direction 2 in 2024 will focus on collaborative networks, teacher professional learning communities, formative assessment and HSC strategies, with an overall focus on academic achievement across all learning stages.

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
<ul style="list-style-type: none"> • Increase the proportion of student results in the top 3 HSC bands by 5.6% from the system-negotiated target baseline. 	<p>There has been an increased proportion of students achieving results in the top 3 HSC bands in their HSC in 2023 by 1.2% 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.</p>
<ul style="list-style-type: none"> • Improvement as measured by the School Excellence Framework in the Teaching Domain - Effective Classroom Practice - Explicit Teaching and Feedback themes - Trending towards "Sustaining and Growing". 	<p>The recent School Excellence Framework Self-Assessment Survey (SEF-SaS) for 2023 conducted by all school staff determined that overall we are trending at 'Sustaining and Growing' in most areas of 'Effective Classroom Practice', especially in the areas of feedback and classroom management.</p>
<ul style="list-style-type: none"> • Improvement as measured by the School Excellence Framework in the Teaching Domain - Data Skills and Use - Data Analysis and Data Use in Teaching themes - Trending towards "Sustaining and Growing". 	<p>The recent School Excellence Framework Self-Assessment Survey (SEF-SaS) for 2023 conducted by all school staff determined that overall we are trending at 'Sustaining and Growing' in most areas of 'Data Skills and Use', especially in the areas of data use in planning and data use in teaching.</p>
<ul style="list-style-type: none"> • 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 - Trending towards "Sustaining and Growing". 	<p>The recent School Excellence Framework Self-Assessment Survey (SEF-SaS) for 2023 conducted by all school staff determined that we are improving in the area of formative assessment where there is a trend developing from 'delivering' to 'Sustaining and Growing'. Whereas in the area of student engagement, school staff determined that we are trending at 'sustaining and growing'. In the areas of 'whole school monitoring' and 'summative assessment', we are trending from 'sustaining and growing' to 'excelling', which is a positive upward trend against our progress measures.</p>

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

Professional learning

Aboriginal background

Summary of progress

Strategic Direction 3 has a strong focus on 'Attendance' of all students and the recognition of improvements. We have continued to implement a range of strategies to support student attendance and improve our whole school attendance data. Our focus on recognising and rewarding excellent attendance had a positive impact on our students with Scout attendance data demonstrating a 5% increase from 2022 to 2023 in students achieving 90% or higher. The Wellbeing Team, with the support of the HSLO, implemented intervention strategy meetings with targeted students twice throughout the year, meeting one on one with students in all year groups to discuss their attendance. Our approach was to meet with as many students as possible, show them their Sentral attendance data, and build the capacity of our students in taking more ownership of their attendance to school. Our data is reflective of an upward trend in positive attendance. As a result, we will continue to foster a shared approach towards improving student attendance to school, and will work on refining our communication methods with our community, actively working towards enhancing the number of explained absences.

Our student Tell Them From Me Data indicates an improved sense of belonging in our male students. This will be a continued focus in 2024 with the Wellbeing Team ensuring a variety of universal, targeted and individualised wellbeing programs are implemented, aiming to enhance the overall sense of belonging and connectedness in which our students feel in our school community. Social and Emotional Learning (SEL) continued for all Stage 4 students, led by members of the Wellbeing Team. A strong focus on resilience, self-awareness and building positive and meaningful relationships remains at the forefront of the SEL program.

Our targeted boys program has been hugely successful again, highlighting a decrease in student misbehaviour and improved positive behaviour for learning among the selected group. Continuing to have a Boys Mentor actively leading the program, has assured quality control leading to an extension of the program to include a Science class in Stage 5.

In 2023 we saw an increased number of students aspiring to be part of the school's Student Representative Council. This can be linked to the increased number of leadership opportunities provided to students throughout the year, both sporting and academic, as well as our ability to build a culture of continuous improvement. The School Leadership Team engaged in the annual Leadership Camp opportunity, enhancing their leadership skills and developing a shared approach to improving our school culture.

