

2021 Annual Report

Monaro High School



8196

Introduction

The Annual Report for 2021 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 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

Monaro High School is a diverse learning community with an inclusive environment fostering respect, optimism, acceptance and responsibility.

We provide quality learning opportunities to prepare our students for excellence in their future pathways.

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 as they hold the knowledge, culture and understandings of this land.

Monaro High School has proudly served the communities of the Monaro since its establishment as a comprehensive High School in 1954. The school's historical significance has been closely linked to the Snowy Mountains Hydro-Electric Scheme a well-documented part of our nation's history and we value this history and the multicultural connections embedded in the Snowy Mountains Scheme and the way it has shaped our community.

Monaro High School currently has a student population of approximately 480, a teaching staffing entitlement of 49 and a non-teaching entitlement of just under 14 staff. The school has a FOEI of 100 and caters for a diverse rural community through:

- strong partnerships with local organisations such as the Cooma Lions Club, the Monaro High School Leo Club, and through the long-standing Cultural exchange with Japanese city of Yamaga.
- an extensive Learning, Support and wellbeing focus for students, highlighted by six supported education classes providing educational opportunities for all students.
- modern learning spaces; a focus on innovative learning practices; and effective and efficient use of technology to shape our students' pathways for the future.

Monaro High School undertook a highly effective and informative External Validation in 2020. This was a tool which formed the basis of our situational analysis identifying Wellbeing, data skills and use, and assessment and feedback as critical opportunities for improvement.

The school's motto: 'In the Ascendant', encapsulates the notion of continually striving to improve and to achieve at the highest levels. We aim to know all 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 an 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 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	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that every teacher is committed to the provision of a learning environment which values the need for student growth and attainment in key areas such as literacy, numeracy, the Higher School Certificate and the need to support effective transition into post school options.

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.

- Excellence in Literacy & Numeracy.
- HSC/ATAR Growth and Attainment.
- Successful transition to post school 'pathways'.

Resources allocated to this strategic direction

Socio-economic background: \$75,000.00

Summary of progress

Excellence in Literacy

In 2021, Monaro High School staff worked closely on structural change to support effective school wide Professional Learning with a focus on school wide consistent approaches to literacy strategies in all Key Learning Areas (KLAs). We successfully created a whole school Literacy Team to develop resources, skills and understanding of literacy demands across KLAs. The delivery of Professional Learning planned through the year was greatly impacted by COVID-19 restrictions and staffing shortages. Despite the challenges, the Literacy Team successfully engaged in remote Professional Learning in the use of SCOUT, to enhance school wide data analysis, and targeted Professional Learning to support a whole school focus on punctuation and vocabulary through the departmental Learning Hub. This supported a more consistent approach to literacy focuses across all KLAs. In future, with more work in this area, we hope to see improved student outcomes through enhanced explicit delivery of literacy. This work has led to major curriculum structural change to support the explicit delivery of Literacy Classes in Stage 4 and a whole school vertical approach to school wide reading in 2022.

Excellence in Numeracy

In 2021, we worked closely with the Teaching Quality and Impact Directorate, Warilla Education Office, through Strategic School Support to develop school wide numeracy approaches with the aim to enhance student outcomes in numeracy. We successfully created a team with representatives from the majority of KLAs to develop skills and understanding of numeracy demands across KLAs. The delivery of a considerable amount of Professional Learning planned throughout the year was greatly impacted by COVID-19 restrictions and staffing shortages. However, the Numeracy Team engaged with the Years 5-8 Numeracy Guides and the departmental Learning Hub. We are hoping to see improved student outcomes through explicit delivery of numeracy to support KLA needs. This work has led to major curriculum structural change to support the explicit delivery of Numeracy Classes in Stage 4 in 2022.

Successful transition to post school 'pathways'.

As a result of an unexpected substantial growth in student engagement in School Based Traineeships and Apprenticeships in 2021, our attention in this initiative was focused on structural change to assist with the high administrative workload associated with students engaging formally with trade-based pathway planning. Our key focus was on higher levels of retention to Year 12 and successful HSC completion for these students. Targeted student and staff support, for school-based curriculum change and the development of necessary resources, to maintain and monitor the growth of School Based Apprenticeships and Traineeships (SBATs) at Monaro High School proved to be very successful. This work directly led to all students engaging in these skills based pathways, finding success in their SBAT and an overall growth in student retention to Year 12. This work has also resulted in further student engagement in formal trade-based pathways, something that will require additional planning and support into the future. It has also highlighted the need to develop wider formal strategies to support career pathway planning to identify and support students with earlier exploration of post-school pathways.

