Principal’s Message

Monaro High School is, first and foremost, a place of learning. We are, as well, a community of learners who genuinely care about each other.

Monaro High School empowers students to achieve their personal best. We achieve this by promoting equity and excellence for all. We do this through quality instruction, building quality relationships and providing quality leadership within our classrooms, our faculty and within our community.

Everything we do at Monaro High School focuses on continually improving the outcomes, opportunities and wellbeing of all students entrusted to our care.

This is underpinned by the school’s values of Respect, Optimism, Acceptance and Responsibility.

Monaro High School, established in 1954, has a current enrolment of 510 students. As a comprehensive public high school, our school continues to proudly serve the communities of the Monaro.

The school’s motto is: In the Ascendant. This encapsulates the notion of continually striving to improve and to achieve at the highest levels.

Our school has a strong tradition of achievement in all fields - in academia, in citizenship and leadership, in the Arts, in sport and in cultural endeavours.

Our belief statement articulates the principle that all students have the right to a personalised education where all pathways of learning are equally valued.

2014 has been a successful year at Monaro High School and this is testimony to the high levels of skill of our experienced and dedicated staff. Students, who attend our school, can and do achieve at the very highest levels.

2015 will be a year of change with a realignment of our faculties, a new Deputy Principal and a number of systems-level initiatives.

Mr A L Bell
Principal

Parents and Citizen’s Message

(Extract taken from the President’s report at the 2015 Annual General Meeting)

Thank you (to the committee) for your support over the past 12 months. Thank you to our secretary Penny Tonini who retires from the P&C after seeing her children complete their schooling at MHS. Thank you to our treasurer Roslyn Clarke and our other members whose support has been appreciated by the school community and myself.

The support of Principal, Mr Adrian Bell, teachers, support staff and students of Monaro High School has made the past 12 months a successful and enjoyable term as president.

Over the past 8 years I have been a member of the P & C we have raised and spent funds on such items as theatre staging, student lockers, presentation awards, courses for students and teachers and various computer resources throughout the school.

Over the last 2 years all fundraising efforts have been dedicated to the completion of the schools sporting hall (affectionately known as “The Shed”). The P & C’s sources of funds are raised through BBQ’s and raffles held throughout the year. The P & C’s major source of funds come from the school’s amazing canteen, expertly and loving managed by Julie Brown, her many helpers including Norma Deitrich and Anne Clayton and the small army of student helpers. Everyone thanks you from the P & C and the school community for your help and dedication every year.

With your support of the BBQ’s, raffles and the canteen over the years the P & C is within reach of the target of $50,000.00 to complete the sporting hall flooring. With this target close over the next few months the P & C and school community will be holding fundraising events, which with the support of the school and wider community the flooring will be completed hopefully by the end of the year.

I look forward to the next 12 months as president of the P & C and am proud to be a member for the P & C and the Monaro High School community; an amazing and successful public education institution of which every student, teacher, parent, past and present and the wider Monaco community should be immensely proud.

Mr P McGufficke
President
**English Faculty Report**

The English Faculty worked hard throughout 2014 to enhance the learning of all students. Our priorities for the year were improving student reading results through the implementation of the Super 6 Reading and Comprehension Strategies and finalising the implementation of the National Curriculum in Years 8 and 10.

The 2014 HSC results were pleasing while still allowing for improvement. The implementation of ALARM and a writing program aiming at writing in a more ‘academic voice’ will be future focus areas in the senior school.

One highlight in the year was the Year 12 English excursion to view a performance of the prescribed text, ‘The Shoehorn Sonata’. A second, a Poetry in Action performance called ‘The Paper Tiger’. The performance troop bought poetry to life with their entertaining and engaging production.

Late in the year the English faculty worked with our primary school colleagues to improve student’s writing across both educational settings. Writing samples were benchmarked against the Literacy Continuum, prompting spirited discussion amongst staff. A booklet of benchmarks scripts will be produced in the near future to assist staff.

The National Curriculum continued to be a key focus area in 2014 with staff working hard to plan and write programs for Years 8 and 10. Full implementation of the curriculum will take place in 2015.

Improving student reading was another important area with the English faculty implementing Super 6 Reading and Comprehension Strategies. Not only did staff use the strategies in their own classes but they also trained and supported other Monaro High School staff.

The English Faculty farewelled Ms Robyn Wall, who after 18 years at MHS is taking up an appointment on the coast at Eden Marine High School. Ms Wall is thanked for her years of dedication to the students of our school and is wished all the best in her new school.

Mrs R Gibbons  
Head Teacher - English

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**Mathematics Faculty Report**

Three strategic directions were selected to drive teaching and learning within the Mathematics Faculty:

- Quality Mathematics teaching and classroom practice
- Resources
- Student wellbeing

These strategic directions, in conjunction with the implementation of the new 7 – 12 Mathematics curriculum provided a platform for teachers to closely examine the National Professional Standards and align teaching and learning programs with the Quality Teaching model.

