Monaro High School
Annual School Report

Continually striving to improve outcomes and opportunities for all students entrusted to our care.
Principal’s Message

At Monaro High School we are extremely proud of the place of learning that we are creating. Our students have been provided with extraordinary learning opportunities this year (many of them life changing) and they have excelled in all aspects of school life; academic, cultural, civic, sporting and in the arts.

Some of these achievements and opportunities can be quantified and are reported on in this document, however, it is perhaps the more intangible aspects of what we do that are the most important.

We are working hard to ensure that all of our students are:

- Achieving the outcomes they deserve
- Equipped with the skills to move into the world of work and further education
- Instilled with the values, attitudes and beliefs that will allow them to contribute positively to society
- “Future-proofed” and resilient, with the capacity to create the futures we would wish for them

The real measure of our collective success is our contribution to the personal development of the young men and women who exit our school.

Just outside my window, our Year 10 and Year 7 students are working cooperatively together on Peer Support activities. They are engaged in “real life learning”, making connections, forging a sense of belonging. I get the feeling that our future is in good hands.

This Annual School Report highlights our successes and the processes for ongoing school improvement. Central to this is our commitment to: Continually strive to improve outcomes and opportunities for all students entrusted to our care.

Yours faithfully,

Mr A. L. Bell
Principal - Monaro High School

P & C Message

I would like to thank all of the parents, students and teachers of Monaro High School who have worked collaboratively to promote the best interests of the school over the past twelve months.

We are fortunate that we have a great band of hard working people willing to take part in and be informed about the many happenings, opportunities and successes at Monaro High School. Thank you to the conscientious group who attend and support the P&C. By getting involved we are sending a message to our children that we care about and we support their education and their school.

I would like to thank our Principal and Deputy Principal for supporting the open forums held at P&C meetings. These enable us to question and contribute to school decisions and policies.

Our school canteen continues to thrive under the excellent supervision of Julie Brown, with the support of Norma Dietrich and the canteen committee. A special thank you needs to be given to those parents who have volunteered their time to work in the canteen this year.

In 2011, we have been able to assist the school by providing funds for the following:

- New BBQ
- Funds towards the new PE shed
- Funds towards a new Tractor
- School event catering and gifts
- Purchase of 10 IPADS for the students in “D Block”

I would like to congratulate the school for the introduction of logos on the school uniforms and for streamlining the existing uniform. Our students are looking “pretty smick” and proud.

I would like to thank the outgoing committee and look forward to another successful year in 2012.

Regards,

Ms D. A. Thomas
President - Monaro High School P&C Association
**School context**

**Student enrolment profile**

The total enrolments at *Monaro High School* are falling as a result of smaller numbers of students in our partner primary schools. We are expecting a small rise in numbers in 2012 with more students enrolling from non-government schools.

**Student attendance profile**

Student attendance rates have remained consistent over the last four years; just under state average. *Monaro High School* has an aspirational target of 90% attendance for all students at our school.

- 60% of our students have achieved our 90% target.
- 80% of our students have attendance rates above 85%
- 20% of our students have either poor or chronic attendance rates

In order to address our attendance target and the management of non-attendance, we have implemented a series of initiatives:

- Purchased a new attendance system for the school which allows for greater accuracy and use of data.
- Introduced web-based period by period marking by teachers.
- Established Year-based Learning Support Teams with a specific attendance focus.
- Doubled the number of Learning Advisers for each year group.
- Developed greater links with the Home School Liaison Team.

**Retention to Year 12**

**Post-school destinations**

Our Year 12 Learning Team tracks our students post school destinations. Monaro High School consistently has above state average offers made to students for University Placements. For 2011:

- 40% of students were offered university placements
- 40% of students are undertaking further non-university training and work combinations
- 20% of students have taken up full time work, traineeship, apprenticeships or part-time employment

**Year 12 students undertaking vocational or trade training**

There are an increasing number of students who are choosing to include vocational and trade training as part of their High School Certificate studies.