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 in the percentage of students achieving in the top 2 bands of reading demonstrated by an uplift of 2.7% from the school's system negotiated baseline.	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for reading of 9.78% from the baseline indicating progress is yet to be seen.
Increase in the percentage of students achieving in the top 2 bands of numeracy demonstrated by an uplift of 3.5% from the school's system negotiated baseline.	NAPLAN scores indicate a decrease in the percentage of students in the top two bands for numeracy of 4.76% from the baseline indicating progress is yet to be seen.
Increase in the percentage of students achieving expected growth in reading demonstrated by an uplift of 2.2% from the school's system negotiated baseline.	The percentage of students achieving expected growth in reading decreased by 39.47% from the baseline indicating progress is yet to be seen towards achieving the lower bound target.
Increase in the percentage of students achieving expected growth in numeracy demonstrated by an uplift of 2.2% from the school's system negotiated baseline.	The percentage of students achieving expected growth in numeracy decreased by 18% from the baseline indicating progress is yet to be seen towards achieving the lower bound target.
Increase in the percentage of HSC course results in the top 2 bands demonstrated by an uplift from of 3.3% the school's system negotiated baseline.	The percentage of students attaining results in the top two bands HSC decreased by 6.16% from the baseline indicating progress is yet to be seen towards achieving the lower bound target.

Strategic Direction 2: High Impact Teaching

Purpose

To ensure our focus as teachers is targeted towards data informed, evidenced based teaching practices which make the biggest difference for our 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.

- Effective data skills and use.
- Highly effective teaching practices.
- Enhancing our culture of high expectations.

Resources allocated to this strategic direction

Socio-economic background: \$78,427.70

Summary of progress

Our focus on effective data skills and use in 2021 was directly linked to the work being conducted by the team focused on enhancing student growth and attainment in literacy and numeracy. This resulted in greater use of data in SCOUT to support and enhance school wide decision making with a focus on student growth and attainment. This focus on more effective data driven strategic planning supported significant structural change in 2022 which resulted in the establishment of greater focus on literacy in Stage 4 and a return to a vertical school wide focus on reading through DEAR (Drop Everything And Read). Executive staff reviewed teaching and learning programs within their faculties to ensure curriculum requirements were met and effective monitoring of teaching practice was the focus for all staff. The schools focus on effective practices also resulted in the establishment of consistent online HSC monitoring processes to ensure staff engage in regular reflection with a focus on data informed improvements. Significant planning for targeted Professional Learning to support enhanced HSC data use, highly effective teaching practices and the school culture of high expectation was cancelled several times because of COVID-19 restrictions and staffing shortages in 2021. This Professional Learning and the work in these critical areas will be revisited in 2022 there will be a particular focus on the development of a high expectations culture through the use of visible learning strategies.

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 in the percentage of HSC course results in the top 3 bands demonstrated by an uplift from the school's baseline of 43.3%.	The percentage of students attaining results in the top three bands HSC decreased by 2.14% from the baseline indicating progress is yet to be seen towards achieving the lower bound target.
Value added 9 - 12 demonstrates improvement from 2020 baseline and is moving towards 'Delivering' against the School Excellence Framework.	At the time of reporting 2021 Value Added data for 9 - 12 was not available to report against. Value Added 9 - 12 data for 2020 indicates the school is 'Delivering' against the School Excellence Framework.
Increase in the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity from 2020 baseline data.	The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has increased.
Increase in the % of students attaining HSC from the schools 2020 baseline data.	The percentage of students attaining HSC has increased by 9.1% since 2020 indicating progress has been made towards this target.

Strategic Direction 3: Wellbeing

Purpose

To develop a strategic and planned approach to whole school wellbeing processes that support the wellbeing of all students and staff to ensure optimum conditions for teaching and learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building a whole school structure to focus on belonging.
- Whole school approach to wellbeing.

