

Monaro High School

2019 Annual Report



8196

Introduction

The Annual Report for 2019 is provided to the community of Monaro High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Monaro High School

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School background

School vision statement

Our purpose:

Monaro High School empowers all students and staff to achieve their personal best.

We are preparing our students for their 'now' and their 'futures'.

Our aim:

Monaro High School continually strives to improve outcomes and opportunities for all young people entrusted to our care.

Our *raison d'être*:

Monaro High School embraces the 'Melbourne Declaration on Educational Goals for Young Australians'.

Goal 1:

- Australian schooling promotes equity and excellence.

Goal 2:

All young Australians become:

- Successful Learners
- Confident and Creative Learners
- Active and informed citizens

School context

Monaro High School acknowledges the Ngarigo people, the traditional custodians of the land on which our school stands. We pay respect to our elders both past and present and to those of the future for they hold the knowledge, culture and understandings of this land.

Monaro High School was established in 1954. As a comprehensive public high school, our school continues to proudly serve the communities of the Monaro. We acknowledge the multicultural connections embedded in the Snowy Mountains Scheme and the way it shaped our community.

The school's motto is: *In the Ascendant*, which encapsulates the notion of continually striving to improve and to achieve at the highest levels.

We aim to know all of our students both as learners and as young people and to develop strong learning partnerships between parents, students and our school.

We believe that all students have the right to a personalised education where all pathways of learning are equally valued.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in Learning

Purpose

To enhance student wellbeing, learning and achievement.

Improvement Measures

- Student satisfaction data in the TTFM and school–developed surveys.
- Sentral attendance and behaviour data.
- Subject grade review.
- External testing data.

Progress towards achieving improvement measures

Process 1: • Implementation of Monaro High School Wellbeing Policy and Positive Choice Framework.

Evaluation	Funds Expended (Resources)
Satisfaction data within TTFM has been effective in providing evidence of successes and in the provision of necessary future directions for MHS.	Relief provided to support access to TTFM surveys for all students. Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$2500.00)

Process 2: • Implementation of Personal Learning Plans for all students.

Evaluation	Funds Expended (Resources)
MHS enhanced processes focusing on attendance has developed clearer understanding of the roles and responsibilities with attendance. Year advisers have contributed to a wellbeing approach which clearly articulates that every students is know valued and cared for.	Year advisers were providing with significant relief from class to enhance attendance policy and procedures and develop clearer school based knowledge of individual student learning. Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$50000.00)

Strategic Direction 2

Excellence in Teaching

Purpose

To enhance teacher knowledge, practice and professional development..

Improvement Measures

- Staff Professional Development Plan reviews.
- Professional standards self–reflection survey
- Tell Them From Me staff surveys.
- Evidence of data informed planning and teaching.

Progress towards achieving improvement measures

Process 1: • Implementation of the Professional Learning Groups Strategy.

Evaluation	Funds Expended (Resources)
<p>The development of clearer processes and procedures with the Performance and Development Framework was developed.</p> <p>Targeted professional learning opportunities were also clearly evident.</p> <p>The future focus will be on developing tighter expectations with Professional Learning which align with future directions.</p>	<p>Head Teachers were provided with release from face to face teaching to administer the Professional Learning Groups.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio–economic background (\$35000.00)

Process 2: • Implementation of Cross Curriculum Project Based Learning.
• Professional learning around best practice in future focused learning.

Evaluation	Funds Expended (Resources)
<p>The curriculum review recommended the Executive trial a different Stage 6 method of delivery for small numbered courses to support the expansion of the MHS curriculum. The decision to commence this trial was delayed as a result of the pressure on resources from the upgrade.</p>	<p>Relief was provided to form a curriculum review team which commenced the process of evaluating MHS curriculum across the entire school.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio–economic background (\$10000.00)

Process 3: • Professional Learning in evaluative thinking and evidence–based decision–making (data skills and use).

Evaluation	Funds Expended (Resources)
<p>This was put on hold as a result of the full curriculum review being undertaken.</p>	

Strategic Direction 3

Excellence in Leading

Purpose

To provide educational leadership on the Monaro, leading the community towards Education 3.0.

Improvement Measures

- Validation evidence.
- Teacher reporting on 'general capabilities'.
• Education 3.0 project evaluations.
- Consultation reports.

Progress towards achieving improvement measures

Process 1: • Continuous improvement, development and validation program.

Evaluation	Funds Expended (Resources)
The executive understanding of critical documents and processes for school planning and authentic evaluation has improved significantly.	Executive provided with relief to commence the planning around effective practices for External Validation and planning for the next school planning cycle. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Process 2: • Education 3.0

Evaluation	Funds Expended (Resources)
The MHS focus on 3.0 shifted to establishing a strategic plan for technology and the necessary Teacher Professional Learning to support the futures based learning necessary post the schools upgrade.	Microsoft Ninja Team formed and supported through Professional Learning and the strategic planning to support the future of learning expectations for MHS post the capital works upgrade which commenced at the end of 2019. Evaluation and research of technology to strategically develop a road map for MHS into the future. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$25000.00)

Process 3: • Connecting with the community.

