Monaro High School

Annual School Report

2012
Principal’s message

At Monaro High School we are extremely proud of the “place of learning” that we are creating. Our students continue to be provided with extraordinary learning opportunities and have excelled in all aspects of school life.

2012 was a very successful year for our school and we are particularly proud of the HSC results achieved by our Year 12 students.

It is testament to the dedication of our staff, their expertise and support of our students. It is also a result of the strong learning relationships between our students, their parents and our teachers.

At MHS, we are striving to continually improve outcomes and opportunities for all students entrusted to our care. Our key focus areas continue to be:

- Quality Instruction
- Quality Learning Relationships
- Quality Leadership
- Quality Systems

As in previous years, we are working hard to ensure that all of our students are:

- 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.

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)

President’s message

Parents perform a vital role in their child’s education. Attending the P&C meetings is a great way to keep informed, to contribute to the quality education of your children and gain a clear understanding of how the school operates.

It sends a message to our children that we value and support their education and their school community.

We have had a few fundraisers over the past twelve months including catering, chocolate wheel, and BBQs that show us in a positive light in the community and give us valuable funds. However as you are aware our major funds are actually raised through the canteen, so a big thank you is extended to Ms Julie Brown and the parents and students who volunteer their time to this operate the canteen.

In 2012, we have been able to assist the school by providing funds for the following; additional iPads and accessories for the students in D Block, Lego “Mindstorm” 2020, the hall servery and power to ‘THE SHED’.

We have a commitment to purchase some lockers for students in 2013.

Thank you to our Principal and Deputy Principal for supporting the open forums at P&C, enabling us to question school decisions and to see the reasoning behind school policies and decisions.

So again I congratulate you in working with our aim, which is to work collaboratively with all parties to promote the best interests of the school.

Thank you to the outgoing committee of 2012 for all their hard work and I encourage new parents to take this great opportunity to share in the school’s decision-making process and shape the future.

Ms. D. A. Thomas
(Founder – Monaro High School P&C Association)
Student Information

The total enrolments at Monaro High School are continuing to fall slightly as a result of smaller numbers across our primary partner schools. This is predicted for the next few years. Our partner primary schools are reporting increased numbers in Kindergarten.

There is a continuing trend of increased enrolments from non-government schools.

Post-school destinations

Monaro High School continues to prepare our students for their future worlds of work and further study. Our Learning Team tracks our student's post-school destinations. Our school consistently has above state average offers of University placement to our students.

- 43% of our students were offered placement at university for 2013.
- (A significant number of these students have opted for a gap year and have taken up work or traineeship opportunities for this year).
- 24% are undertaking various combinations of TAFE, Apprenticeships and Traineeships.
- 23% have gained meaningful employment.

The majority of students from MHS have opted to undertake their tertiary studies in Canberra.

Year 12 students undertaking vocational or trade training

- Approximately 40% of Year 12 students undertook a TAFE course as part of their HSC studies.

Year 12 students attaining HSC or equivalent vocational educational qualification

- All students who sat for their HSC obtained that qualification.
Staff Information

Staff establishment

<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>7</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>36</td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Careers Adviser</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>10</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

- There are no identified Indigenous positions at Monaro High School. A number of staff do identify as being Aboriginal.

Staff retention

- 2012 was a relatively stable year for teacher staff, with little turnover. A number of temporary teachers where appointed to substantial positions via merit selection processes.

- Mr David Brison (Deputy Principal) retired after a career of dedication to public education and to the students and community of Monaro High School.

- Mr James Armitage, who was Deputy Principal at Barham High School in the Riverina, replaced Mr Brison.

Teacher qualifications

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

- A number of our teaching staff have been appointed as HSC markers and senior markers.