- 40% of Year 12 students undertook a TAFE course as part of their patterns of study

**Year 12 students attaining HSC or equivalent vocational educational qualification**

- All of our Year 12 students who sat for their HSC attained that qualification.
Staff information

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>31</td>
</tr>
<tr>
<td>Teacher of Mod Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Careers Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
</tr>
</tbody>
</table>

Teacher qualifications

All teaching staff meets the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>100%</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2011

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>248 567</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>275 489</td>
</tr>
<tr>
<td>Interest</td>
<td>3 099</td>
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<tr>
<td>Trust receipts</td>
<td>46 178</td>
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<tr>
<td>Total funds available</td>
<td>1 140 968</td>
</tr>
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</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Key learning Areas</td>
<td>73 873</td>
</tr>
<tr>
<td>Excursions</td>
<td>171 754</td>
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<tr>
<td>Extracurricular</td>
<td>78 467</td>
</tr>
<tr>
<td>Library</td>
<td>4 703</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>6 992</td>
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<tr>
<td>Tied funds</td>
<td>170 375</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>85 714</td>
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<tr>
<td>Administration &amp; office</td>
<td>91 144</td>
</tr>
<tr>
<td>Utilities</td>
<td>132 229</td>
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<tr>
<td>Maintenance</td>
<td>49 779</td>
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<tr>
<td>Trust accounts</td>
<td>47 799</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>912 834</td>
</tr>
</tbody>
</table>

Balance carried forward: 228 133

About this report

The following have contributed to this report:

- Mr A. Bell (Principal)
- Ms D. Thomas (P&C President)
- Members of the Monaro HS Executive and teaching staff

School contact information

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School Code: 8196

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

Faculty Reports

English/Drama

The English/Drama faculty continues to be a positive place of learning. It works collaboratively to improve literacy, literature and creative thinking outcomes for the students of Monaro High School.

In 2011 the English Studies course was offered in Year 11 for the first time, allowing students a wider range of choices to meet their needs in Stage Six English.

In the final year of the School Certificate exams the faculty achieved pleasing results, closing the gap and sitting on the state average.

One of the most significant initiatives for the faculty was the exploration of a more uniformed “concept-based” approach to programming based around “critical thinking skills” to inform the learning experiences of our students. We have developed a cooperative project with the English/Drama Faculty at Manly High School who has achieved outstanding HSC results using this approach.

One of the highlights of the year for Drama at MHS was the performance of the play “Shooting Truths” by M. Davies. In 2010 Monaro High School was selected to participate in the National Theatre of the United Kingdom’s Connections Theatre program. Our school was one of only eight international groups selected to participate in the program and was the only high school selected. I was honoured to visit London to workshop with the playwright at the National Theatre in London. The students then worked on the Australian Premiere of the play. Their performance was filmed and is now archived in the National Theatre in London.

Another highlight for the Faculty was the Drama/English excursion to London and Paris in September. Students and accompanying staff experienced an intense and immersive cultural tour, viewing 16 plays and visiting numerous museums and galleries.

Mr I Greig
Head Teacher – English and Drama

Mathematics

The Mathematics Faculty has been focused in 2011 on improving the mathematical and numeracy skills of students across the school. We have also developed stronger links with our partner primary schools to facilitate a greater understanding of the continuum of learning from K-12.

We have been able to introduce after-school tuition for our junior students and continue the senior study nights for our HSC students, as well as utilising Maths Online to assist students to develop their mathematical understanding.

We were very pleased with the two students who attained a Band 6 in HSC Mathematics and HSC General Mathematics. This placed them in the top 10% of the state in their respective courses. It was also pleasing to have two students achieve Band 6 in School Certificate Mathematics.

Our faculty has been engaged in on-going professional learning in Counting On, Numeracy, Statistics and the continued implementation of DER laptops for learning in the classroom.

During 2011 we welcomed two new members to the faculty, Ms Donna Needham and Ms Liz Manile.