Evaluation	Funds Expended (Resources)
The student interest in engaging in this process was very successful. The student body was able to unofficially establish and conduct events to support connecting with community.	Students and staff were supported in working through the process of establishing a MHS Junior AECG. Funding Sources:

Progress towards achieving improvement measures

The student interest in engaging in this process was very successful. The student body was able to unofficially establish and conduct events to support connecting with community.

- Aboriginal background loading (\$5000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Provision of personalised support to students in their Preliminary and HSC years to enhance the chance of completion of HSC.</p> <p>Mentoring to support student engagement in post school options through the AIME program.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$10 000.00) 	All attempts to create greater levels of engagement in 2019 have shown success. The AIME program and the move towards establishing a junior AECG have been particularly successful.
Aboriginal Education	<p>Guest speakers.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$4 000.00) 	The formal support of AIME and the whole school events such as Christine Anu visit were highly successful.
Extension	<p>Staffing to support the continued curriculum patterns to offer extension classes.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$5 000.00) 	The extension classes in English, Maths and Science for students in Yrs 7–10 have, once again, proven to be very successful.
Bump It Up	<p>MHS didn't receive any Bump it Up funding for 2019.</p>	MHS didn't receive any Bump it Up funding for 2019.
Student Leadership	<p>Resourcing to support SRC, Leo and the Links to Learning program.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$2 000.00) 	The active SRC, Young Lions (LEO) and Links to Learning programs have again been well supported and provided wonderful opportunities for all students who wish to expand their leadership skills.
Data and Measurement	<p>Professional Learning targeted at the use SCOUT to support staff in evaluative practices to enhance Teaching and Learning for HSC.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$5 000.00) 	The training was conducted on a School Development Day but was clearly impacted by the poor access to appropriate technology and staff have.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	257	250	247	244
Girls	219	212	213	207

Student attendance profile

School				
Year	2016	2017	2018	2019
7	95	92.1	94.6	92
8	89.8	93.3	89.1	91.9
9	87.8	90	92.1	87.5
10	87.6	87.5	85.2	84.7
11	90.7	88.6	84.3	82.6
12	89.6	91.1	84.6	88.8
All Years	90.1	90.5	88.8	88.1
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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	10	2
Employment	0	50	53
TAFE entry	85	40	3
University Entry	0	0	40
Other	0	0	2
Unknown	15	0	0

Year 12 students undertaking vocational or trade training

15.91% of Year 12 students at Monaro High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

97.4% of all Year 12 students at Monaro High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	32.5
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.78
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	475,151
Revenue	7,725,300
Appropriation	7,535,098
Sale of Goods and Services	-3,576
Grants and contributions	188,448
Investment income	4,967
Other revenue	362
Expenses	-7,442,420
Employee related	-6,591,529
Operating expenses	-850,891
Surplus / deficit for the year	282,880

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.

	2019 Approved SBA (\$)
Targeted Total	1,232,411
Equity Total	390,751
Equity - Aboriginal	21,855
Equity - Socio-economic	168,362
Equity - Language	0
Equity - Disability	200,533
Base Total	5,237,136
Base - Per Capita	114,499
Base - Location	36,480
Base - Other	5,086,157
Other Total	345,732
Grand Total	7,206,031

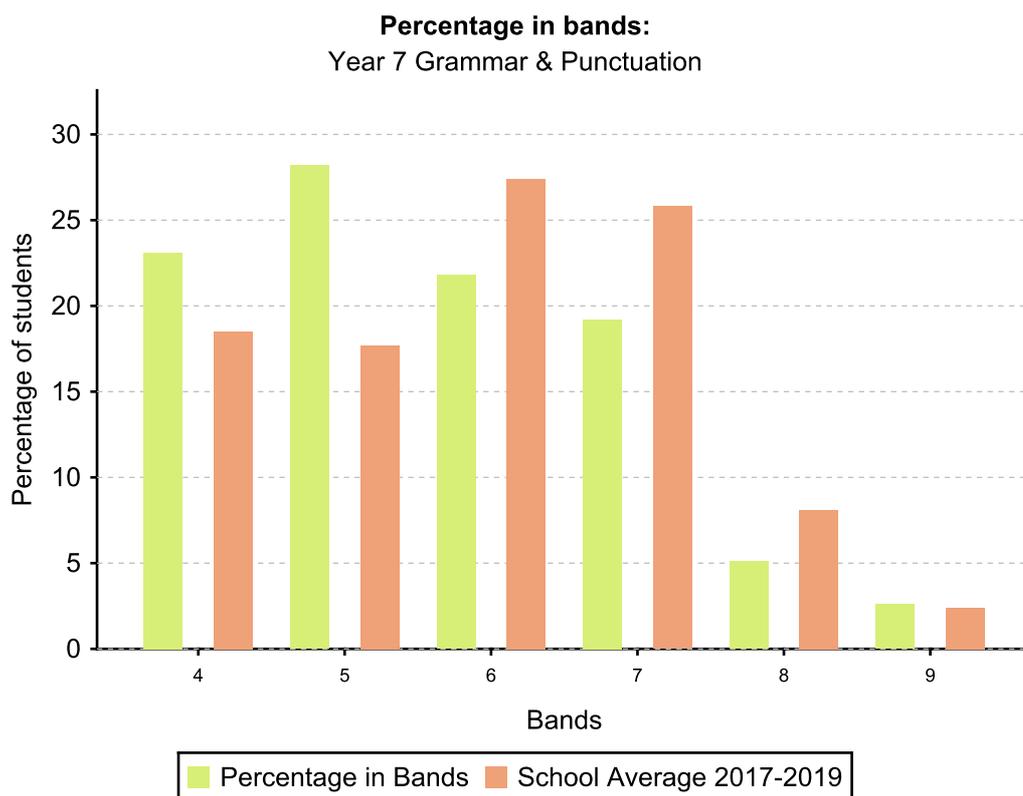
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