Ongoing focus on Aboriginal culture led to the successful completion of our Aboriginal mural, and development of our Aboriginal garden space. The mural and garden were inclusive of a range of students, both Aboriginal and non-Aboriginal, and engaged a number of staff. The employment of a 0.4 Aboriginal SLSO actively supported students in the classroom and will continue moving forward in 2024.

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

<ul style="list-style-type: none"> • Increase the percentage of students attending school equal to or over 90% of the time by 5.8% from the system-negotiated target baseline. 	<p>We are steadily improving whole school attendance rates. We have not yet reached our progress measure but we are slightly above the average attendance rate compared to other schools in our area.</p>
<ul style="list-style-type: none"> • 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. 	<p>We continue to provide extensive wellbeing support for our students through universal, targeted and individualised programs. We have not yet met our progress measure but are seeing an upward trend in students experiencing improved wellbeing and sense of belonging in our school.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$198,849.00</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>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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Students that received Integration Funding Support (IFS) are mainstream students that meet the Department of Education's criteria in having a disability confirmation for AU (Autism Spectrum Disorder) and MH (Mental Health) and H (Hearing Support) V (Vision Support) and PH (Physical Disabilities) .</p> <p>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, Behaviour Support Plans, Risk Management and Safety Plans, Health Care Plans and Transition to Work Plans, 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>After evaluation, the next steps to support our students will be: We are committed to ensuring our students receive ongoing support in varying contexts throughout the school as well as providing ongoing professional learning to all of our staff to ensure they can successfully support all students in their classrooms. We will continue to work as a team to identify students requiring support and apply early intervention strategies aimed at enhancing their success within the class.</p>
<p>Socio-economic background</p> <p>\$496,754.37</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>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"> • A Whole School Approach to Improving Reading • A Whole School Approach to Improving Numeracy • Building a Quality Learning Environment • Collaborative Practice • Creating an aspirational culture • Connect, Succeed, Thrive and Learn • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through our literacy and reading and numeracy programs to support student learning • employment of additional staff to support the literacy and reading and numeracy program implementation.

<p>Socio-economic background</p> <p>\$496,754.37</p>	<p>The allocation of this funding has resulted in the following impact: Professional learning opportunities have been delivered throughout the year, to develop the capacity of all staff in delivering targeted teaching strategies that enhance engagement.</p> <p>Building the capacity of staff in formative assessment practice, particularly Learning Intentions and Success Criteria (LISC). This integration has seen all staff utilise this strategy in the implementation of formative assessment practice for the whole Year 7 cohort.</p> <p>Improved quality teaching and engagement and targeted professional learning of assessment to improve student learning outcomes.</p> <p>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.</p> <p>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. Staff have had ongoing Professional Learning in TIP modules (Trauma Informed Practice) to further understand and implement strategies to inform their teaching and learning practice.</p> <p>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. Thus leading to greater inclusion by our students.</p> <p>The Community Liaison Officer has increased our communication with the community through attendance on P&C Meetings, interactions between the school and community on our social media sites and regular community engagement.</p> <p>After evaluation, the next steps to support our students will be: Continue to professionally develop all staff on how to enhance engagement within the classroom thus leading to improved academic success for all students.</p>
<p>Aboriginal background</p> <p>\$63,423.32</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>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"> • Building a Quality Learning Environment • Connect, Succeed, Thrive and Learn <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 • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • 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 • creating a stronger sense of belonging through the creation of an

<p>Aboriginal background</p> <p>\$63,423.32</p>	<p>Aboriginal Mural and garden</p> <p>The allocation of this funding has resulted in the following impact: 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. Further development of the bush tucker garden and completion of the Aboriginal mural has allowed both Aboriginal and non-Aboriginal students to work together to develop their connection to the land and expand the students' cultural knowledge. Funding was utilised to release staff to develop Personalised Learning Pathway Plans. We successfully carried out NAIDOC Week, Reconciliation Day and had a great attendance from community at our PLP interviews. All staff engaged in professional learning opportunities to extend their knowledge and understanding of local Aboriginal history.</p> <p>After evaluation, the next steps to support our students will be: Continual development of the bush tucker garden which will have links to the commissioned mural that the community will have input into the development of, thus creating ownership of their school environment. Reestablishment of an Aboriginal leadership team to contribute to the schools continual embedding of Aboriginal culture within our school.</p>
<p>English language proficiency</p> <p>\$116,901.60</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</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 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 staffing intensive support for students identified in beginning and emerging phases • additional staffing to implement Individual Educational Plans for all EAL/D students • 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 <p>The allocation of this funding has resulted in the following impact: EAL/D staff have worked more closely with other staff members across all faculties. In addition, Specialised Support Teachers in EALD (team around the school) has offered 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 & Learning plans for those identified as high priority which were made available to all staff.</p> <p>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 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 student's true academic ability.</p>