The effective use of student data to inform teaching and learning, combined with a focus on hands-on activities provided students with a broad range of opportunities to develop deeper understandings of key concepts and increased student engagement.

The Preliminary General Mathematics course was once again a popular choice for many students. We also successfully implemented the new HSC General Mathematics 1 and HSC General Mathematics 2 courses. These courses provide our students with the choice of refining their study pattern as they begin the HSC year.

Throughout 2014 we continued to provide a range of support study programs for students such as small group targeted intervention, tutoring for students after school and holiday study days.

Our HSC students once again elected to travel to larger centres for intensive study days during the school holidays. A number of students participated in a range of competitions that promote excellence such as the ANU Maths Day and the MANSW Maths Competition. Our students are to be congratulated for their efforts, with a number of students who achieving distinctions or high distinctions.

The Mathematics faculty farewelled Mr Gerard Day, Ms Donna Needham and Mr Michael Krueger at the end of the year and we wish them well in their future endeavours.

Mrs V Chelin  
Head Teacher Mathematics
Science Faculty Report

The Science Faculty worked hard throughout 2014 to deliver a quality curriculum through quality teaching and learning.

The number of students studying Science in the Higher School Certificate and choosing Science based careers, as well as the student’s enjoyment of this subject area reflects positively on the efforts of all of the Science staff.

One of the major events for 2014 on the science education calendar was the annual ESSA exam for year 8 students. One particularly pleasing aspect was the ‘working scientifically’ result, which showed that the students on average achieved above the state result.

In 2014, students at MHS sat for Higher School Certificate courses in Physics, Chemistry, Biology, Earth and Environmental Science and Senior Science. The results were sound, particularly in Senior Science in which students not only performed above the state average but the students also performed well against their other school subjects.

2014 also saw the implementation of the National Curriculum in years 8 and 10. This involved the complete revamping of programs and assessment tasks and allows for the full implementation for 2015.

The Science Faculty has run many events and excursions over the year including field trips to Sawpit Creek, Canberra, ANSTO, Macquarie University and Snaketails. Students also competed in the National Science and Chemistry Competition with several students gaining credits and distinctions.

A review of the Science Faculty was undertaken at the end of 2014 and this is reported on later in this ASR.

Ms Jena Shaw left our Faculty at the end of the year after five years at MHS. She takes up a new appointment at Kingscliff High School in northern NSW. We wish her well at her new school. Mr Brad McElroy will rejoin the Faculty to teach senior Physics.

Mr C Tame
Head Teacher Science

Human Society & Its Environment Faculty Report

During 2014 we continued with the introduction of the Australian Curriculum, with new teaching programs being written for Years 7 – 10.

A broad pattern of HSC study was provided with four courses on offer. Sound results were gained in Legal Studies, Modern History and Ancient History.

All students continued to be well engaged in a range of courses and extra-curricular activities offered:

- Vietnam Veterans visit provided Year 10 students with valuable insights into the Vietnam War and deep understanding of experiences of soldiers and civilians.
- We continued our tradition of a wreath-laying ceremony at the Tomb of the Unknown Soldier (Australian War Memorial) and an immersed visit in the Vietnam Gallery further consolidated these experiences.
- Visits to the local court and High Court provided subject-specific understandings for Legal Studies students.
- Stage 5 Geography students undertook a Land and Water management study involving fieldwork based around the Cooma Creek Catchment area.

A particular highlight for the HSIE Faculty was the bi-annual visit by Ancient and Modern History HSC students to the Bay of Naples and the Western Front.

- Students had first-hand experiences of the sites of Pompeii and the Western Front and engaged with renowned historical experts such as Estelle Lazer (Pompeii human remains) and Brad Manera (Western Front battlefields).
- Due to Brad’s expertise it was possible for our students to locate and lay wreaths on family member’s graves. The close relationship was further enhanced by a visit to Monaro High School in October 2014 by Estelle Lazar to further reinforce content and concepts for all the students in these

Mr Col Johnston retired from teaching after 34 years of dedicated service. We wish him all the best for what lies ahead.

Mr D Bruce
Head Teacher HSIE
Technology and Applied Science Faculty Report

The TAS faculty has an experienced and expert staff. There have been no changes of staff in 2014. This has been another successful year for our faculty, with excellent results achieved in Construction, Engineering Studies, Industrial Technology Timber and CAFS at the Higher School Certificate.