Some of our focus areas for 2012 will be:

- **Moving the “middle to the top” with more of our students achieving the higher bands in NAPLAN numeracy and in their HSC Mathematics courses.**

- **Professional learning and planning around the introduction of the National Curriculum.**

- **Strengthening the connections with our partner primary schools**

Ms J Johnston
Head Teacher Mathematics
Science

We are pleased to be able to offer the full range of Science subjects at Monaro High School. Our students are engaging with “science learning” and are achieving very good results in external testing.

In the Year 8 ESSA testing, our students achieved on or above the state average in all areas of this year’s testing. It was encouraging to see above state averages in the highest bands.

Our School Certificate results in Science indicate that the overall achievement was above the state average. More importantly, this has been consistent with results from the last three years.

This year’s results in HSC Science were very good. Senior Science and Earth and Environmental Science achieved above the state average results. We were also pleased that no student achieved lower than a band 3 in Chemistry and Biology.

Students who studied a science subject from Year 7 to 12 were provided with many exciting learning opportunities. Some of these included:

- Scientist in schools program. Ms Antia Braderman works with us in many areas related to waterwatch and ecological diversity. This is a part of the ACT scientist in schools program.
- Physics students visited “Physics at Luna Park” program.
- Field studies have been undertaken at Nunnock Swamp, Bournda National Park and Sawpit Creek.
- Questacon Science Mooves ran an interactive program with all students from Years 7 to 10.

Future planning

The major area of future planning for our faculty is the professional learning and organisation around implementation of the National Curriculum in Science.

Mr C. Tame
Head Teacher - Science

Human Societies in their Environments

2011 has been a transitional year for our faculty. Mr John Sim and Mr Jock McKenzie both retired during the year. As a former student of Monaro High School and Mr McKenzie, it has been somewhat like coming home.

We were able to achieve strong HSC results in Business Studies, History (Ancient) and Geography.

In Year 11, it was pleasing to offer the addition of Society and Culture to our HSIE courses alongside Economics, History (Ancient), History (Modern), Legal Studies and Society and Culture.

Students studying our subjects have been able to further engage with their learning on a number of field trips such as:

- The Junior Geography Project facilitated by Mr Wilson and Mr Johnston where students undertake action research on local planning issues identified by the students.
- The fieldwork organised by Ms Schouten and Ms Sandercoe at the War Memorial in Canberra and Pompeii and Herculaneum in Italy and the Western Front in France.

One of the main changes this year has been our faculty reorganisation to become officially a Human Societies In their Environments faculty, integrating the teaching of the Stages 4 and 5 Geography, History, Civics and Citizenship into single classes across the year.

We were also able to welcome Mr Kirton to the faculty as our LOTE teacher (Japanese) and have been very pleased with the growth of that subject into the elective lines in Year 8 and 9.

Like other faculties, 2012 will see us preparing for the introduction of National Curriculum and the changes to the School Certificate.

Mr D Bruce
Head Teacher - HSIE
Technical and Applied Studies (TAS)

2011 has been the first full year for the TAS faculty after the retirement of Mrs Denise McKenzie and the amalgamation of the Home Economics and Industrial Arts Departments. The transition has been particularly smooth due to the professionalism of the teaching and support staff.

A significant number of HSC students studying TAS subjects had these subjects as their best result.

We were very proud of Richard Hayward, who had his project selected as one of the best in the state and was invited to display it in In-Tech.

Our senior Construction Class has been involved in completing a series of projects within the school and in the community such as the construction of footpaths with the Lions Community Project.

We have been able to offer further courses in Metals and Engineering as well as Engineering Studies. Mr Innes was selected for further training in these areas to extend our level of expertise in these specialist subjects.

The TAS faculty has a highly experienced staff, and we were pleased to add to this with the appointment of Ms Donalene Jones an experienced and qualified TAS and Hospitality teacher.

During the year we have been able to upgrade some of our facilities and the process of upgrading all of our rooms with the appropriate technologies for 21st Century learning and Learners will be part of our future planning.