<p>English language proficiency</p> <p>\$116,901.60</p>	<p>After evaluation, the next steps to support our students will be: Provide ongoing support to our EAL/D students within the classroom and through one on one support. Continue to offer EAL/D English course in Stage 6 led by EAL/D staff. Build the capacity of all staff in understanding the learning needs of EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$324,389.94</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <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 • 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 • support for students in various programs, courses and abilities e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: 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. 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 and mandatory requirements of the annual NCCD (National Consistent Collection of Data) . 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, Substantial or Extensive adjustments as part of the Disability Standards for Education (2005), students that require the implementation of IEP's, OOHC, BSP's and Health Care Plans or students that require additional transition to work as part of their Individual Transition Plan (ITP).</p> <p>After evaluation, the next steps to support our students will be: Provide support to identified students in a range of contexts to allow them to have success beyond the classroom. Continue to develop student individualised education plans and provide ongoing communication and professional learning to staff to ensure all students experience maximum engagement and inclusion in the classroom.</p>
<p>Professional learning</p> <p>\$83,815.76</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>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"> • A Whole School Approach to Improving Reading • Building a Quality Learning Environment • Collaborative Practice • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Continuation of professional learning around targeted numeracy and reading strategies aligned to data analysis and learning needs of students.

<p>Professional learning</p> <p>\$83,815.76</p>	<ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses. • Review of the HSIE Faculty practices and providing recommendations to support faculty growth. • Executive conference that focused on upskilling the Executive Team in Formative Assessment and HSC Strategy Implementation to lead their staff in school implementation. • Utilisation of experts in Delivery Support to implement strategic professional learning including 'Understanding Behaviour' and 'Trauma Informed Practice' to all staff to support positive behaviours and engagement in school. • Working as a network of schools, known as GMSSEN, to drive collaboration and sharing of practice across experts in curriculum and educational teams. <p>The allocation of this funding has resulted in the following impact: As a continuation of ongoing professional learning from 2023, there has been a focus on behaviour. This had led to a reduction in behaviour of serious concern and a reduction in escalated behaviours through teacher and student discussion. There has been targeted behaviour learning around co-regulation and student self-regulation options aligned to the Care Continuum interventions which has developed staff awareness and provided staff and students with strategies to manage behaviours. Professional learning aligned to formative assessment has led to a whole school implementation of formative assessment for the Year 7 cohort 2024. Staff will continue this professional development as we progress through the engage stage of implementation and continue to refine this practice. This confidence in formative assessment developed through initial executive team professional learning and then staff over term 3 and 4 has led to a positive growth and a stronger trend to sustaining and growing against the School Excellence Framework in most areas of assessment. Staff 'Performance and Development Plans' were utilised to identify professional learning for staff, with five staff recognised across the Department of Education for their various expert skills and knowledge in their fields. These staff presented school projects to the greater community of educators across NSW and have continued to support staff through ongoing professional learning, mentorship, and best practice strategy implementation in the areas of Data, Leadership, HSC strategies, Transition, HSC Implementation, and Science in practice. Additionally, the school has focused on HSC success in band achievement through the use of the HSC Implementation Strategy. With the successful use of our school Quality Teacher Advisor and Department of Education Growth Team, we have seen an increase in staff engaging with the High Leverage Strategies to improve student achievement and engagement. This will continue into 2024 with a deeper development of these strategies in learning.</p> <p>After evaluation, the next steps to support our students will be: To support student growth, staff will be continue to be professionally upskilled further in formative assessment and the HSC High Leverage Strategies in their practice. Staff will focus on reflective practice and improve their use of formative assessment to inform their teaching, adapt their teaching practice and meet the learning needs of students.</p>
<p>Beginning teacher support</p> <p>\$54,004.37</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Reduced responsibilities or teaching loads sufficient to support the development of their skills • Ongoing feedback and support that is embedded in the collaborative practices of the school • Mentoring structures and collaborative practices within the school.

