

2020 Annual Report

Monaro High School



8196

Introduction

The Annual Report for 2020 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

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School vision

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

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

Our self-assessment and the external validation process will assist the school to refine our 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	2020 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	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Excelling

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)
<p>The schools focus on implementation of a stronger well-being framework and explicit communication of school expectations has been effective it creating better opportunities for students at Monaro High in 2020.</p>	<p>Relief provided to support access to TTFM surveys for all students.</p> <p>Well-being Team was provided with resources and support to establish visible consistent school expectations.</p> <p>Ongoing school based access to third party software to support student well-being and achievement.</p> <p>Relief to support set up and Professional Learning for expanded school use of Sentral focusing on efficient communication with parents to support teaching and learning.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$2500.00)• Low level adjustment for disability (\$10000.00)• Socio-economic background (\$30000.00)

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

Evaluation	Funds Expended (Resources)
<p>MHS ongoing focus on enhanced processes on attendance has developed clearer understanding of the roles and responsibilities with attendance.</p> <p>Year advisers have contributed to a well-being approach which focuses on individuals with targetted needs, this will be enhanced into the future with a restructure of the middle executive roles at MHS to support the introduction of a Head Teacher Well-being.</p> <p>A whole school student mentor approach was implemented to provide individualised support for targeted individual students.</p>	<p>Year Advisers were provided with significant relief from class to enhance the schools approaches to individual learning.</p> <p>A targeted SLSO was employed as a resource to support this process.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability

Progress towards achieving improvement measures

MHS ongoing focus on enhanced processes on attendance has developed clearer understanding of the roles and responsibilities with attendance.

Year advisers have contributed to a well-being approach which focuses on individuals with targeted needs, this will be enhanced into the future with a restructure of the middle executive roles at MHS to support the introduction of a Head Teacher Well-being.

A whole school student mentor approach was implemented to provide individualised support for targeted individual students.

(\$20000.00)

• Low level adjustment for disability
(\$60000.00)

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 enhanced by clearer scheduling and guidelines to support the middle executive with this approach.</p> <p>Targeted professional learning opportunities with a focus on effective use of Technology to support staff and students through flexible learning associate with COVID-19 was a highlight of the 2020 year.</p> <p>The future will focus on developing tighter expectations with Professional Learning which aligns with School Improvement Plan.</p>	<p>Head Teachers were provided with release from face to face teaching to administer the Professional Learning Groups.</p> <p>All staff were provided with release from face to face teaching to support the immense need for TPL around effective use of technology.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$60000.00)

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 iCap as a Stage 6 method of delivery for small numbered courses to support future sustainability and expansion of the MHS curriculum.</p>	<p>Relief was provided to support the establishment of iCap for at least one line in Year 11 in 2021.</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 process was delayed as a result of the immersion in effective use of technology required to support staff and students through the flexible delivery necessary during COVID-19.</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)
High level executive understanding of critical documents and processes for evaluation was authentically demonstrated through External Validation in 2020. This process produced very clear areas of focus for the school to move forward into the future.	Executive provided with relief to work on the process of External Validation. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$10000.00)

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.	The successful Microsoft Ninja Team provided highly effective Professional Learning and the strategic planning for staff and students during the period of flexible learning resulting from COVID-19. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

Process 3: • Connecting with the community.

Evaluation	Funds Expended (Resources)
Progress with this process was impacted directly by DoE protocols as a result of COVID-19.	

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 school and community leadership.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$10 000.00) 	<p>The mentoring of students proved successful, particularly with our students in Year 11 and 12.</p> <p>Staff support of an indigenous leadership group has resulted in ongoing engagement by a large percentage of our indigenous students.</p>
Aboriginal Education	<p>Guest speakers.</p>	<p>The planned guest speakers and mentoring groups which were planned for 2020 were impacted by COVID-19 restrictions.</p>
Extension	<p>Staffing was allocated to ongoing support of junior extension classes.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$10 000.00) 	<p>The extension classes in English, Maths and Science for students in Yrs 7-10 have, once again, proven to be very successful.</p>
Bump It Up		<p>MHS didn't receive any Bump it Up funding for 2020.</p>
Student Leadership	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$5 000.00) 	<p>The active SRC, Young Lions (LEO) and Links to Learning programs have again been well supported and provided, where possible, opportunities for all students who wish to expand their leadership skills.</p>
Data and Measurement		<p>Data and measurement focuses at MHS were put on hold in 2020 as a result of immense Teacher Professional Learning required to support the COVID-19 flexible learning focuses of 2020.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	250	247	244	251
Girls	212	213	207	210

Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.1	94.6	92	92.3
8	93.3	89.1	91.9	89.6
9	90	92.1	87.5	90.6
10	87.5	85.2	84.7	87.6
11	88.6	84.3	82.6	86
12	91.1	84.6	88.8	85
All Years	90.5	88.8	88.1	89
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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. 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.