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

Financial Information

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>228,133</td>
</tr>
<tr>
<td>Global funds</td>
<td>383,277</td>
</tr>
<tr>
<td>Tied funds</td>
<td>163,390</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>280,742</td>
</tr>
<tr>
<td>Interest</td>
<td>8,192</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>41,653</td>
</tr>
<tr>
<td>Canteen</td>
<td>0</td>
</tr>
<tr>
<td>Total income</td>
<td>1,105,390</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>63,892</td>
</tr>
<tr>
<td>Excursions</td>
<td>117,171</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>73,199</td>
</tr>
<tr>
<td>Library</td>
<td>6,774</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>11,709</td>
</tr>
<tr>
<td>Tied funds</td>
<td>244,776</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>104,658</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>91,606</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>146,805</td>
</tr>
<tr>
<td>Maintenance</td>
<td>58,343</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>37,735</td>
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<tr>
<td>Capital programs</td>
<td>10,000</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>966,673</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>138,717</td>
</tr>
</tbody>
</table>

- Monaro High School does not attract additional funding from other sources such as National Partnerships, Country Area Program or the Priority Schools Program.

- The School Executive, comprising of the Principal, Deputy Principal, Heads of Faculty, School Administration Manager and staff representative review the school’s financial position on a regular basis.

- A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
English/Drama Faculty Report

The 2012 HSC English results were above state average, with very strong performances in both Extension 1 and Extension 2 subjects. The Drama results for 2012 were at state average. Our HSC students have attained results well above our school average for the previous 5 years.

This has been, in part, due to a strong focus during the year to align our teaching and learning programs with 21st Century learning outcomes. Students of English, in particular, need to recognise and appreciate how social concerns underpin all textual forms. We strengthened our junior programs to highlight positive social perspectives and our senior programs to include strong and cohesive links to students’ appreciation of significant societal issues.

There were a number of changes to the staff in the English Faculty. Ms Wall and Ms Crawford shared the role of Acting Head Teacher for the year. Ms Preston (nee Menchin) was appointed as an English and Dance teacher. Ms Lee Riley and Mr David Stagg joined to our faculty as temporary teachers.

A key focus area for 2013 will be the implementation of A Learning and Response Matrix (ALARM) adapted from Freshwater High School. This system had proven to produce excellent results in a number of NSW high schools.

A second focus area will be the preparation for the new English syllabus for Years 7 and 9 at the start of 2014 as part of the Australian Curriculum.

Our faculty has joined with a network of high schools across the area to jointly implement ALARM and the new English K-10 syllabus.

The English faculty continues to be progressive in its focus on devising and implementing innovative teaching programs, which both enrich and engage student learning. As a faculty, we will continue to focus on improving opportunities and outcomes for all of our students.

Ms R Wall

(R/Head Teacher - English and Drama)

Mathematics Faculty Report

The Mathematics Faculty in 2012 continued to focus on developing the mathematical and numeracy skills of students. To support students we have study programs in place with staff providing tutoring to students after school, on Study nights and during holidays prior to exams. We encourage students to participate in competitions that promote excellence and in 2012 we had a 200% increase in the students participating in these competitions. Students are encouraged to attend study seminars in Sydney.

In the HSC there has been an improvement in results in all Mathematics courses from 2011 to 2012. In particular, the General Mathematics course was above the state average, with marked improvement in Mathematics. The results were the strongest since was only the second time it has achieved this from 2001. In 2012 there was a significant reduction in the lower three Bands.

Many of our students have been able to select the Content Endorsed Course Applied Mathematics since 2010. This has enabled students to select courses in mathematics for vocational needs. During 2012 planning has occurred to implement the new General Mathematics 1 & 2 courses in 2013. This replaces the CEC Applied Mathematics and the General Mathematics courses.

The Mathematics staff has had a number of changes in staffing in 2012 with two retirements, Mr Jon Rohwer and Ms Liz Mannle, during the year and Ms. Vivienne Chelin seconded to DEC Queanbeyan. We have been fortunate to have been able to attain the services of temporary teachers trained in Mathematics, Mr Gerard Day, Mr Michael Krueger and Mr Lester Sturgess.