Other aspects for future planning will be the investigation of a Trade Training Centre, consolidation of the curriculum in TAS, VET and vocational training for students.

2011 has been a very busy and successful year for the new TAS faculty.

Mr N. Gillespie

Head Teacher - TAS

Creative and Performing Arts (CAPA)

In CAPA, our subjects provide students with opportunities for personal expression, enjoyment, creative action, imagination and aesthetic pleasure.

Our Yr 12 HSC Visual Arts students finalised their Body of Work for the HSC exams in late August. These artworks demonstrated a diverse range of media, subject matter and concepts.

Our Yr 12 HSC Music students demonstrated strong results in performance.

Our junior Visual Arts students had a productive year creating images and artworks using a range of media and techniques. Throughout the year these artworks have been displayed and some entered into various competitions.

The Yr 9 Elective Music group and the school Vocal Group performed at various school ceremonies throughout the year and also at community events including the Lambie Street Preschool and Sir William Hudson Nursing Home.

The Year 10 Elective music class also preformed for the Year 12 Farewell Dinner function. Various CAPA students and both Music teachers were involved in the school musical production of "Sweeney Todd".

The Photographic and Digital Media course has seen some outstanding work created by students. In year 9 we continue to focus on non-camera based and film photography utilising one of our greatest resources, the Darkroom. Students continue to take pleasure in making photographic images in this traditional art form.

The year 10 students have produced documentary films, digitally manipulated images and traditional Black and White images. We look forward to expanding and developing our resources in this area and utilising the school’s Media Room.

One of the key faculty directions will be to continue to developing units of work and learning experiences which provide opportunities for students to engage in learning which challenges and extends them beyond what they currently know and can do.

Mrs A Macnab

Head Teacher - CAPA
Personal Development, Health and Physical Education (PDHPE)

This year has again been a busy one for our department. One significant initiative has been the introduction of Year 7 integrated sport into the PDHPE curriculum. This has been a resounding success. The students had access to fully trained staff for their first year of sport at Monaro High and the development of skills, understanding of games and the link between sport and health was more firmly entrenched. We look forward to continuing this in 2012.

A new member to the faculty – Ms Alicia Clarke has been warmly welcomed. She has proven to be a great asset to the faculty with her professional approach and youthful ideas.

The bond between the students and staff continues to be strengthened with 4 of the 5 staff being involved in the school's Learning Support Team. Our faculty is proud of its commitment to student welfare and this will continue to be important to us.

Our team has continued to provide valuable learning experiences to all our students through quality class work and excursions. These have included trips to Wollongong for our seniors. The elective classes have been to the coast camping and surfing; to Jamberoo for recreational awareness, along with the golf course, pool, squash courts and tennis courts. Sporting groups have demonstrated dedication and enthusiasm training for and participating in the City to Surf.

One of our future directions is our involvement with the National Curriculum changes so that we can remain up to date with the proposed changes to the PDHPE curriculum. We are planning our professional learning to ensure that our students continue to achieve the results they deserve.

Mr P Ingram
Head Teacher - PDHPE

School performance 2011

Academic

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.

- Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

NAPLAN results for Year 7

Literacy – Year 7 (Reading)

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2008-2011</th>
<th>State DEC % in Band 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Literacy - Year 9 (Reading)

- Percentage in bands:
  - Year 9 Reading

  - Schools Average 2008-2011
  - State DEC % in Band 2011

Literacy - Year 9 (Spelling)

- Percentage in bands:
  - Year 9 Spelling

  - Schools Average 2008-2011
  - State DEC % in Band 2011

Literacy - Year 9 (Writing)

- Percentage in bands:
  - Year 9 Writing

  - Schools Average 2008-2011
  - State DEC % in Band 2011

Literacy - Year 9 (Grammar and Punctuation)