Resources allocated to this strategic direction

Socio-economic background: \$25,000.00

Summary of progress

Our entire wellbeing focus in 2021 was on the critical establishment of structures, resources and planning to support the newly appointment Head Teacher Wellbeing. This role was established in 2021 to create effective structures to support whole school wellbeing with a focus on student support in this critical area. Operational realignments, following initial evaluation of existing resources and structures, led to a more efficient and active wellbeing role within the school's executive structures. With high levels of strategic planning in this area we were able to successfully recruit a Student Support Officer to enhance support of student wellbeing, expand already existing Learning and Support Structures and establish a Wellbeing Team to guide enhanced focuses on whole school approaches to wellbeing. Professional Learning, to support the alignment of processes and procedures with departmental expectations, was undertaken with the support of the Learning and Wellbeing Team, Batemans Bay Education Office. Data analysis and staff consultation conducted by the wellbeing team supported a refocus of student expectations across the school. The development of new executive structures also focused on engagement with wider community based resources to support student wellbeing, such as consolidation of the Wellbeing Health Inreach Nurse (WHIN) and its ongoing roles and responsibilities within the school's wellbeing structures. There is a need in the future to support the explicit teaching of expectations to enhance student belonging at Monaro High School. Additional future work will also revisit the relevance of our school values and Professional Learning for staff to support a move towards the future school focus of restorative practices.

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 in the percentage of students attending school 90% of the time or more demonstrated by an uplift of 2.3% from the school's system negotiated baseline.	The number of students attending greater than 90% of the time or more has decreased by 26.58% from baseline data to the schools lower bound system negotiated target.
Increase in the percentage of students demonstrating positive wellbeing as measured through the 'Tell Them From Me' survey with an uplift of 2.3% from the school's system negotiated baseline.	The number of students demonstrating positive wellbeing as measured by the Tell Them From Me Survey has decreased by 2.87% from baseline data to the schools lower bound system negotiated target.
In the element of Wellbeing, School Excellence Framework Self Assessment confirms the school to be at 'Sustaining and Growing' in the themes: • Caring for students • A planned approach to wellbeing	Self-assessment against the School Excellence framework shows the theme of 'Caring for students' to be Sustaining and Growing. Self-assessment against the School Excellence framework shows the theme of 'A planned approach to wellbeing' to be Delivering. Self-assessment against the School Excellence framework shows the

• Behaviour

theme of 'Behaviour' to be working towards Delivering.

Funding sources	Impact achieved this year
Integration funding support \$95,734.00	<p>Integration funding support (IFS) allocations support eligible students at Monaro 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 • Intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <p>All eligible students demonstrating progress towards their personalised learning goals. Eligible students receive personalised learning and support within their own classrooms</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The use of integration funding will be adjusted throughout the year in response to student LST reviews to ensure funding is used to specifically address each student's support need</p>
Socio-economic background \$178,427.70	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Monaro 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"> • Whole school approach to wellbeing. • Successful transition to post school 'pathways'. • HSC/ATAR Growth and Attainment. • Excellence in Literacy & Numeracy. • Effective data skills and use. • Highly effective teaching practices. • Enhancing our culture of high expectations. • Building a whole school structure to focus on belonging. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to support identified students with additional needs. • Supplementation of extra-curricular activities. • Engagement with external providers to support student engagement and retention. • Professional development of staff to support student learning. • Resourcing to increase equitability of resources and services. <p>The allocation of this funding has resulted in:</p> <p>Supported a significant whole school growth in the uptake of SBATs. Enhanced student and staff access to resources to support teaching and learning. Greater school wide focus on the importance of literacy and numeracy as foundation skills for life.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued engagement with ongoing professional learning and planning for further enhancement of our schoolwide focus on literacy and numeracy. Strategically use funding to uplift resourcing across the school to support teaching and learning as the new facilities come online. In 2022, the school will continue to focus on ensuring staff are provided with the necessary resources and professional learning to effectively utilise the</p>

Socio-economic background \$178,427.70	<p>new facilities with a focus on improving the impact of our teaching and learning.</p>
Aboriginal background \$22,000.00	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Monaro High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>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. • Staffing release to support development and implementation of Personalised Learning Plans. <p>The allocation of this funding has resulted in:</p> <p>An improved retention of Aboriginal students meeting HSC Minimum Standards and successfully completing the HSC.</p> <p>Greater levels of mentoring to ensure our Aboriginal students who are transitioning out of school have a planned pathway to further study or to join the workforce.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continuing to focus on mentoring our senior students as they navigate the HSC and expand our focus formally into Stage 4 and 5 to capture any early identified disengagement.</p>
Low level adjustment for disability \$203,078.83	<p>Low level adjustment for disability equity loading provides support for students at Monaro 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> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employing a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • Targeted students are provided access to mentoring to increase learning outcomes in literacy, numeracy and effective engagement in completion of assessment items. • Employment of SLSO to support student engagement in the classroom setting. <p>The allocation of this funding has resulted in:</p> <p>An increase in student engagement with a particular focus on attendance. Increase support individually, in small groups and in the classroom to allow students greater access to curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Streamlining future support through greater levels of targeted interventions through resources such as the School Support Officer and additional School Learning Support Officers.</p>
Location	The location funding allocation is provided to Monaro High School to