Other highlights included:

- Increased entries in the Cooma Show with pleasing results and students acting as Junior Stewards at Cooma Show.
- Students involved in Senior Citizens Week at Library and RSL organised luncheon.
- Increased numbers of students studying Agricultural courses and our Stage 5 and Stage 6 classes having strong numbers.
- Student involvement in Community Programs.
- Construction students involved with upgrade of Yallambie Lodge.
- Primary Industry students working in cooperation with Monaro graziers.
- Students enjoying Digital Technologies in Year 8 and learning 21st Century skills.
- The development of K1 as a Textiles Technology Centre.
- Learning for Service with community projects integrated with VET frameworks.
- Members of our faculty being involved in a range of whole school activities such as Presentation Night and the MHS Ski Program.

A particular focus for our Faculty this year has been the continual up-skilling of our staff to support the Vocational Education Frameworks, the increase in Agriculture numbers and the breadth of curriculum offerings within the faculty.

A future focus will be student engagement in their learning by evaluation of all teaching and learning programs and assessment schedules within the Faculty.

Mr N Gillespie
Head Teacher TAS

Creative & Performing Arts Faculty Report

In 2014 the Creative and Performing Arts Faculty had some temporary changes in staffing with several casual staff relieving two permanent members of staff who were performing higher duties and on maternity leave.

Our faculty enjoyed some pleasing HSC results in 2014. In Drama and Music, students demonstrated significant growth from their 2011 NAPLAN results and in Visual Arts, some students gained their highest result.

Our students continue to be well engaged in a range of courses and extra-curricular activities offered.

- Through our Regional Partnerships Program, Visual Arts students from years 10, 11 and 12 attended a Portfolio Development Workshop presented by Jacqueline Bradley from the ANU School of Arts at Monaro High. Students looked at samples of visual diaries and portfolios and were informed about the various courses of study on offer at the ANU School of Art.
- Students also completed some hands on drawing and mark making exercises to include in their portfolios. It was an exciting day, providing some great insights and information for our students.
- The ‘Raglan Regional Gallery’ again hosted an exhibition of our student’s art works. This was a wonderful opportunity for our senior students to showcase their works to the wider community.
- Our Year 10 Visual Arts students also participated in The Goulburn Regional Gallery’s ‘World War I’ Post Card Project.
- Music and Drama students showcased their talents with performances over two nights.
- Our annual Twilight Picnic continues to be a highlight in our school’s calendar of events.
- Two of our senior Drama students attended the State Drama Camp and we had several students compete in the ISER Drama Festival.

In CAPA, our faculty focus will be to continue developing teaching and learning sequences that will assist in our transition to The Australian Curriculum for The Arts. We will also continue to develop positive teacher-student relationships in a learning environment where students are motivated, engaged and successful.

Mrs A Macnab
Head Teacher CAPA
Personal Development, Health Physical Education Faculty Report

We have maintained the need for five staff members in PDHPE and are proud of our consistently high student numbers in electives and senior courses.

We experienced changes in staffing throughout the year with Mr Lyons replacing Mr Regan and Ms Baker relieving Mrs Bolton whilst on maternity leave. Both new members have made valuable contributions to the faculty and school.

Our sports department has continued to run efficiently and successfully, providing a diverse range of options for our students with:

- Integrated sport for years 7 and 8.
- Traditional Wednesday afternoon sport for years 9 and 10.
- Three school carnivals were a great display of local talent and school spirit.

We were also fortunate to host the Zone Athletics in Cooma.

In 2014 we held the inaugural Sports Presentation evening where these talents were recognised and celebrated.

We continue to strive to increase student engagement, outcomes and results. With special focus on our HSC results that have demonstrated improvement in recent years.

The PDHPE faculty works collaboratively to provide innovative programs and experiences to promote health and wellbeing amongst our school community.

Our aim is to provide a full range of opportunities for all of our students. For some of our students this supplements their sporting activities beyond the school. For others, it provided an outlet for their skills and talents within the school environment.

Mr P Ingram

Head Teacher PDHPE

Financial summary

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>230,977</td>
</tr>
<tr>
<td>Global funds</td>
<td>464,582</td>
</tr>
<tr>
<td>Tied funds</td>
<td>368,654</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>171,809</td>
</tr>
<tr>
<td>Interest</td>
<td>9,474</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>46,368</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1,291,865</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 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.

Student enrolment profile
Students graduating from Monaro High School, by and large, move into fulltime work, traineeship/apprentices or into further study at TAFE or University. The majority of students successful in gaining a place at University defer for a year or more.

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

35% of 2014 HSC students undertook a vocational or trade training as part of their pattern of studies.

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

All students enrolled in the HSC for 2014 attained that qualification.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>41</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>School Counselor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014, Monaro High School used RAM Aboriginal funding to employ two Aboriginal Education Worker on a part-time basis to support Aboriginal students and staff.