Our staff have participated in a number of Professional Development activities such as Beginning Teacher courses, and specific seminars such as the New HSC General Mathematics course.

The Mathematics faculty is looking to continue to improve on the strong results in 2012 and prepare for the introduction of the Australian Curriculum in Maths 7-10 in 2014.

Ms J Johnston

(Head Teacher – Mathematics)
Science Faculty Report

Science Faculty Report

Science continues to be a popular subject with students at Monaro High School. In 2012 students were able to again complete the HSC in any of the five science subjects offered by the Board of Studies. A number of students chose more than one subject. This meant that six science classes ran in Year 12.

Strong HSC results were attained in Earth and Environmental Science and improvements over 2011 were achieved in Biology and Chemistry.

ESSA survey results for 2012 have indicated that students value science as a subject and report that it is one of their favourite subjects. These results are significantly above the state averages.

An important addition to the Science at MHS has been the reintroduction of the national science and chemistry competitions. This year’s results were very pleasing with one Year 10 student gaining a high distinction in the national chemistry competition. This appears to be a first for Monaro High School.

Students have participated in a wide range of science related excursions including:

- Visiting the nuclear reactor at Lucas Heights and Macquarie University.
- The Endeavour at Eden with Year 7.
- Participated in the science and engineering games at ANU.
- Participated in the Geosciences program in Canberra with the earth and environment students.

In-school science programs have included:

- Women in Science and Engineering with Year 10 and 11 girls with Questacon.
- Frogwatch with our visiting scientist Ms Antje Brademann.
- The Transit of Venus observation with local members of the Institute of Surveyors including Mr John Brown.

Future directions include a review of our practices and policies with a view to looking at areas for improvement. The faculty is also very mindful of the National Curriculum implementation timeline. Our faculty has also undergone professional learning in ALARM that will be used in the development of senior programs.

Mr C Tame
(Head Teacher - Science)

HSIE Faculty Report

HSIE Faculty Report

2012 has been a successful year for the HSIE faculty. We achieved strong HSC results in Ancient History, Economics, Extension History, Modern History and Legal Studies.

The most pleasing aspect of our endeavours was the fact that all our subjects achieved at or above state standards.

Analysis of the RAP data from The Board of Studies and SMART data informs us that our multiple choice and short answer responses are above state average and we will be concentrating on developing the extended response skills of our students through the explicit teaching of scaffolds and templates to enhance their efforts.

Students studying our subjects continued to engaged with their learning through 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. This year in Stage 5 Geography we are working in conjunction with Water Ways to undertake fieldwork along Cooma Creek Drainage basin.
- In Stage 5 History we hosted the Vietnam Veterans who brought their stories to our classrooms and then visited the War Memorial in Canberra with them.
- Stage 6 History students benefited from their Pompeii and Herculaneum in Italy and the Western Front in France with Ms Schouten and Ms Sandercoe.

Mr Kirton as our LOTE teacher (Japanese) has been very pleased with the growth of that subject into the elective lines in Year 8 and 9, as well as the interest shown by Year 7. The Yamaga School visit was a highlight for the year.

Some of our students will visit Japan in a reciprocal visit by MHS students in 2013.

2013 will see the HSIE faculty preparing for the introduction of National Curriculum in History 7-10 in 2014.

2012 has been a very successful year for the HSIE faculty, with a very stable and experienced teaching staff.

Mr D Bruce
(Head Teacher – HSIE)
TAS Faculty Report

During 2012, the TAS faculty welcomed Ms Donnaleene Jones as a permanent member of staff and Mr Michael Sullivan as a temporary teacher.

In the 2012 the majority of HSC students studying a TAS subject had that subject as their best result across their study pattern.

Two students achieved a Band 6, one in IPT and one in Industrial Technology. One of our Year 12 IT students was recognised at a state level for their project work.

In VET subjects, many students attempted the HSC examination for the first time and Learning for Service with community projects has been integrated within the VET frameworks.

