

2022 Annual Report

Monaro High School



8196

Introduction

The Annual Report for 2022 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.

School contact details

Monaro High School
Mittagang Road
Cooma North, 2629
<https://monaro-h.schools.nsw.gov.au>
monaro-h.school@det.nsw.edu.au
6453 1500

School vision

At Monaro High School, we are committed to providing high-quality education in an inclusive environment fostering respect, optimism, acceptance, and responsibility.

We promote a culture of excellence in all learning environments so that all students become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
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	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that students grow in their learning through explicit, evidence-based teaching and learning strategies to enhance literacy, and numeracy and further develop growth and attainment in the Higher School Certificate whilst supporting effective transition to 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.

- Effective Teaching Practice: Literacy & Numeracy.
- HSC/ATAR Growth and Attainment.
- Successful transition to post school 'pathways'.

Resources allocated to this strategic direction

Aboriginal background: \$29,415.00

Low level adjustment for disability: \$56,244.09

Professional learning: \$13,258.21

Socio-economic background: \$113,600.41

Location: \$28,103.00

Summary of progress

Effective Teaching Practice: Literacy and Numeracy

In 2022, Monaro High School staff continued to work closely on structural change to support targeted professional learning with a focus on school-wide consistent approaches to literacy and numeracy strategies in all Key Learning Areas (KLAs).

A focus for 2022 was sustaining a whole school literacy team and a numeracy team to develop further resources, skills, and understanding of literacy and numeracy demands across KLAs. The delivery of professional learning planned throughout the year was greatly impacted by staffing shortages and our inability to recruit a Deputy Principal Instructional Leader.

Despite the challenges, the literacy team successfully continued to engage in skill development of SCOUT utilisation to enhance school-wide data analysis and provided targeted professional learning to support a whole school focus on punctuation, vocabulary, and explicit comprehension instruction through the Universal Research Hub. This supported a more consistent approach to literacy focuses across all KLAs. In the 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 the enhanced success of the curriculum structural change to support the explicit delivery of literacy classes in Stage 4 and a whole school vertical approach to school-wide reading. 2023 will focus on greater levels of targeted and evidence-based staff professional development with the support of a Deputy Principal Instructional Leader.

The numeracy team and staff delivering content to the Stage 4 numeracy classes engaged with the Years 3-8 Numeracy Guides and the Universal Resource Hub. We are hoping to see continued improved student outcomes through explicit delivery of numeracy to support KLA needs. This work has embedded and enhanced the 2021 structural changes to support the explicit delivery of numeracy classes in Stage 4. Monaro High School will focus on embedding sustainable structures and practice in 2023.

HSC/ATAR Growth and Attainment

Our focus for 2022 was to actualise a planned, evidence-based, consistent approach to student attainment, where HSC results demonstrate continual growth. Teaching staff engaged with targeted professional learning to understand the role and content of the HSC Standards Package and how to explicitly implement it in classroom pedagogy. Head teachers supported their faculties through ongoing engagement with and analysis of data from the HSC Results Analysis Package and support students in successfully attaining HSC Minimum Standards. Differentiated junior extension classes in English, mathematics, and science continue to provide increased opportunities for academic growth in high-potential/ATAR-ambitious students.

In 2023, we will continue to provide targeted professional learning opportunities for teaching staff regarding Stage 6 courses. We will develop a school-wide strategy to enhance student understanding of what is required to succeed in the

HSC (including the use of common language), develop collaborative practice models to ensure evidence-based pedagogies are applied in all classrooms, provide opportunities for parents and students to engage with HSC processes in order to empower them to develop clear goals and pathways to attainment. Additionally, we will review the structure and candidature of junior extension classes so that they are responsive to student needs and aspirations.

Successful transition to post-school 'pathways'

As a result of ongoing unexpected growth in student engagement in School Based Traineeships and Apprenticeships in 2022, our attention in this initiative was focused on strengthening 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 in the future. It has also highlighted the need to develop wider formal strategies to support career pathway planning to identify and support students with an 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 in reading with an uplift of 5.5% to the school's lower bound system-negotiated targets being achieved.	2022 NAPLAN data indicates an increase of 4.38% in the proportion of students achieving in the top two skill bands for NAPLAN reading from baseline data, however the school did not achieve the system-negotiated target. There has been an increase of 14.16% since 2021.
Increase in the percentage of students achieving in the top 2 bands in numeracy with an uplift of 7.1% to the lower bound system-negotiated targets being achieved.	2022 NAPLAN data indicates an increase of 1.36% in the proportion of students achieving in the top two skill bands for NAPLAN numeracy from baseline data, however the school did not achieve the system-negotiated target. There has been an increase of 6.12% since 2021.
Increase in the percentage of course results in the top 3 bands with an uplift of 3.85% to the lower bound system-negotiated targets being achieved.	HSC course results indicate an increase of 10.95% in the proportion of students achieving in the top three skill bands for the HSC from baseline data indicating achievement of the lower bound system-negotiated target and progress above the upper bound annual trajectory.