\$41,928.73	<p>address school needs associated with remoteness and/or isolation.</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 operational funding include:</p> <ul style="list-style-type: none"> • Subsidising student excursions to enable all students to participate. • Incursion expenses. • Student assistance to support excursions. • Technology resources to increase student engagement. • Additional staffing to support curriculum offerings. <p>The allocation of this funding has resulted in:</p> <p>Increased subject offerings. Enhanced access to technology for students and staff across the entire school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To ensure the current focus on technology and opportunities for students is sustainable into the future, supporting greater opportunities for students and staff to overcome isolation.</p>
<p>Professional learning \$65,588.00</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 Monaro High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging specialist staff to unpack evidence-based approaches to teaching punctuation, vocabulary and numeracy. • Support of teacher Professional Learning to meet personal and school based learning goals through the staff Performance and Development Framework. <p>The allocation of this funding has resulted in:</p> <p>Increased capacity of teachers to embed effective practices in literacy and numeracy into KLA based work, resulting in improved internal evidence of student results.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Personalised and targeted professional learning to further support teacher and school wide goals in literacy, numeracy, technology and wellbeing.</p>
<p>Beginning teacher support \$38,000.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Monaro 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> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release time for staff to support teacher mentoring. • Enhanced access to Professional Learning targeting specific support in the first few years in the profession.

Beginning teacher support \$38,000.00	<p>The allocation of this funding has resulted in: All beginning teachers having greater access to professional learning that required additional release time. All beginning teachers being formally aligned with a mentor in the critical first years in the profession.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to allocate additional resources as necessary to retain beginning teachers in the profession.</p>
School support allocation (principal support) \$25,582.00	<p>School support allocation funding is provided to support the principal at Monaro High School with administrative duties and reduce the administrative workload.</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 initiative funding include:</p> <ul style="list-style-type: none"> • Increase in administration staffing allocation to maintain previous years employment of administration staff to support the schools ongoing day to day need. <p>The allocation of this funding has resulted in: Ensured that staff across the school had access to necessary administrative resources to meet school and departmental expectations.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to utilise this funding to focus on growing whole school administrative needs as new teaching spaces come online at Monaro High School.</p>
COVID ILSP \$159,517.58	<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 2021.</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"> • Where possible employment of educators to deliver small group tuition. • Releasing staff to analyse school and student data to identify students for small group tuition and monitor progress. <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Providing additional in-class support for some students to continue to work towards their learning goals.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	247	244	251	253
Girls	213	207	210	196

Student attendance profile

School				
Year	2018	2019	2020	2021
7	94.6	92	92.3	84.4
8	89.1	91.9	89.6	82.9
9	92.1	87.5	90.6	78.9
10	85.2	84.7	87.6	81.7
11	84.3	82.6	86	85.2
12	84.6	88.8	85	84.4
All Years	88.8	88.1	89	82.7
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 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 has 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.

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	0
Employment	60	65	72.5
TAFE entry	35	20	0
University Entry	0	0	25
Other	0	0	0
Unknown	5	5	2.5

Year 12 students undertaking vocational or trade training

37.21% of Year 12 students at Monaro High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.5% of all Year 12 students at Monaro High School expected to complete Year 12 in 2021 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)	35.9
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	837,144
Revenue	8,762,991
Appropriation	8,685,277
Sale of Goods and Services	4,190
Grants and contributions	72,705
Investment income	632
Other revenue	187
Expenses	-8,801,004
Employee related	-7,532,668
Operating expenses	-1,268,337
Surplus / deficit for the year	-38,013
Closing Balance	799,131

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.