Some of the highlights for the year have been:

- The upgrade of Room A9 to become a fully functional Computer Centre.
- The purchase of a 3D printer for drawing and design applications.
- The remodelling of rooms B1 and B2 by the VET Construction class to increase the class size and functionality.
- Increased numbers of students studying Agriculture and Primary Industries.
- Large numbers of students choosing TAS subjects in each of the elective years.
- Large numbers of entries in the Cooma Show with pleasing results.

For future planning, the faculty will continue to use DEC and BOS data to plan for improve outcomes for all our Year 12 students. We will continue to look for funding to upgrade our facilities to the highest industry standards, for example:

- Seeking the establishment of a Trade Training Centre.
- Upgrading of all rooms with appropriate technology.
- Upgrading of the Food Technology room to allow delivery of VET framework Hospitality.

2012 has been a successful consolidation of a TAS faculty from the two previous faculties.

Mr N Gillespie
(Head Teacher - TAS)

CAPA Faculty Report

In 2012 our Year 12 students showed an improvement in HSC results from 2011. The overall performance for most students was above expectation, however some of our top students did not achieve as well as expected. Year 12 teachers have spent time analysing results and developing strategies for future improvement. One key focus area will be close monitoring of the practical components of all courses to ensure that all students are tracking their progress throughout the year.

Our junior students continue to be well engaged in a range of courses offered. The inclusion of Dance as an elective course has been very successful with a troupe of students participating in the ACT ‘Ausdance’ performance. These students gained valuable performance skills and the opportunity to showcase their work in a professional setting at Canberra Theatre. We look forward to developing this course into the senior curriculum and relate learning experiences between the Music and Dance courses.

Our elective Music students continued to showcase their talents through performances at various settings including school ceremonies, Lambie Street Preschool and Sir William Hudson Nursing Home. This is a very successful program that has become a well-embedded tradition for Monaro High School Music students and the Cooma community. The Year 11 Music class performed at the Year 12 Formal Function.

The Photographic and Digital Media course has provided students with a range of opportunities to develop their photographic skills and talents. Students were able to display their images in settings such as the Cooma Show and showcase their work in the school foyer for all visitors to appreciate.

The Creative And Performing Arts Faculty will continue to develop teaching and learning sequences that will assist in our transition to The Australian Curriculum for The Arts in the new study of Dance, Drama, Media Arts, Music and Visual Arts. CAPA staff eagerly awaits the ‘final’ form of the Arts Curriculum.

Ms A Macnab
(Head Teacher – CAPA)
PDHPE Faculty Report

2012 has been another successful year for the PDHPE faculty, with our students being provided with a full range of opportunities to develop their skills at all levels, from novice to elite.

Increasing numbers of students are choosing to study our courses and we have continued to develop strategies to increase the quality of learning and the level of engagement. Physical Activities and Sports Studies (PASS) is a popular junior subject as is PDHPE and Sport, Lifestyle and Recreation (SLR) in the senior years.

We have placed a high priority on providing quality opportunities to students and enabling them to excel, including:

- The breaking of the Australian Basketball Marathon record
- The outstanding Fiji Basketball Tour.
- Twice the numbers competing in the City to Surf as last year.
- The introduction of a fitness challenge through the local gym.

The erection of “The Shed” over the old multi-purpose court has allowed us to extend the activities we are able to offer our students as well as providing a useful area for physical activity in unfavourable weather. The next major focus for fundraising will be to install a wooden floor over the existing concrete and install lights.

Student welfare has once again been a major element within the faculty. This was evident with the successful implementation of the Crossroads program for senior students and three staff as members of Learning Teams. Quality relationships and building rapport between staff, students, parents and members of the community is essential to the successful functioning of our faculty.

Two areas of focus for our faculty in 2013 will be, the introduction of ALARM to assist the academic students in the extended responses and targeted excursions to university laboratories and recreational facilities across our region.