<p>Beginning teacher support</p> <p>\$54,004.37</p>	<ul style="list-style-type: none"> • Teacher mentors access specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback that focussed on the 'What Works Best in Practice' Model. • professional learning that focussed on each module of 'What Works Best In Practice' including engagement, high expectation, assessment, explicit teaching, wellbeing, effective feedback, use of data to inform practice, classroom management and collaboration. <p>The allocation of this funding has resulted in the following impact: Through this initiative and activities, eight 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. In addition, all Early Career Teachers successfully completed the 'What Works Best in Practice: Update' consisting of reading material, group discussion, observation of the set module, and then reflection through MyPL. These regular sessions supported all teachers in refining their practice and noting noticeable changes in their classroom, especially around engagement and behaviour. 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. We were also able to up-skill faculty HTs on their role within the process of accreditation. Many teachers progressed to delivery of stage 6 HSC courses for the first time.</p> <p>After evaluation, the next steps to support our students will be: Many of these Early Career Teachers will be taking their first HSC class through year 12 in 2024 and will continue to be supported by their Head Teacher Mentor as well as another specialist teacher within their faculty with focus on knowing their content and how to teach it against the Australian Professional Standards for Teachers.</p>
<p>COVID ILSP</p> <p>\$256,401.80</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 2023.</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 and monitor progress of student groups • employing and releasing staff to coordinate the program • employing and releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact: Teachers were employed using COVID ILSP funds to support targeted students. Students were identified using a range of data sources such as SCOUT, NAPLAN, CHECK IN and both summative and formative assessment to identify student need. 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 that has been analysed and collated by of data collection team, to target specific need and meet progressions. COVID ILSP teachers also led pre and post testing with targeted students in literacy and numeracy and collaborated with staff on school formative and</p>

<p>COVID ILSP</p> <p>\$256,401.80</p>	<p>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' and 'Math's Space' for the purpose of enhancing the literacy and numeracy skills of Stage 4 and 5 students.</p> <p>After evaluation, the next steps to support our students will be: Funding remains essential to ensure we can continue to support our students using small group tuition. Throughout 2023, majority of time was spent providing in class support and students who were identified received more one on one support than small group tuition. Support was provided which focussed more on literacy skill development and we aim to continue this aswell as embed more numeracy support moving forward. We will provide ongoing support to identified students both within the classroom and through one on one support. Using research based methods to enhance literacy and numeracy skills and support students in understanding and completing school based assessment tasks.</p>
<p>Student Support Officer</p> <p>\$99,516.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. • Providing targeted wellbeing support for students who are experiencing challenges at home, through small group sessions opr individual support. • Establish referral pathways to appropriate local services through community partnerships. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. • working collaboratively with external and other government agencies in their support of students and their families. <p>The allocation of this funding has resulted in the following impact: 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. 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>After evaluation, the next steps to support our students will be: Our SSO has recently completed 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. 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. Our 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			
	2020	2021	2022	2023
Boys	475	451	440	410
Girls	452	429	441	445

Student attendance profile

School				
Year	2020	2021	2022	2023
7	93.8	89.1	87.5	88.3
8	91.8	86.8	84.1	85.3
9	89.4	84.3	84.1	84.8
10	88.2	82.7	80.9	83.2
11	87.9	81.8	81.9	76.0
12	90.8	87.2	86.7	84.7
All Years	90.4	85.2	84.0	83.8
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	18
Employment	7	10	17
TAFE entry	4	10	10
University Entry	0	0	28
Other	2	1	13
Unknown	0	7	14

Year 12 students undertaking vocational or trade training

45.97% of Year 12 students at Mount Annan High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

95.4% of all Year 12 students at Mount Annan High School expected to complete Year 12 in 2023 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)	46.4
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher EAL/D	0.4
School Counsellor	1
School Administration and Support Staff	15.88
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,013,392.63
Revenue	12,853,583.20
Appropriation	12,455,962.56
Sale of Goods and Services	124,671.96
Grants and contributions	172,352.90
Investment income	25,965.58
Other revenue	74,630.20
Expenses	-12,786,677.95
Employee related	-11,373,125.43
Operating expenses	-1,413,552.52
Surplus / deficit for the year	66,905.25
Closing Balance	1,080,297.88

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.