- Percentage in bands:
  - Year 9 Grammar & Punctuation

  - Schools Average 2008-2011
  - State DEC % in Band 2011
History

Percentage of students in performance bands: Australian History, Civics and Citizenship

School Certificate relative performance comparison to Year 5 (value-adding)

Geography

Percentage of students in performance bands: Australian Geography, Civics and Citizenship

Higher School Certificate
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

### Percentage of Year 7 students achieving at or above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading</td>
<td>93.1</td>
</tr>
<tr>
<td>Writing</td>
<td>92.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>83.9</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>92.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88.0</td>
</tr>
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</table>

### Percentage of Year 9 students achieving at or above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90.1</td>
</tr>
<tr>
<td>Writing</td>
<td>66.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>82.6</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>87.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.3</td>
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</tbody>
</table>
Significant programs and initiatives

Service Learning and Student Volunteering

From 2010 Monaro High School has been actively participating in the Premier’s Student Volunteering program. Many students in Years 9 and 10 have gained State allocated volunteering certificates for their contributions to the school, local community and national/global communities.

Whilst the program has been in operation, the school has also investigated ways in which the students can learn by planning, acting, demonstrating, reflecting and celebrating upon their learning whilst making decisions through a student led, authentic curriculum that is tied to the syllabus. This approach is the Service Learning component of the school’s overall Engagement and Attainment Policy.

Definitions

Service Learning - A process that combines teaching and learning of core curriculum outcomes with meaningful application of the learned knowledge and skills but in a “real life” situation.

Volunteering- Any activity that reflects and cultivates the values of the Department of Education and Communities; that does not involve payment or token remuneration; that assists an individual, group or organisation in the community; that the student is willing to volunteer his/her time and effort towards; and does not involve coercion of any kind.

Premiers Student Volunteering Program- A State Government award program for students in Years 9 and 10 who volunteer their time to assist others in the community or the school. Students are encouraged to undertake a minimum of 20 hours of volunteering during the time that they are enrolled and in appreciation, they will receive Premier’s Certificates for completing 20, 40, 60, 80 and 150 (or more) hours of service. The hours of service a registered on the Premiers Volunteering Program web site that can be accessed through the students’ Department of Education and Communities portal.

Strategies being implemented to achieve the Monaro High School Strategic Directions include:

- Developing a Whole School Approach to Service Learning and Student Volunteering
- Promoting a team approach to Service Learning and Student Volunteering at the school
- Promoting the Premier’s Student Volunteering Program
- Ensuring that Service Learning & Student Volunteering are included in the School Management Plans
- Ensuring that there is a School Coordinator for Service Learning and Student Volunteering
- Empowering staff in the development of innovative Service Learning and Student Volunteering initiatives that will engage students in learning
- Developing faculty programs that focus on syllabus outcomes but use service learning as a strategy for teaching and learning
- Promoting Service Learning and Student Volunteering faculty programs across the school and embed these programs into a sustainable curriculum
- Demonstrating and modeling effective Service Learning and Student Volunteering quality teaching practices across the school
- Encouraging the participation of students in Service Learning and Student Volunteering in the community so that community links are established and students learn about themselves and their connections to the local community
- Planning, designing, implementing and evaluating quality programs that will result in a Record of Achievement for those students wishing to leave school before the HSC
- Celebrating the attainments and achievements of students actively participating in Service Learning and Student Volunteering Programs
Progress on 2011 targets

Target 1: **NAPLAN Numeracy**

*5% overall improvement in Year 9 Numeracy in 2011*

To achieve this we:

- Implemented a Focus School Plan for numeracy
- Created a .5 Head Teacher Numeracy position for 2011

Our achievements included:

- 2% increase in average NAPLAN numeracy scores for students in Year 9
- 10% relative increase in average NAPLAN numeracy scores for students in Year 9 (closing the gap between school and state averages)
- For Numeracy – Number, Patterns and Algebra, average NAPLAN scores for 2011 replicated those in 2010, however closed the gap 5 points to state averages
- For Numeracy – Data, Measurement, Space and Geometry, average NAPLAN scores for 2011 improved by 7 points and closed the gap by 10 points to state averages

Target 2: **School Certificate**

*10% increase in the number of students achieving bands 5&6 in the School Certificate.*

To achieve this we:

- Implemented Faculty specific plans and strategies.
- Implemented Faculty and individual professional learning plans.