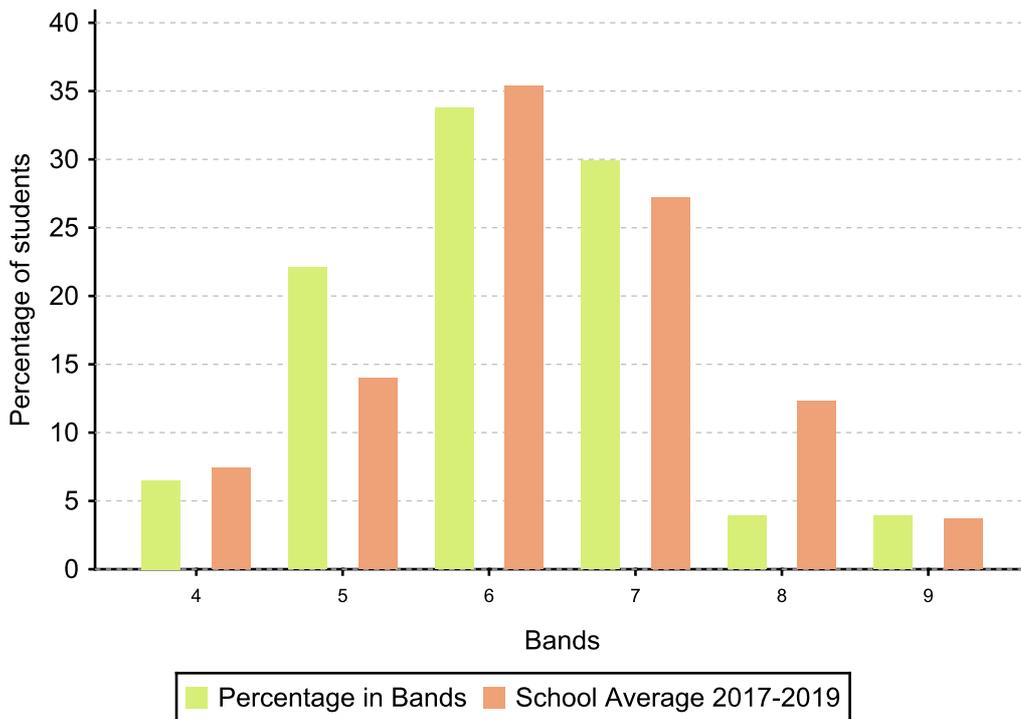
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



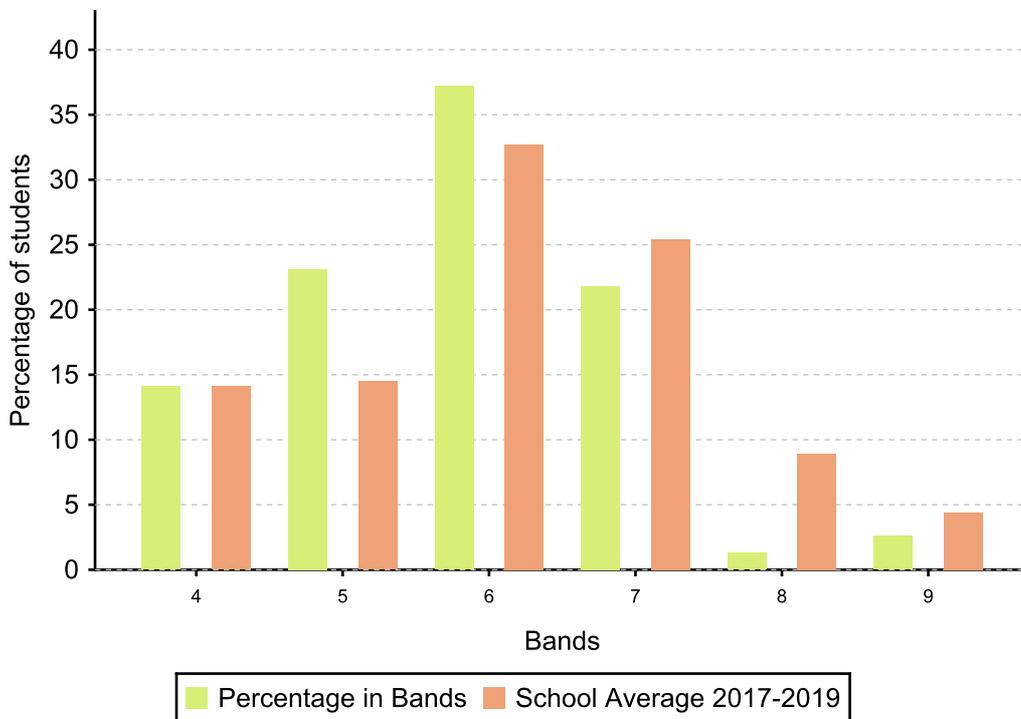
Band	4	5	6	7	8	9
Percentage of students	23.1	28.2	21.8	19.2	5.1	2.6
School avg 2017-2019	18.5	17.7	27.4	25.8	8.1	2.4