Ms M Pollard
(R/Head Teacher - PDHPE)

SPECIAL ED. Faculty Report

The Support Unit has experienced a busy and productive year. New students and resources have created a vibrant atmosphere for learning. With support from the P&C committee we were able to purchase new innovative iPads, an Apple TV and HDMI data projector that links with our sound system.

In conjunction with applications such as Pages and Keynote, this provides an interactive way of delivering curriculum and meeting educational outcomes.

All students quickly embraced the new technology and they have had a great deal of fun making iMovie’s, short educational films and fantastic presentations. Learners love displaying their Keynote presentations and projects on the “Big Screen.”

Currently there are two support classes; the IM class taught by Mr Macnab and the IO/IS class taught by Ms McAuley. Each class develops and implements Individualised Education Plans (IEP’S) for all students through meetings with all stakeholders. All students are given the opportunity to be an active participant of a school culture that promotes inclusivity.

Students have been involved in a Hospitality TAFE course and benefitted from the skills that they have acquired in the Industrial Kitchen. Many students have been involved in work placements.

Programs such as these have enabled previous students to gain meaningful employment after leaving school. Ms Julie Brown in the school canteen also supports our work experience students.

Students from both classes are involved with D Café each Tuesday. The students run a café for staff and guests. They are learning functional numeracy, interpersonal skills and personal hygiene skills and etiquette. The ongoing support of teachers has made this program a successful and great learning experience for the Special Education students.

Ms C McAuley
(A/Head Teacher – Special Education)
Student Achievements

NAPLAN
- The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).
- Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Higher School Certificate
- **Monaro High School** is committed to continually improving our HSC results. 2012 results were significantly better than the previous year. A number of subjects achieved results above state average or higher than their 2008-2012 school average.

  Of the subjects reported on in this graph:
  - English (Advanced) has performed strongly and is approaching state average.
  - English (Standard) has also performed strongly and is approaching state average.
  - The TAS faculty is reviewing Food Technology results.
  - Mathematics (General) has performed significantly above state average.
  - IPT has performed above state average.
  - Mathematics has improved on its School average.

  Of the subjects reported on in this graph:
  - Ancient History continues to rate above state average.
  - Biology has shown improvement and is approaching state average.
  - The Science faculty is reviewing Chemistry results.
  - The TAS faculty is reviewing CAFS results.
  - Drama results are above school average and are close to state average.
  - EES continues to perform strongly above state average.

  Of the subjects reported on in this graph:
  - Modern History has performed well above state average and above School average.
  - The PDHPE faculty is reviewing PDHPE results.
  - The Science faculty is reviewing the Senior Science results.
Aboriginal and Multicultural Education

As part of Monaro High School’s commitment to improving outcomes for all Indigenous students we have:

- Implemented a whole school professional learning program with the completion of Module 1 and 2 of No Gaps: No Excuses.
- As part of the Monaro Education Group of schools, will work collectively in 2013 with the community to establish and AECG.
- Established Personal Learning Plans for all Indigenous students.
- Used Norta Norta funding for tutoring of students and to improve opportunities provided by the school.

As part of Monaro High School’s commitment to Multicultural Education we have included:

- Initiatives to promote community harmony and positive school community relationships within our SRC.
- Programs to develop understanding of racism and discrimination and the role of the Anti-Racism Contact Officer (ARCO) within Learning Support Lessons.
- Teaching programs to promote intercultural understanding and skills within HSIE.

Progress on 2012 targets

**Target 1**

**Overall Attendance rate to reach 90%**

As reported earlier the attendance rates have remained constant between 87.2% and 88.9%. While we have not achieved the overall target of 90%, our achievements include:

- Greater accuracy in the marking and recording of absences.
- The establishment of an attendance officer for each year group as part of the Learning Teams.

- Improved follow up of absence and referrals to the Learning Support Team and Home School Liaison Officer.

We will continue to strive for improvements in this area. Student attendance is, however, not simply a school-based issue. Research and our experience indicate that the largest number of unjustified absences is parent-condoned.