	2021 SBAR Adjustments (\$)
Targeted Total	130,184
Equity Total	403,388
Equity - Aboriginal	21,882
Equity - Socio-economic	178,428
Equity - Language	0
Equity - Disability	203,079
Base Total	7,100,005
Base - Per Capita	121,700
Base - Location	41,929
Base - Other	6,936,376
Other Total	410,002
Grand Total	8,043,580

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

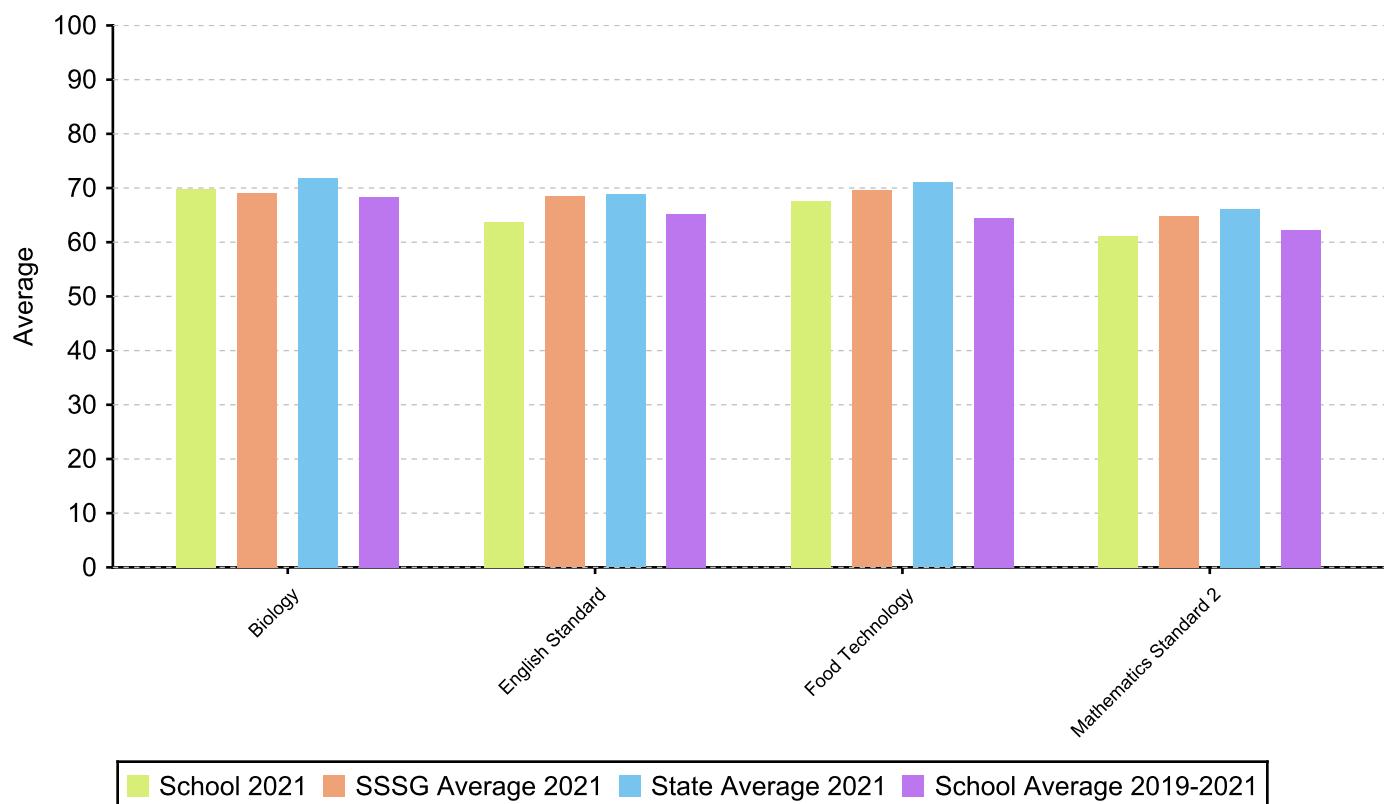
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Biology	69.8	69.1	71.9	68.3
English Standard	63.7	68.5	68.8	65.2
Food Technology	67.6	69.5	71.0	64.5
Mathematics Standard 2	61.1	64.8	66.1	62.2

Parent/caregiver, student, teacher satisfaction

Communication throughout the year with parents and wider community is largely done through the school newsletter, school Facebook page, reports at Parents and Citizens Association meetings, the school website and through Sentral. This highlights our school directions, achievements and successes.

Our focus in 2021 has been on improving the schools communication with parents. 89% of parents have found the digital application based tool for communication to be both useful and user friendly.

56% of staff at Monaro High School engaged with the state wide People Matters Employee Survey in 2021. Some focus areas for action highlighted through this survey were wellbeing, team work and collaboration.

Next steps is to ensure Tell Them From Me student, parent and staff surveys are completed in 2022 to work with comparable data later in the planning cycle.

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.