**Percentage in bands:
Year 7 Reading**



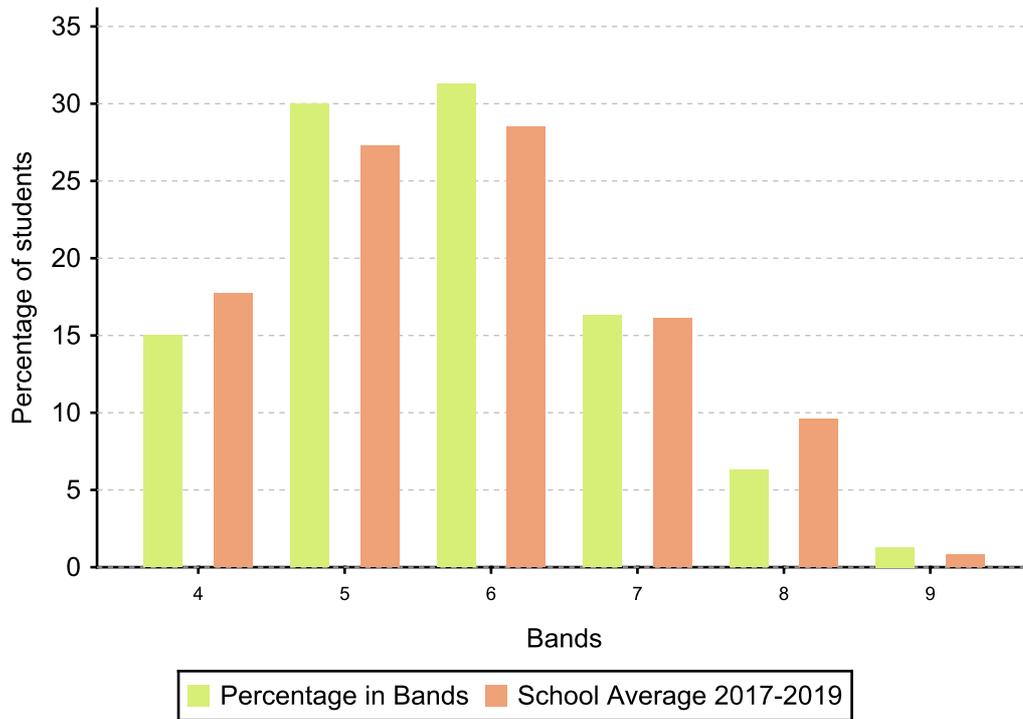
Band	4	5	6	7	8	9
Percentage of students	6.5	22.1	33.8	29.9	3.9	3.9
School avg 2017-2019	7.4	14	35.4	27.2	12.3	3.7