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

Professional learning: \$15,000.00

Socio-economic background: \$30,000.00

Summary of progress

Effective Data Skills and Use

In 2022 our ongoing focus on effective data skills and use was directly linked to the ongoing work being conducted by the team focused on enhancing student growth and attainment in literacy, numeracy, and in the HSC. 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 supported ongoing significant structural change in 2022 resulting in greater focus on literacy in Stage 4, further focus on vertical school-wide reading through DEAR (Drop Everything And Read), and the need to support staff to set high expectations for HSC students. Executive staff reviewed teaching and learning programs within their faculties to ensure they are addressing student needs as identified through data. The school's focus on effective practices also resulted in the establishment of consistent online HSC monitoring processes to ensure staff engaged in regular reflection with a focus on data-informed improvements. Significant planning for targeted professional learning to support enhanced HSC data use and highly effective teaching practices with a focus on enhanced understanding and use of HSC Standards was an ongoing focus in 2022. This professional learning and the work in these critical areas will continue to be a focus in 2023 by targeting, with the support of the Deputy Principal Instructional Leadership, a greater focus on high expectations through the use of evidence-based teaching strategies.

Highly Effective Teaching Practices and Enhancing Our Culture of High Expectations

In 2022, our executive undertook the High Impact Professional Learning Self-Assessment, and a clear picture of our school at the delivering stage was achieved. With the support of the Deputy Principal Instructional Leader in 2023 and utilising feedback from this tool, we can create a clear plan for professional learning, based on teacher and student needs in a clear, coherent, and continuous manner. We plan to identify, understand and implement evidence-based high-impact teaching strategies, based on the What Works Best Framework.

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 % of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system negotiated lower bound target.	The proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity has increased from 2021. Due to the small size of the cohort accurate/actual percentages cannot be reported.
Increase in the % of students attaining HSC by 1.5% from the schools 2020 baseline data.	HSC data indicates an increase of 9.5% in the proportion of students attaining the HSC from baseline data 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

Professional learning: \$40,000.00

Location: \$15,000.08

Socio-economic background: \$47,816.00

Summary of progress

Building a whole school structure to focus on belonging

In 2022, Monaro High School consolidated the new wellbeing structures implemented in 2021 to renew a focus on belonging for all students, staff and community stakeholders. The school reviewed the processes for communication of school values and implemented targeted positive feedback for students and carers. Explicit teaching of school values was delivered in year group meetings. Bullying concerns continue to be raised in various contexts, which is contributing to the low sense of belonging identified by students in Tell Them From Me surveys. The MHS Anti-bullying policy was updated in 2021 and improved in 2022 to address these issues. Staff experience in dealing with the increasingly complex wellbeing demands of students was identified as a barrier to increasing levels of belonging. As a result, targeted professional learning was conducted to assist staff to develop an awareness of, and ability to implement a Restorative Practice model for student behaviour management. This was aligned to the whole-school shift in procedures required by the implementation of the Inclusive, Engaging and Respectful Schools policy that was mandated in Term 4. To see positive results from these changes, Monaro High School will continue to embed Restorative Practices in regular routines and support the ongoing Professional Learning of staff in this area.

Whole school approach to wellbeing

Attendance has been a main focus of the whole school approach to Wellbeing in 2022. The school reinvigorated the Attendance Team and implemented a range of strategies proposed through the Guided Attendance Support Team. A Significant milestone of this process was the development of a communication plan that clearly identifies the types of correspondence with all stakeholders, when and how it is delivered. The attendance team has undergone additional training in SCOUT to support data interpretation and analysis to inform interventions to improve attendance. Additionally, all staff have completed internal professional learning to ensure they understand their responsibilities in relation to attendance. Attendance will continue to be a key focus in 2023 as the Attendance Team refines its practices and moves towards a best practice model for monitoring and improving attendance.