**Target 2**

**60% of Year 9 Students to achieve equal to or greater than expected growth in literacy and numeracy.**

(This area also included a target for Aboriginal students; however, the numbers are too small for valid reporting purposes)

The results for this target are varied:

<table>
<thead>
<tr>
<th>Area</th>
<th>Below State average</th>
<th>Above State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Reading</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>Spelling</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Punct/Gram</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Writing</td>
<td>– not measured in 2012</td>
<td></td>
</tr>
</tbody>
</table>

Our Literacy and Numeracy Team are reviewing these results. They are developing a whole school approach to improvement in all areas of literacy and numeracy.

**Target 3**

**80% of students achieving bands 4/5/6 in their HSC subjects**

An analysis of the HSC data suggests that this target should be further defined.

There is a range of pathways for students in achieving a HSC. Some are ATAR driven, some HSC and further study driven, and with the raising of the leaving age, many are vocational pathways.
On a simple measure, this target was achieved:

- 83% of our students achieved one or more Band 4, 5 or 6 in their courses of study.
- 17% did not achieve greater than a Band 3 in their courses of study.

<table>
<thead>
<tr>
<th>Percentage of students achieving Band 4/5/6</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>17%</td>
</tr>
<tr>
<td>One or more</td>
<td>83%</td>
</tr>
<tr>
<td>Two or More</td>
<td>68%</td>
</tr>
<tr>
<td>Three or More</td>
<td>56%</td>
</tr>
<tr>
<td>Four or More</td>
<td>48%</td>
</tr>
<tr>
<td>Five or More</td>
<td>31%</td>
</tr>
</tbody>
</table>

Note: This table stops at 5 or more (based on a minimum of 5 x 2 unit courses). Some students studying extension courses could be sitting for 7 courses.

School Evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the Learning Support Team Model.

Key evaluation

In 2012 our school carried out a key evaluation of our Learning Support Team structure. As a result of this evaluation and intervention there were demonstrable improvements in the operation of the whole school Learning and Support Team.

Monaro High School has adopted a Learning Team structure that includes a male and female Learning Adviser and a Head Teacher attached to each year group. Their primary role as a group is to monitor and address the learning needs of each student in their year group.

The main objective of the 2012 key evaluation was to identify its effectiveness of this structure and to highlight areas of focus for the improvement.

Findings and recommendations

Key findings of the evaluation were:

- 78% of staff felt that there was no need for three members on the Learning Teams.
- 92% of staff supported a focused return to a school based behavioural system.
- 85% of staff viewed the Monday Morning Musters as a valuable communication tool.
- 97% of staff felt that Learning Teams having the flexibility to be able to decide who fills particular roles as being effective.
- 90% of staff felt a need to develop clearer role statements for Learning Teams.
- 58% of staff found Learning Support lessons as being valuable.
- 87% of staff felt a formal positive letter system conducted by Learning Teams would be valuable.
- 91% of staff supported a return to year focused welfare days.

Key recommendations of the evaluation were:

- Learning Support lessons to be supported with structured guidelines to ensure this time was more meaningful for students and staff.
- Learning Teams to flag students before Monday Muster to assist with streamlining of the communication at Muster.
- Structurally, Learning Teams are to allocate one person responsible for attendance administration.
- All learning teams to meet with the Learning and Support Team at least once per term in lieu of staff meeting.
- To trial a formal positive letter procedure to be conducted briefly at Staff Muster on a fortnightly basis.
That Learning Teams organise year based welfare days to focus on explicit teaching of essential skills.

A school based behavioural system, with an initial focus on the suitability of PBS and/or Choice Theory as a system to adopt at MHS is investigated.

**Strategies adopted to implement the recommendations**

- The formation of a team to investigate adopting PBS and/or Choice Theory as behavioural focus systems at Monaro High School.
- Discrete policy and systems developed and enacted to support the member of each Learning Team charged with monitoring attendance.
- Regular whole Learning and Support Team meeting to ensure that communication between staff and the Learning and Support Team is two-way.
- Learning Teams are charged with the responsibility of organising at least one welfare day to explore discrete year based learning days.