**Our overall results in the last School Certificate External exams were pleasing.**

- English –Literacy and Science results are at state average.
- Australian History and Australian Geography are 1 point below state average.
- Mathematics is 2 points below state average.

Our achievements towards Target 2 included:

- **English Literacy** has closed the gap and sits on state average. 5% increase in the numbers of students in Bands 5 & 6.
- **Mathematics** has improved overall results by 2% from 2009.

- **Science** has consistently remained at state average for the last 3 years and now sits .3 above. 2% above state average in Band 4 and a 7% above state average in Band 5.
- **Australian History** is 1 point below state average, however has closed the gap from 2010. There has been a decrease in students in Band 2 and an increase in students in Band 4. There has been a 3% increase in students in Bands 5 and 6 from 2009.
- **Australian Geography** is 1 point below state average. There has been a decrease in the numbers of students in Bands 3 and 4 and an 8% increase in the numbers of students in Bands 5 and 6.

Target 3: **Higher School Certificate**

*Increase number of HSC subjects (5) in 2011 above State EM mean (2010 = 10 above and 20 below)*

To achieve this we:

- Reviewed HSC performances for students and subjects.
- Developed subject specific improvement plans.
- Implemented Individual Student Learning Plans and interventions for targeted students.

Despite these efforts, this target was not met and there will be ongoing analysis of our HSC results.

Of the 5 subjects which were above state average in 2010 (Ancient History, Modern History, Chemistry, Food Technology and Senior Science) only 2 subjects (Ancient History and Senior Science) remained above state average in 2011. This was with the subject teachers remaining largely the same.

**Analysis of 2009, 2010 and 2011 subject result patterns indicates that the results are cohort specific.**

Target 4: **Student Attendance**

*Overall attendance rate to reach 90% (MHS 3 year average = 87%)*

To achieve this we implemented:

- Year-based Learning Support Teams.
- Academy Attendance system
- Individual Attendance plans for ‘at-risk’ students

Despite having an increased number of students whose attendance rates are above 90% (up 5% from 2010), we have increasing numbers of students who are poor or chronic non-attenders. Our initiatives to address this needs longer to take effect, therefore this remains a target in the 2012-2014 school plan.
Key evaluations

In 2011 our school carried out a key evaluation of Numeracy across the school, its links to Mathematics and NAPLAN (numeracy) results. This evaluation became our Focus School Consultancy Support Plan for the year. As a result of this evaluation and intervention there were demonstrable improvements in the Numeracy results for Year 9 NAPLAN testing as reported elsewhere in this report.

At the end of 2010 Monaro High School was identified as a continuing Focus Support School in numeracy, based on an analysis of SMART data. Aspects of Literacy was also identified as areas of weakness, however were held over for evaluation and intervention in 2012.

Findings and Recommendations

The performance in NAPLAN (numeracy) of students in Year 7 in Year 9 as well as School Certificate Mathematics continues to be significantly below state average. A concerning trend in the SMART data was the increasing numbers of students entering Year 7 who were in the lower NAPLAN bands.

Key recommendations of the evaluation were:

- Development of a Focus School Plan for numeracy
- Development of a whole school Numeracy Program
- Engagement with our partner primary school as part of a numeracy/mathematics continuum of learning
- Development of a Whole School Professional learning program to identify and support specific KLA numeracy needs
- Ongoing professional learning for our Mathematics teachers in programs such as Counting On

Strategies adopted to implement the recommendations.

Counting On - This was a DEC key program used to support the focus on numeracy. Some Mathematics staff had engaged in Counting On professional learning in 2010. All Mathematics staff were provided with further Counting On professional learning in 2011 through the support of the Numeracy Consultant.