Monaro High School has grown in its capacity to manage wellbeing throughout 2022. The Wellbeing Team has begun developing a whole school Wellbeing framework. This framework will clearly link wellbeing interventions and programs at Monaro High School with the Department of Education's Wellbeing Framework. In 2022, new wellbeing programs were offered based on student need, such as a tailored program designed by the Student Support Officer. The wellbeing interventions in 2022 were largely responsive rather than proactive, therefore planning was undertaken to ensure proactive, universal programs are more prominent in 2023. In 2023, analysis of programs offered needs to be undertaken to gauge impact on student wellbeing and inform ongoing school 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 with an uplift of 2.3% to the school's lower bound system-negotiated target being achieved.	Attendance data indicates a decrease of 37.34% in the proportion of students attending school 90% of the time or more from baseline data indicating progress yet to be seen toward the 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 4.5% to the school's lower bound system-negotiated target being achieved.	Tell them from Me (TTFM) data indicates a decrease of 15.45% in the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) from baseline data indicating progress yet to be seen toward the system-negotiated target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$252,168.00</p>	<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 • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • Employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$191,416.41</p>	<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"> • Effective Teaching Practice: Literacy & Numeracy. • Highly effective teaching practices. • Whole school approach to wellbeing. • Enhancing our culture of high expectations. <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 • Staff release to increase community engagement • Employment of additional staff to support built in Teacher relief for SIP targeted Professional Learning • Resourcing to increase equitability of resources and services • Professional development of staff to support student learning <p>The allocation of this funding has resulted in the following impact: Supported significant ongoing growth in school wide 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. Greater focus on quality delivery of HSC content focused on students capacity to demonstrate meeting HSC Standards.</p> <p>After evaluation, the next steps to support our students will be: Greater engagement with ongoing professional learning and planning for further enhancement of our schoolwide focus on literacy, numeracy and the HSC. Strategically use funding to uplift resourcing across the school to support teaching and learning as the new facilities come online. In 2023, the school will deepen our focus on ensuring staff are provided with</p>

<p>Socio-economic background</p> <p>\$191,416.41</p>	<p>the necessary resources and professional learning to effectively utilise the new facilities with a focus on improving the impact of our teaching and learning with the support of a Deputy Principal Instructional Leader.</p>
<p>Aboriginal background</p> <p>\$29,415.00</p>	<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"> • Effective Teaching Practice: Literacy & Numeracy. • HSC/ATAR Growth and Attainment. • Successful transition to post school 'pathways'. <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 • Employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: An improved retention of Aboriginal students meeting HSC Minimum Standards and successfully completing the HSC. 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 will be: 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. A future focus on greater levels of engagement with Aboriginal families, in the PLP process, to promote more authentic conversations regarding future educational opportunities for our Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$205,641.39</p>	<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"> • Effective Teaching Practice: Literacy & Numeracy. • 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 LaST to work with individual students and in a case management role within the classroom and whole school setting • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: 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 will be:</p>

<p>Low level adjustment for disability</p> <p>\$205,641.39</p>	<p>Continue to streamline future support through greater levels of targeted proactive interventions through resources such as the School Support Officer and additional School Learning Support Officers.</p>
<p>Location</p> <p>\$43,103.08</p>	<p>The location funding allocation is provided to Monaro High School to 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"> • Building a whole school structure to focus on belonging. • Successful transition to post school 'pathways'. <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 for teaching principal release <p>The allocation of this funding has resulted in the following impact: Increased subject opportunities and choices for students. Enhanced access to technology for students and staff across the entire school.</p> <p>After evaluation, the next steps to support our students will be: 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</p> <p>\$68,258.21</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"> • Effective Teaching Practice: Literacy & Numeracy. • Effective data skills and use. • Building a whole school structure to focus on belonging. • Successful transition to post school 'pathways'. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • 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 the following impact: Increased capacity of all teachers to embed effective practices in the explicit focus on reading and HSC standards, resulting in improved internal and external student results.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning to further support teacher and school wide goals in literacy, numeracy, technology and wellbeing.</p>
<p>COVID ILSP</p> <p>\$150,561.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>COVID ILSP</p> <p>\$150,561.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Where possible, employment of teachers/educators to deliver small group tuition • Releasing staff to analyse school and student data to identify students for small group tuition and monitor student progress <p>The allocation of this funding has resulted in the following impact: 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 will be: Providing additional in-class support for some students to continue to work towards their personal learning goals.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at 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 Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of a staff member to support students with their learning and wellbeing needs • Deliver targeted wellbeing programs in conjunction with internal resources and external providers aimed at students thought to be at risk of not completing school <p>The allocation of this funding has resulted in the following impact: A substantial increase in student engagement and increased rates of attendance in the targeted groups.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support to the SSO to focus on proactive learning and wellbeing strategies to enhance student engagement.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	244	251	253	242
Girls	207	210	196	193