**Percentage in bands:
Year 7 Spelling**



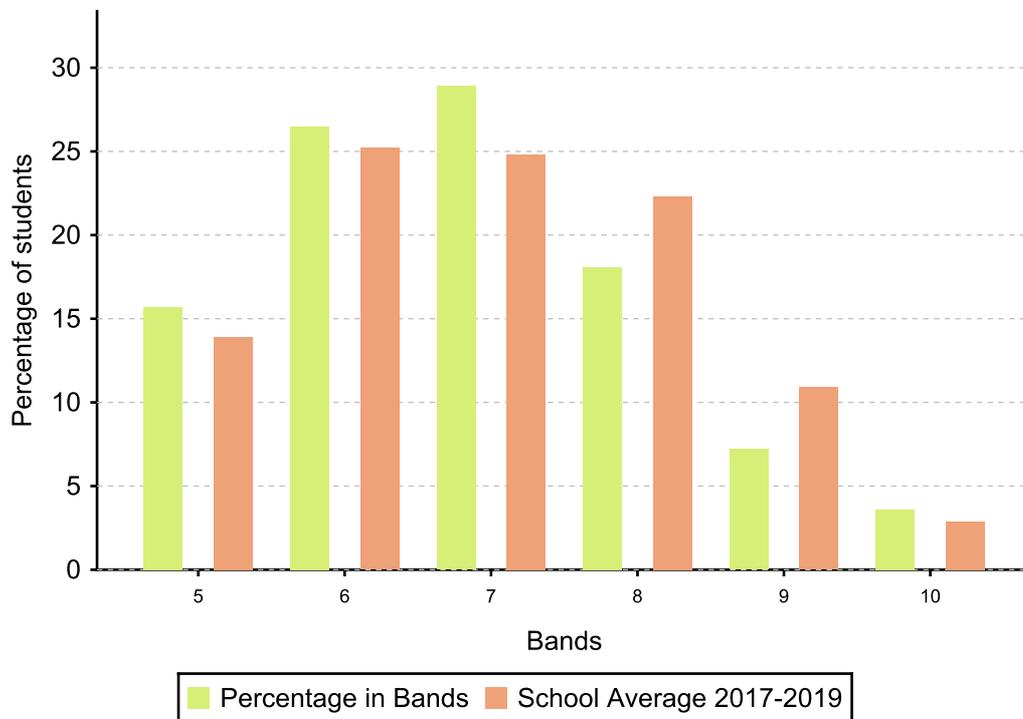
Band	4	5	6	7	8	9
Percentage of students	14.1	23.1	37.2	21.8	1.3	2.6
School avg 2017-2019	14.1	14.5	32.7	25.4	8.9	4.4

Percentage in bands:
Year 7 Writing



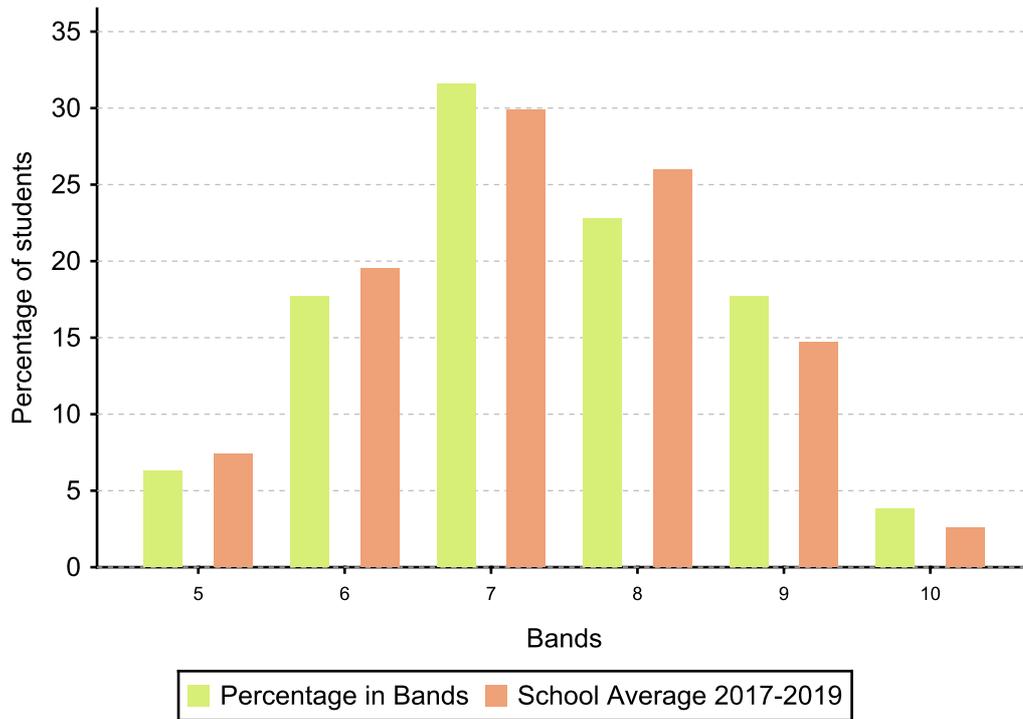
Band	4	5	6	7	8	9
Percentage of students	15.0	30.0	31.3	16.3	6.3	1.3
School avg 2017-2019	17.7	27.3	28.5	16.1	9.6	0.8