The key focus of Counting On is to acknowledge that students do not necessarily have the numeracy skills required to fully engage with the secondary curriculum. Prescribed Counting On assessment tasks were used by Mathematics teachers to identify where students are on the Numeracy Continuum. For example, a Year 7 or Year 10 student may not have grasped concepts taught in Stage 1 or 2 and this lack of understanding is now significantly affecting their ability to engage in the learning process. This poor understanding contributes significantly to student disengagement and behaviour management issues. The Counting On program not only provides the tools to identify exactly where a student is experiencing difficulty with numeracy, it is also supplemented by a range of teaching activities specifically designed to assist students to move along the continuum.

Underperforming students were identified using the assessment tools (whole class task and individual Newman’s Analysis) and appropriate teaching activities were selected and implemented in a variety of ways – whole class, small group and individual as informed by the assessment tools.

SMART Data was used to analyse student achievement within Mathematics groups and this informed targeted intervention as identified (whole class, small group and individual). Year 9 Students were given the opportunity to become familiar with NAPLAN style questions and their responses were analysed to identify strengths and weaknesses in understanding, teaching and learning.

As Numeracy is not just a Maths “problem”, professional learning was provided to all staff. As
a result all teaching staff at Monaro High School have:

- An understanding of how to use SMART data to inform teaching practice
- An understanding of how numeracy affects all KLAS.
- Analysed the 2010 NAPLAN Numeracy test and identified questions that were addressing outcomes from their particular KLA.
- An understanding that Newman’s Analysis
- Been workshopped on our MHS Numeracy Booklet which contains all the Mathematics programs for Year 7 to Year 10
- Been assisted to make appropriate adjustments and accommodations to their learning programs.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School Targets

2012 Targets

- Overall attendance rate to reach 90%
- 60% of Year 9 students will achieve equal to or greater than expected growth in numeracy (NAPLAN).
- 60% of Year 9 students will achieve equal to or greater than expected growth in literacy (NAPLAN).
- Indigenous students to achieve equal to or greater than expected growth in literacy and numeracy (NAPLAN).
- 80% of students achieving bands 4/5/6 in their HSC subjects.

Curriculum and Assessment

Outcome for 2012–2014

- Improved teaching and learning programs, assessment tasks, feedback and reporting to students and parents
- Implementation of the new national curriculum

Strategies to achieve these outcomes include:

- A review of MHS Reporting and Assessment policy and practices.
- A Whole School Focus on quality of feedback.
- A cyclical review of Teaching and Learning Programs.
- Strategic faculty plans for the preparation and implementation of new curriculum

Engagement and Attainment

Outcome for 2012–2014

Improved attendance, engagement and attainment

Strategies to achieve these outcomes include:

- Implementation of the MHS Attendance Policy
- Review of the Learning Support Program
- Choice Theory Training
- Individualising Student Learning Plans
- Focus School Plan for Literacy and Numeracy

Aboriginal Education

Outcome for 2012–2014

- Increased cultural and historical awareness throughout the school community.
- Improved access, participation and outcomes for Aboriginal students

Strategies to achieve these outcomes include:

- Cultural Awareness Training.
- PLP for all Aboriginal students.
- Building Connections with local Indigenous groups.
- Aboriginal Perspectives.
21st Century Learning and Learners

Outcome for 2012–2014

Improved effectiveness of MHS in providing a 21st century learning environment and preparing students for a sustainable future.

Strategies to achieve these outcomes include:

- Improving the MHS network and technology spaces.
- Development of a Sustainable School: Sustainable Future Plan.

Leadership at all levels

Outcome for 2012–2014

Increased leadership opportunities for students and staff

Strategies to achieve these outcomes include:

- Strengthening the skills and role of the SRC and student leadership teams.
- Supporting student leadership, Service Learning and Volunteering programs.
- Developing and implementing a whole school staff leadership plan.