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.0	92.3	84.4	82.1
8	91.9	89.6	82.9	81.6
9	87.5	90.6	78.9	79.2
10	84.7	87.6	81.7	76.4
11	82.6	86.0	85.2	79.3
12	88.8	85.0	84.4	84.2
All Years	88.1	89.0	82.7	80.3
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

Attendance

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

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	4
Employment	21	28	65
TAFE entry	7	0	0
University Entry	0	0	31
Other	45	22	0
Unknown	28	50	0

Year 12 students undertaking vocational or trade training

55.13% of Year 12 students at Monaro High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

96.2% of all Year 12 students at Monaro High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	35.9
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	14.78
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	799,131
Revenue	9,305,337
Appropriation	9,124,854
Sale of Goods and Services	4,806
Grants and contributions	169,118
Investment income	6,118
Other revenue	442
Expenses	-8,868,468
Employee related	-7,776,537
Operating expenses	-1,091,930
Surplus / deficit for the year	436,869
Closing Balance	1,236,000

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	185,687
Equity Total	426,473
Equity - Aboriginal	29,415
Equity - Socio-economic	191,416
Equity - Language	0
Equity - Disability	205,641
Base Total	7,254,184
Base - Per Capita	121,587
Base - Location	43,103
Base - Other	7,089,494
Other Total	669,837
Grand Total	8,536,181

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

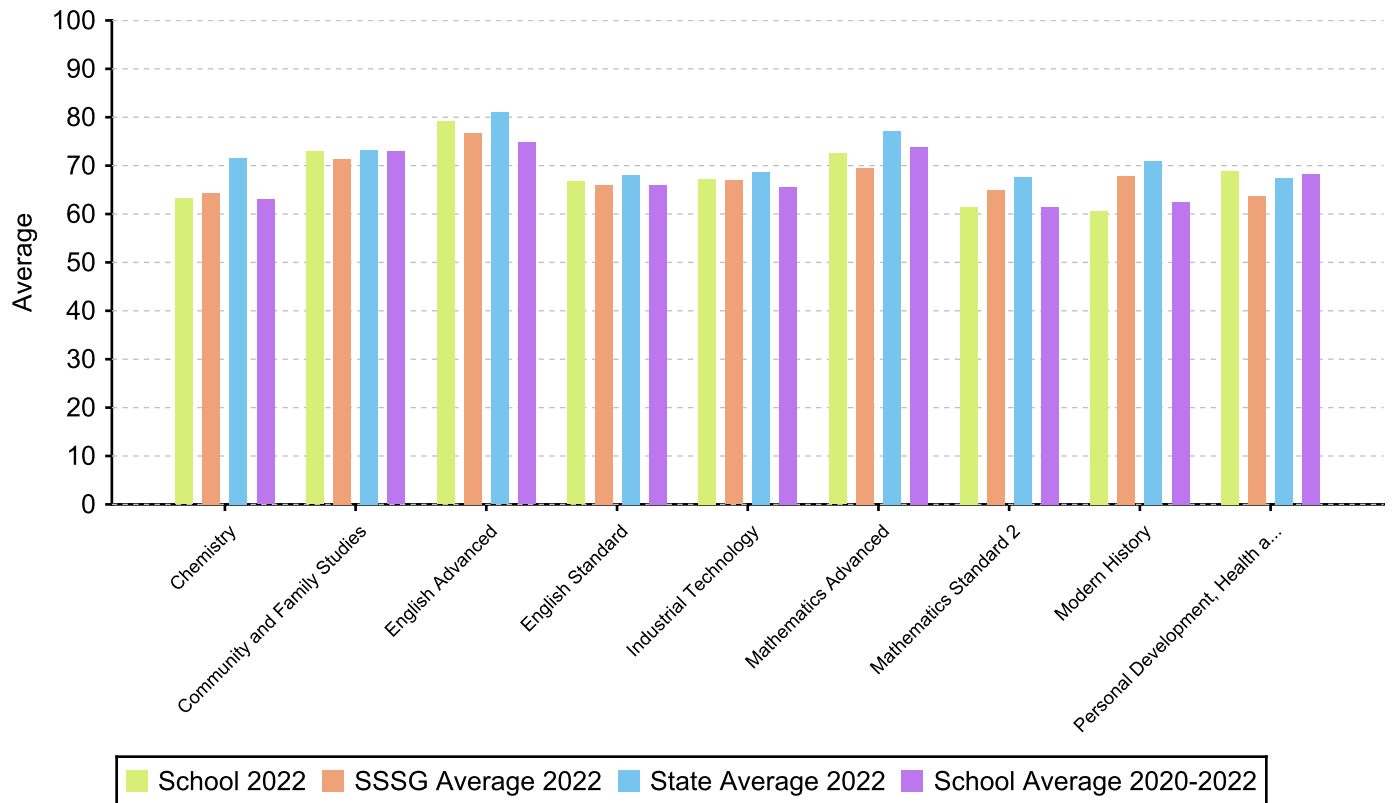
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Chemistry	63.2	64.4	71.7	63.0
Community and Family Studies	72.9	71.3	73.2	72.9
English Advanced	79.1	76.7	81.0	74.8
English Standard	66.7	66.0	68.1	66.0
Industrial Technology	67.2	66.9	68.6	65.6
Mathematics Advanced	72.5	69.6	77.1	73.8
Mathematics Standard 2	61.4	65.0	67.6	61.4
Modern History	60.7	67.9	70.9	62.5
Personal Development, Health and Physical Education	68.9	63.7	67.5	68.3