Percentage in bands:
Year 9 Grammar & Punctuation



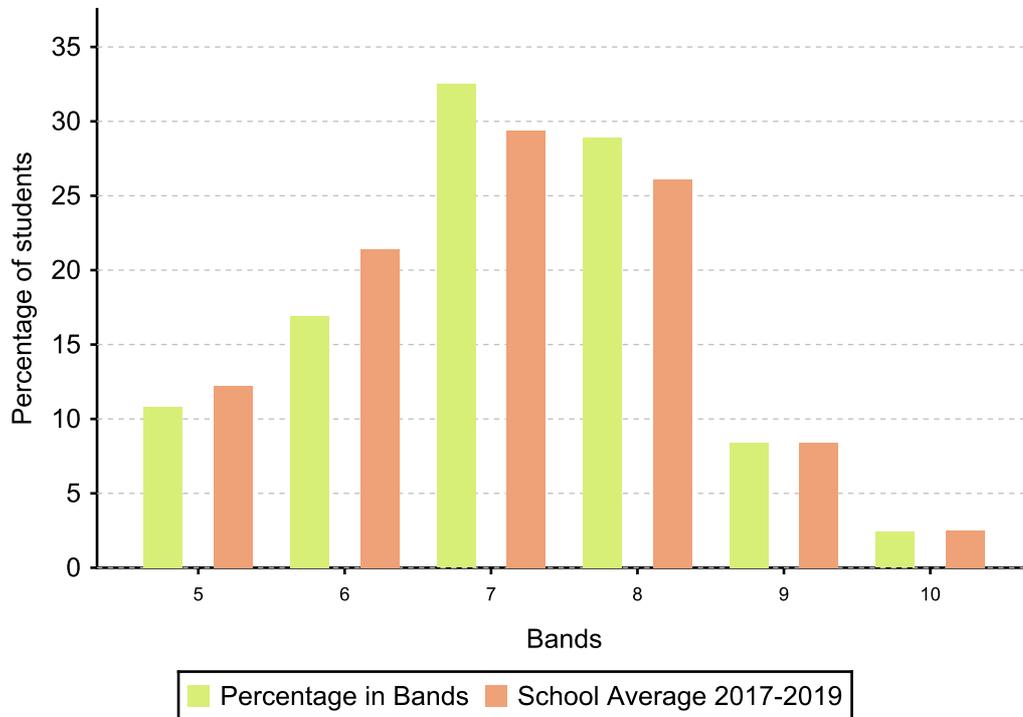
Band	5	6	7	8	9	10
Percentage of students	15.7	26.5	28.9	18.1	7.2	3.6
School avg 2017-2019	13.9	25.2	24.8	22.3	10.9	2.9

**Percentage in bands:
Year 9 Reading**



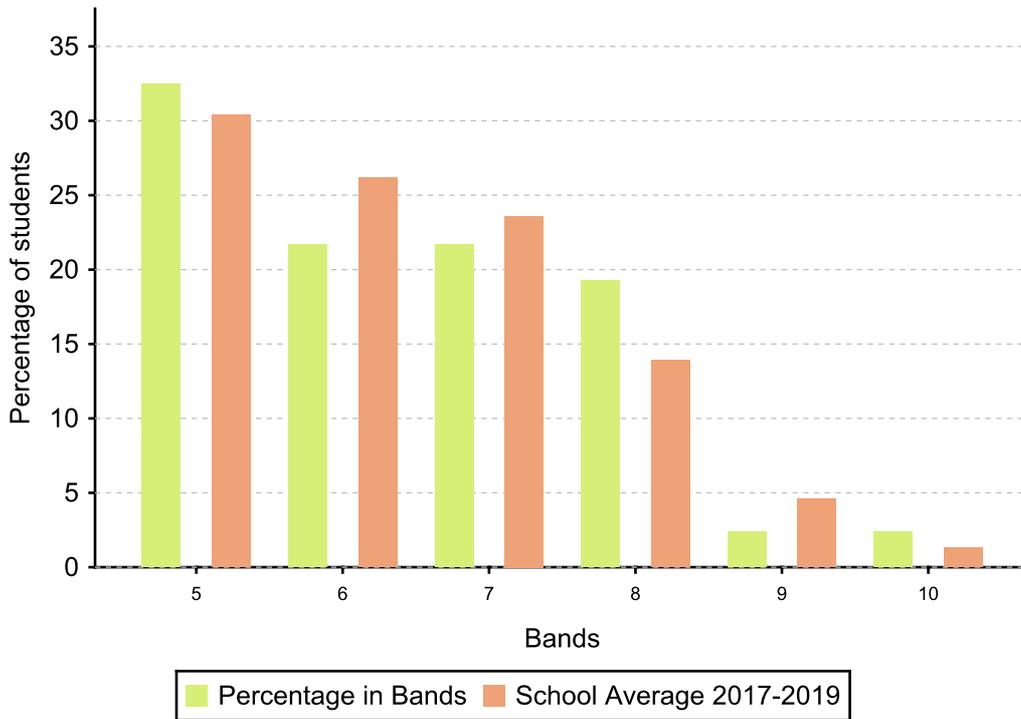
Band	5	6	7	8	9	10
Percentage of students	6.3	17.7	31.6	22.8	17.7	3.8
School avg 2017-2019	7.4	19.5	29.9	26	14.7	2.6