	2023 SBAR Adjustments (\$)
Targeted Total	151,174
Equity Total	1,001,469
Equity - Aboriginal	63,423
Equity - Socio-economic	496,754
Equity - Language	116,902
Equity - Disability	324,390
Base Total	9,824,251
Base - Per Capita	237,071
Base - Location	0
Base - Other	9,587,180
Other Total	592,474
Grand Total	11,569,368

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

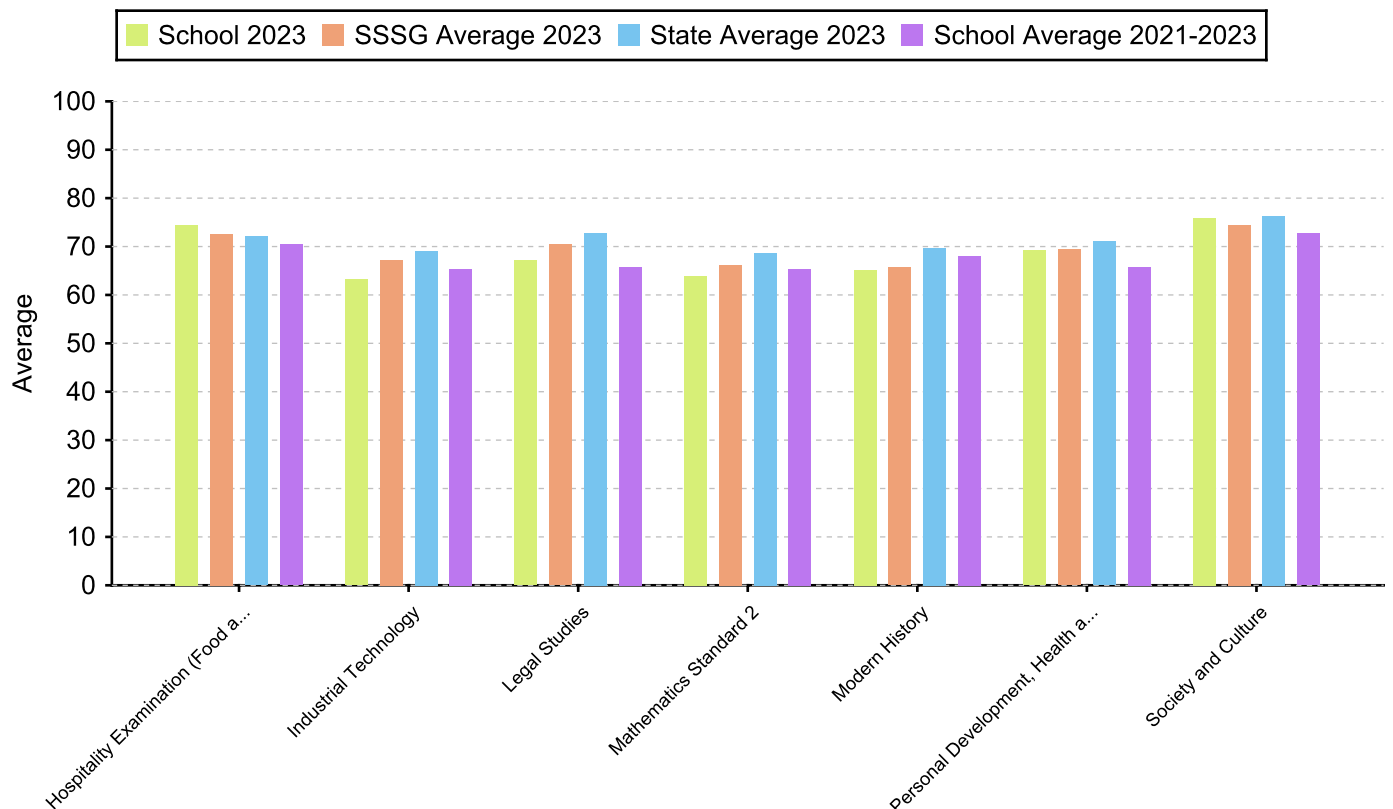
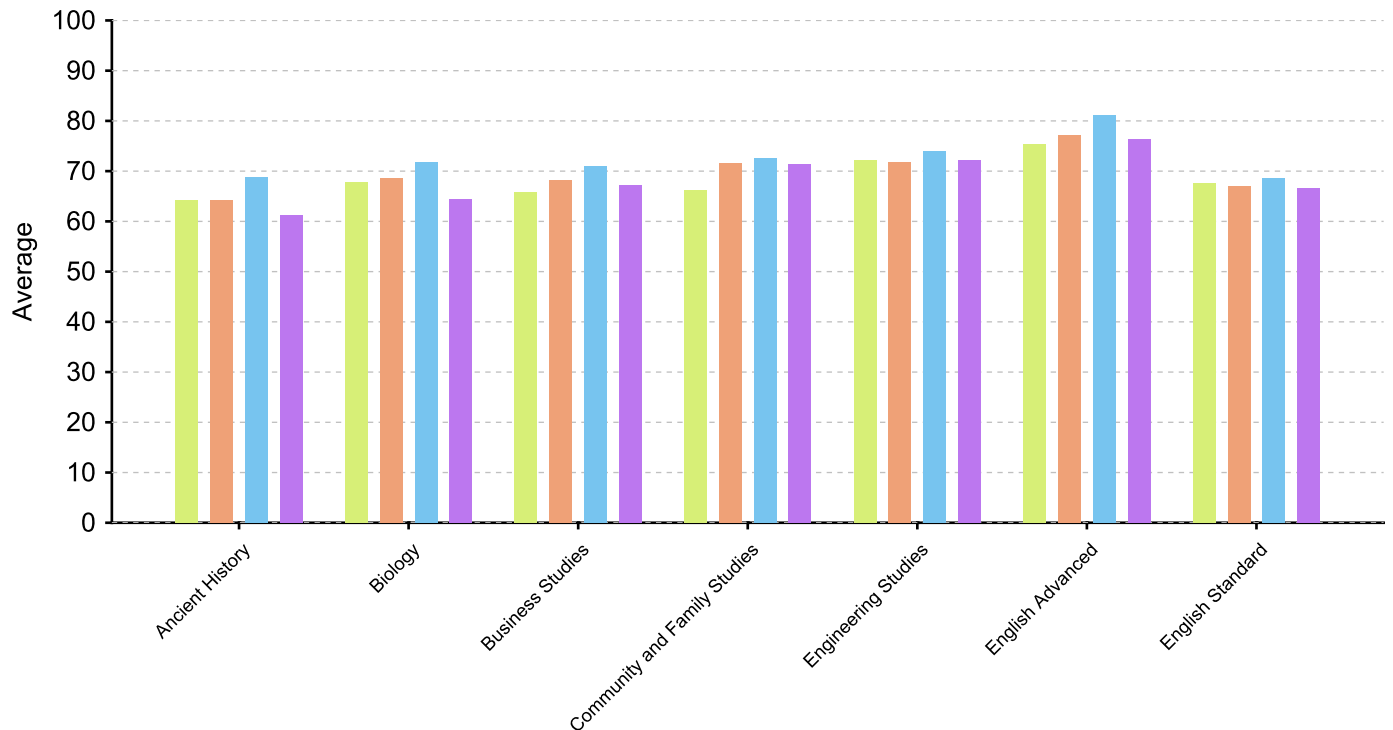
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

School performance - HSC

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

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



Subject	School 2023	SSSG	State	School Average 2021-2023
Ancient History	64.2	64.1	68.7	61.3
Biology	67.7	68.6	71.8	64.3
Business Studies	65.8	68.2	70.9	67.2
Community and Family Studies	66.2	71.5	72.7	71.3
Engineering Studies	72.1	71.7	73.9	72.1
English Advanced	75.3	77.2	81.2	76.4
English Standard	67.6	67.0	68.5	66.7
Hospitality Examination (Food and Beverage)	74.4	72.7	72.1	70.4
Industrial Technology	63.2	67.2	69.1	65.3
Legal Studies	67.1	70.5	72.9	65.7
Mathematics Standard 2	63.9	66.2	68.7	65.3
Modern History	65.1	65.7	69.6	68.1
Personal Development, Health and Physical Education	69.2	69.4	71.0	65.8
Society and Culture	75.9	74.5	76.3	72.7