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, parents, caregivers and staff. Throughout the year, communication and consultation took place with community regarding the school's direction and achievements. This was completed through surveys, Parents & Citizen Principal reports, newsletter distribution and social media posts. This year our school sought the opinions of students, parents, caregivers and staff using school based online surveys.

Parent/Caregiver - Online survey focused on communication methods, seeking feedback from parents about the Sentral parents portal which became the primary method of communication to parents in 2022. 76% of respondents used Sentral portal and 72% used it regularly. Parents and caregivers are also engaged in the Monaro High School Facebook page.

Student - The Tell Them From Me survey of students identified that building a positive sense of belonging is a significant area for improvement. This validates the prominence of belonging in the Wellbeing domain of the Strategic Improvement Plan. The data showed that students consistently reported academic rigour and success in line with the NSW Govt average. The success of the Snowy 2 pilot program was evident in the reported aspirations of students to do an apprenticeship or VET/TAFE course. In all years 7, 10, 11, and 12 the figures were higher than the NSW Govt norm. Through providing School-Based Traineeships and a variety of VET courses, MHS has met the needs of these students. Significantly, 97% of Year 12 students surveyed said they planned to go on to further study which indicates that the provision of VET education is helping with student retention and encouraging academic aspirations. Furthermore, 50% of students agreed that "Students at my school are supported to consider VET/TAFE as a pathway for the future". Only 13% of students disagreed with that statement,

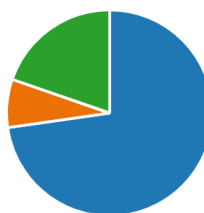
Teacher - Teachers identified that they are well supported with resources and that the completed infrastructure rebuild increased staff morale. A number of surveys were conducted to gauge teacher satisfaction. Anecdotal evidence, such as feedback through faculty and staff meetings demonstrated that teachers felt over-burdened by workloads.

A significant initiative in Teacher Professional Learning undertaken in 2022 was the Restorative Practices model presented through a seminar by a Department of Education's Behaviour Specialist and supported by structures and advice from the school Wellbeing Team, especially school counsellors. Surveys were conducted before and after professional learning (PL) sessions. The pre-PL surveys were important in informing the content and delivery of the PL and the presenter was able to tailor the session to suit the needs of staff at MHS. 100% of staff who completed the post-seminar survey reported they felt more prepared to facilitate restorative practices, that they had new strategies to use with students, and that the course was relevant to their role. Valuable feedback about the timing and design of PL, in general, was also collected to inform future PL, strengthening the executive's ability to meet the needs of teachers in their professional growth.

1. Do you use Sentral Parent Portal? (0 point)

[More Details](#)

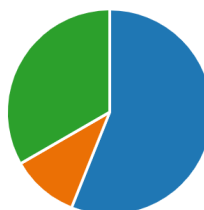
Yes	48
No	5
Sometimes	13



2. Do you find it useful and user friendly? (0 point)

[More Details](#)

Yes	37
No	7
Sometimes	22



Parent survey results

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.