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	8	5
Employment	0	52	50
TAFE entry	87	40	3
University Entry	0	0	40
Other	0	0	2
Unknown	13	0	0

Year 12 students undertaking vocational or trade training

32.69% of Year 12 students at Monaro High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

95.9% of all Year 12 students at Monaro High School expected to complete Year 12 in 2020 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)	34.7
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.78
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	758,031
Revenue	8,297,477
Appropriation	8,241,676
Sale of Goods and Services	3,613
Grants and contributions	49,203
Investment income	1,455
Other revenue	1,529
Expenses	-8,218,363
Employee related	-7,116,327
Operating expenses	-1,102,036
Surplus / deficit for the year	79,113
Closing Balance	837,144

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.

	2020 Approved SBA (\$)
Targeted Total	202,373
Equity Total	392,210
Equity - Aboriginal	16,414
Equity - Socio-economic	176,271
Equity - Language	0
Equity - Disability	199,525
Base Total	6,877,260
Base - Per Capita	115,500
Base - Location	37,749
Base - Other	6,724,011
Other Total	348,174
Grand Total	7,820,017

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.

2020 NAPLAN

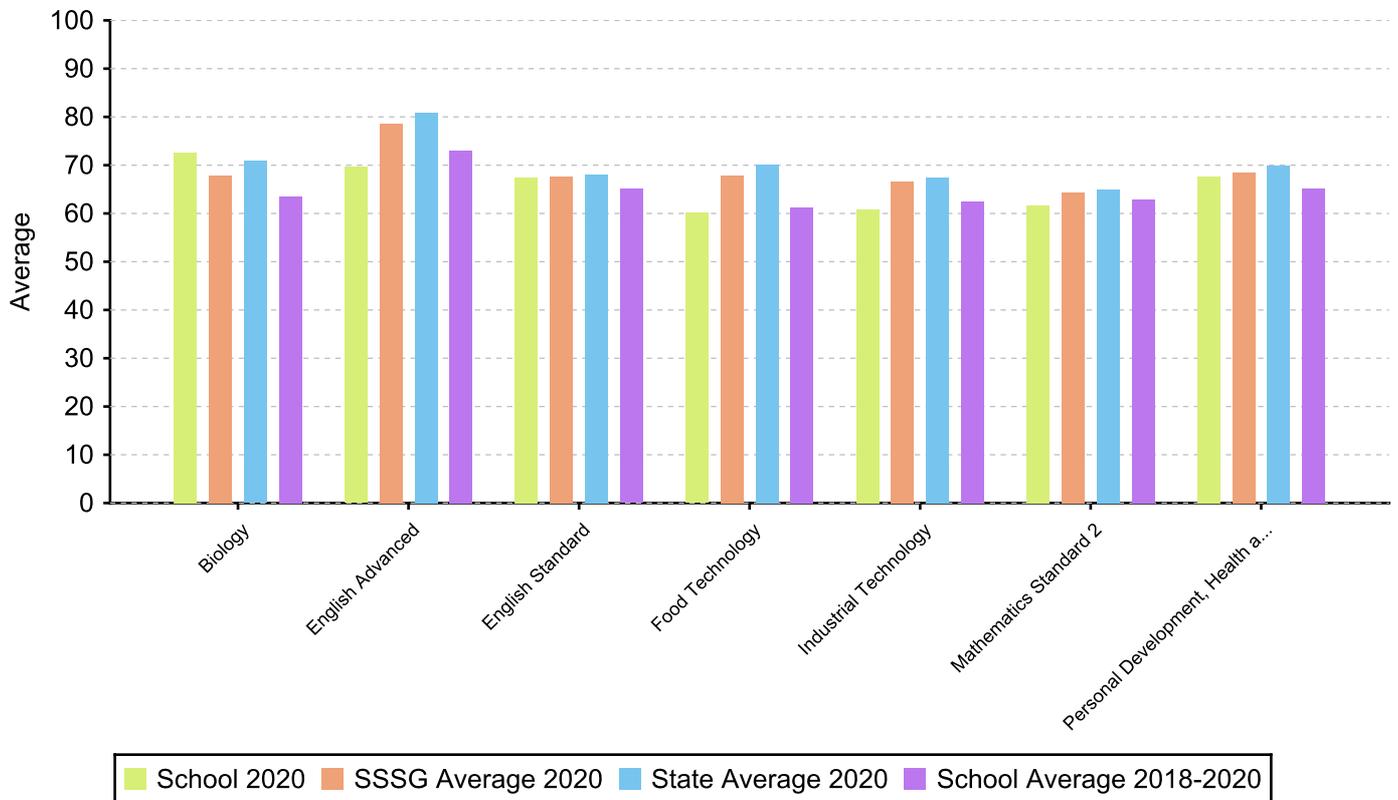
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Biology	72.6	67.9	70.8	63.5
English Advanced	69.6	78.5	80.8	73.1
English Standard	67.5	67.7	68.1	65.1
Food Technology	60.1	67.8	70.2	61.2
Industrial Technology	60.9	66.5	67.5	62.5
Mathematics Standard 2	61.7	64.3	64.9	62.9
Personal Development, Health and Physical Education	67.7	68.5	69.9	65.1

Parent/caregiver, student, teacher satisfaction

MHS focused its collection of satisfaction data in 2020 on parental support of stronger processes to create more productive learning environments through management of mobile phone use in the school.

The highlight of this data was 98% of parents supporting stronger processes with mobile phones to create clearer focuses on learning in the classroom.

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.