**Student Exit Survey**

Year 12 students were surveyed in their last week of school. The following positive responses were recorded:

The students rated the staff expertise and support very highly and believed that they were well prepared for their HSC exams. They valued the broad range of opportunities provided by the school.

**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 priority 1 – Quality Instruction**

**Outcomes for 2013**

- Planned preparation for the implementation of the Australian curriculum in 2014, integrating the Quality Teaching Framework.
- Implementation of a whole school Literacy and Numeracy program to improve NAPLAN results in Year 9.
- Whole school adoption of ALARM in the senior school (10-12) to improve HSC results.
- Whole school adoption of Every Student: Every School recommendations.

**2013 Targets to achieve this outcome include:**

- All new programs completed.
- Adjustments and accommodation included in all programs.
- 60% of students will achieve expected growth in NAPLAN.
- 80% of students achieve band 4 and above in HSC.

**Strategies to achieve these targets include:**

- Combined planning across Monaro Education Group.
- Completion of Curriculum Support Modules.
- Combined School Development Days.
- Implementation of whole school literacy and numeracy program.
- Completion of ESES TPL.
- ALARM training for all staff and senior students.
- Ongoing professional learning and sharing with network High Schools.
- KLA based Edmodo Groups.
School priority 2 – Quality Learning Relationships

Outcomes for 2013
- Improved attendance, engagement and attainment.
- Implementation of a whole school attendance, welfare and discipline system underpinned by Choice Theory and PBS.

2013 Targets to achieve this outcome include:
- Overall attendance rate of 90% or above.
- Revised Attendance, Welfare and Discipline System implemented.

Strategies to achieve these targets include:
- Learning Team - attendance monitoring and follow up.
- Student welfare working party
- Basic Training for all executive and learning teams in Choice Theory.
- Advanced training in Choice Theory for implementation team.
- Joining professional learning networks.
- Implementation team develops whole school implementation strategy.
- PBS lessons incorporated into LS lessons and welfare days.

School priority 3 – Quality Leadership

Outcomes for 2013
- HSC Monitoring, Supervision and Support Programs are “Best Practice”.
- Improved leadership skills of Executive.

2013 Targets to achieve this outcome include:
- Revised whole-school HSC Monitoring, EARS and TARS policy updated and implemented.
- All executive to complete at least 2 targeted leadership courses during 2013.

Strategies to achieve these targets include:
- Implementation of “Supporting the HSC – EARS and TARS” DEC TPL Package.
- Covey – Great Leaders program.
- ISER Aspiring Leaders Program

School priority 4 – Quality Systems

Outcomes for 2013
- Attendance, welfare, reporting and student tracking systems are fully operational and implemented.
- Cyclic program of policy and procedures review implemented.
- MHS Learning Support Model fully developed.

2013 Targets to achieve this outcome include:
- Sentral installed and operational.
- Policy and Procedures reviewed and placed on MHS Website.

Strategies to achieve these targets include:
- Recommendations of the LS and EST reviews implemented.
- Implementation of Sentral System as part of a MEG network.
- Implementation of a cyclic review of MHS policies and procedures.

About this report

The following people have contributed to this report:
Mr A Bell (Principal)
Mr J Armitage (Deputy Principal)
Ms D Thomas (P&C President)
Ms R Wall (R/HT English)
Ms J Johnston (HT Mathematics)
Mr C Tame (HT Science)
Mr D Bruce (HT HSIE)
Mr N Gillespie (HT TAS)
Ms A Macnab (HT CAPA)
Ms M Pollard (R/HT PDHPE)
Ms C McAuley (A/HT Special Education)

Monaro High School
Mittagang Rd, Cooma North, 2630.
Ph: (02) 6452 4611
Email: Monaro-h.school@det.nsw.edu.au
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:

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development. (Mr A L Bell)