Parent/caregiver, student, teacher satisfaction

In 2023, Mount Annan High School continued to make our community a priority as it encompasses our staff, students, parents and carers. As with many aspects representative of teaching in NSW, identified challenges both internally and externally as we navigated 'teacher shortages', 'gaps in learning', due to COVID and ever-changing curriculum directions. New curriculum introduction is always a challenge but a solution of adequate professional learning through focused networking via the Greater Macarthur Schools Education Network (GMSSEN) is being implemented to address this. 'Wellbeing' challenges revolved around the negative influence of 'perceived respect', 'building resilience among our students' and improving upon our support systems within the school. To address advocacy and resilience the CREST team presented a whole school focus on quality relationships between students, staff and parents and the value a solid relationship can bring to one's educational setting.

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 Matters' survey.

Qualitative parent feedback, email and personal contact continues to identify and commend the positive difference the school is making for students in our community. Continual formal and informal opportunities provided by Parents' and Citizens Association meetings, sports achievers, transition open nights and parent-teacher meetings. Parent feedback is always greatly appreciated and will continue to guide our direction as a school moving forward.

The TTFM survey indicated a range of areas we have seen improvement and furthermore, areas that as a school we need to continue to evaluate current approaches within the school and to inform future teaching and learning. Noticeably parents quantitatively informed increases in students feeling culturally safe (up 9%), parents feeling welcomed and able to move around our facilities (up 19% and 7% respectively). There was a 44% increase when addressing if our school provides enough resources to help students with disability or special needs which was a strong improvement. A decrease (down 12%) was evident in subjects being offered and parent satisfaction with what educational options were available at the school which indicates a significant scope to improve. Lastly almost all parents (99%) indicated a preference for the use of telephone services for communication, a vision for us as a school to reflect on in 2024.

As informed through the 2023 TTFM by the students at Mount Annan High School, the data collected overall is clearly informing that our wellbeing practices and actions are positively influencing our students, however, a downturn in academic approaches and student rigor was something that needs addressing in the future.

Some standout figures included our student's overall sense of belonging and positive relationships have improved across all year groups (up 9%). Our Aboriginal students have acknowledged teachers understand culture at our school (up 18%). On the back of the positive relationship's actions throughout the year, our students have moved up 1.0 on the 10-point scale to be above the NSW Government Norm. Finally, whilst we are still 5% above NSW Government Norm for truancy, we have seen a 36% decrease in truancy from our senior students in 2023.

Students have indicated the 'Physical environment' issues have focused on some of the regular concerns such as the state of the toilets, the vandalism of them. As a school we are aware of these issues and have been working consistently to address these, such as the focus on CREST.

In 2023 we had a 30% increase in staff undertaking the survey with data indicating many areas showing improvement from 2022. It was evident that staff morale, school leaders and the pedagogical approach for the past 12 months has had an overall positive effect on the practice of teaching and the wellbeing of teachers. Staff identify that for almost all the eight drivers of student learning there have been improvement bringing us closer to NSW Government Norms or above in the category of leadership. Some of the notable percentage increases include staff moral 89% (up 29%), supporting effective teaching practices 82% (up 36%), school leadership 91% (up 23%) and staff's sense of belonging 85% (up 25%). On the Teaching and Learning front, staff perceived challenges from the increasing administration along with added pressure from outside schools to prepare students for the modern world and the skills they expect students to have when they leave (data showing only 70% expecting students to complete Yr.12 and 48% considering University as an option) This pressure to motivate disengaged students is one of the key things teachers are finding challenging. Visions to address improved opportunities for students that are disengaged and younger than seventeen years of age along with improved recognition of the work of teachers are all steps to continue growth in their satisfaction at Mount Annan High School.

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.