**Percentage in bands:
Year 9 Spelling**



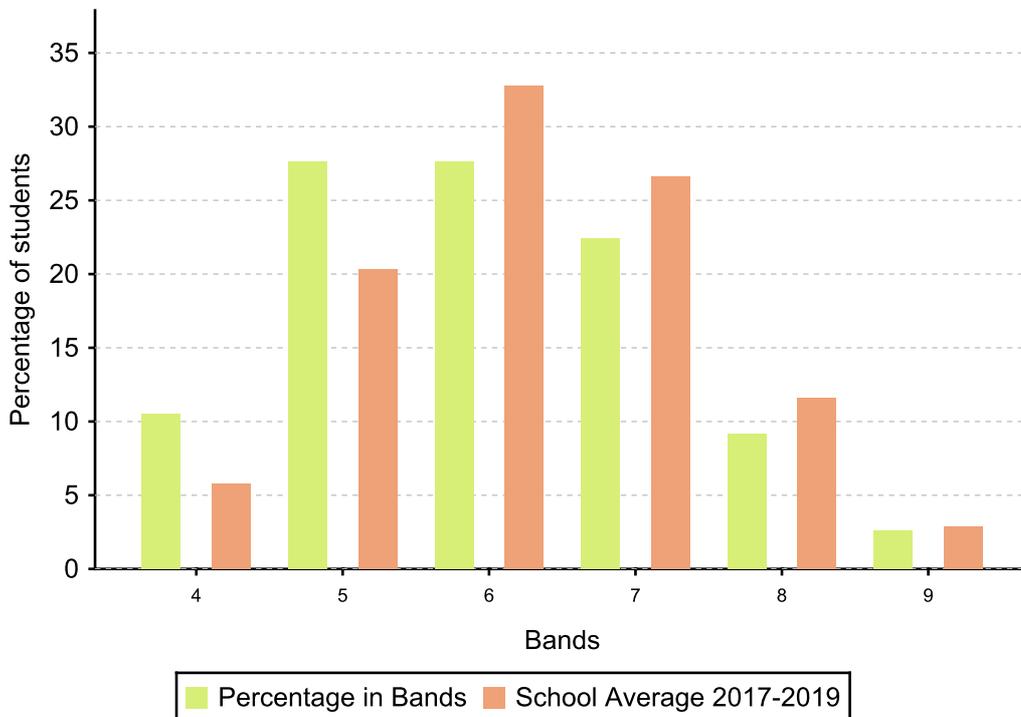
Band	5	6	7	8	9	10
Percentage of students	10.8	16.9	32.5	28.9	8.4	2.4
School avg 2017-2019	12.2	21.4	29.4	26.1	8.4	2.5

Percentage in bands:
Year 9 Writing



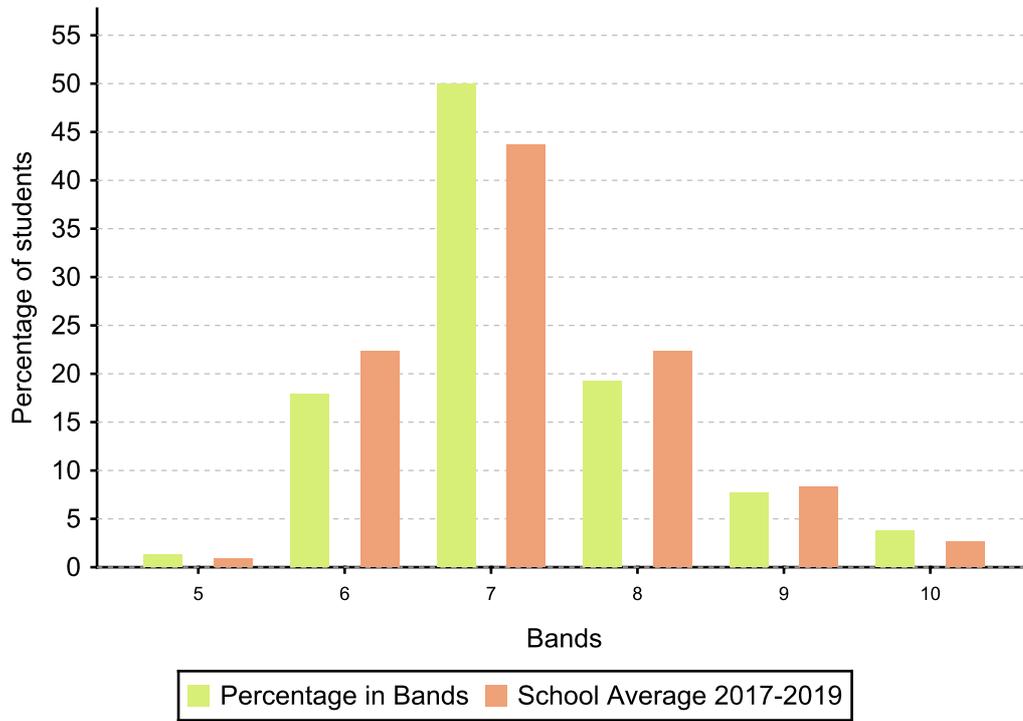
Band	5	6	7	8	9	10
Percentage of students	32.5	21.7	21.7	19.3	2.4	2.4
School avg 2017-2019	30.4	26.2	23.6	13.9	4.6	1.3

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	10.5	27.6	27.6	22.4	9.2	2.6
School avg 2017-2019	5.8	20.3	32.8	26.6	11.6	2.9

Percentage in bands:
Year 9 Numeracy

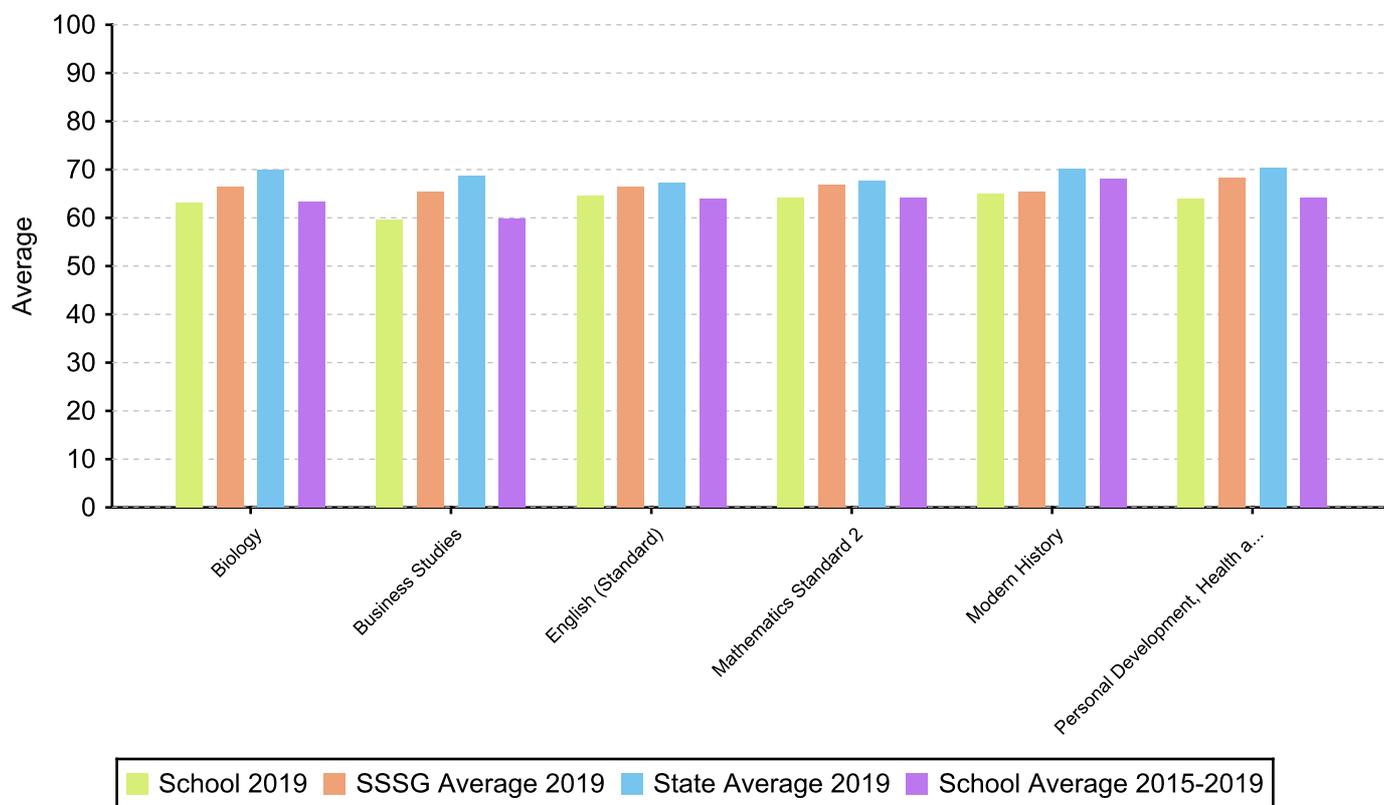


Band	5	6	7	8	9	10
Percentage of students	1.3	17.9	50.0	19.2	7.7	3.8
School avg 2017-2019	0.9	22.3	43.7	22.3	8.3	2.6

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 2019	SSSG	State	School Average 2015-2019
Biology	63.1	66.4	69.9	63.4
Business Studies	59.7	65.3	68.6	59.7
English (Standard)	64.6	66.5	67.3	63.9
Mathematics Standard 2	64.2	66.9	67.7	64.2
Modern History	64.9	65.3	70.2	68.2
Personal Development, Health and Physical Education	63.9	68.3	70.5	64.2

Parent/caregiver, student, teacher satisfaction

MHS focused its collection of satisfaction data through Yr. 12 students and parents to support the whole school curriculum review which commenced in 2019.

The highlights and areas requiring investigation from this data include:

- 20% of students encouraged the school to focus on student behaviour to support an improved MHS into the future. This directly resulted in the executive focusing on the importance of school wide expectations to commenced the 2020 school year.
- 86% of Yr. 12 students highlighted the expertise of the Teaching Staff as a highlight during their time at MHS.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.