**Teacher qualifications**

All teaching staff meet 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>
</tr>
<tr>
<td>Postgraduate</td>
<td>100</td>
</tr>
</tbody>
</table>

**Beginning Teachers**

In 2014, Monaro High School had one teacher designated as a beginning teacher. This teacher was provided with additional release from face to face teaching to support her progress towards accreditation with BOSTES.
Professional learning and teacher accreditation

In 2014, two members of staff completed their accreditation requirements with the BOSTES.

The key focus areas for Teacher Professional Learning were:

- Implementation of the NSW Syllabuses for the Australian Curriculum.
- Engagement with Stronger Smarter leadership programs in Aboriginal Education.
- Preparation for the 2015 implementation of the new strategic planning model.
- Implementation of whole school literacy and numeracy programs.
- Development of a whole school student wellbeing and engagement model.

School performance 2014

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments.

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 to access the school data.

Higher School Certificate (HSC)

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

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2014</th>
<th>School Av 2010-14</th>
<th>State 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>65</td>
<td>73</td>
<td>69</td>
</tr>
<tr>
<td>Biology</td>
<td>64</td>
<td>68</td>
<td>70</td>
</tr>
<tr>
<td>Chemistry</td>
<td>70</td>
<td>69</td>
<td>75</td>
</tr>
<tr>
<td>CAFS</td>
<td>63</td>
<td>65</td>
<td>73</td>
</tr>
<tr>
<td>Drama</td>
<td>75</td>
<td>73</td>
<td>76</td>
</tr>
<tr>
<td>EES</td>
<td>73</td>
<td>75</td>
<td>74</td>
</tr>
<tr>
<td>Eng (Standard)</td>
<td>66</td>
<td>60</td>
<td>66</td>
</tr>
<tr>
<td>Eng (Advanced)</td>
<td>72</td>
<td>73</td>
<td>80</td>
</tr>
<tr>
<td>Food Tech</td>
<td>58</td>
<td>64</td>
<td>68</td>
</tr>
<tr>
<td>Industrial Tech</td>
<td>68</td>
<td>70</td>
<td>68</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>68</td>
<td>69</td>
<td>70</td>
</tr>
<tr>
<td>Maths Gen 2</td>
<td>62</td>
<td>62</td>
<td>66</td>
</tr>
<tr>
<td>Modern History</td>
<td>64</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>Music 1</td>
<td>76</td>
<td>75</td>
<td>78</td>
</tr>
<tr>
<td>PDHPE</td>
<td>72</td>
<td>69</td>
<td>71</td>
</tr>
<tr>
<td>Senior Science</td>
<td>77</td>
<td>73</td>
<td>72</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>72</td>
<td>72</td>
<td>76</td>
</tr>
</tbody>
</table>

Higher School Certificate: Relative performance from NAPLAN Year 9 (Cohort Progress)

HSC: Relative performance from NAPLAN Year 9 (Cohort Progress)

Significant programs and initiatives – equity funding

Aboriginal background

The purpose of Aboriginal background equity funding is to ensure equity of access and equity of outcomes for all students. During 2014, there were 35 Aboriginal students enrolled at Monaro High School. Our Learning Team worked with students, parents and teachers to complete Personal Learning Plans for all of our Aboriginal students.

Funding was also used to employ two part time Aboriginal Education workers to connect with the Aboriginal community our area, liaise with the Local Aboriginal Education Consultative Group (LAECG) and conduct cultural awareness activities for all students and staff at Monaro High School.
**Socio-economic background**

The purpose of socio-economic background funding is to ensure equity of access and outcomes for all students, irrespective of the background. This is underpinned by the notion of social justice, the cornerstone of the public education system. Funding in this area has been used for a range of purposes:

- Assisting all students to access excursions and extra-curricula activities.
- Assisting families in need, particularly with school uniform and equipment.
- Assisting students in accessing technology required for their studies.
- Supporting welfare initiatives and activities.

**Learning and Support**

The purpose of learning and support funding is to assist students with additional learning needs, or who are not meeting national benchmarks or have gaps in their learning. Funding in this area has been primarily been used to employ additional School Learning Support Officers who assist in the implementation of literacy and numeracy programs across the school.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 a school-based review of the Science Faculty was undertaken.

The terms of reference were negotiated with the review team:

- Mr A Bell (Principal, Monaro High School)
- Ms J Green (Principal, Boorowa High School)
- Mr C Tame (Head Teacher Science)
- Ms V Chelin (Head Teacher Mathematics)
- Ms L Baker (Science Assistant)

The self-evaluation team undertook a review of documentation, conducted interviews with students and staff as well as undertaking lesson observations.

The following is an extract of the final report to the Principal of Monaro High School:

**The following key recommendations made:**

1. **Faculty Leadership**
   
   1.1. That a Faculty Handbook be developed that includes:
      
      1.1.1. Professional Code of Conduct
      
      1.1.2. Key policies and procedures
      
      1.1.3. Roles and responsibilities
      
      1.1.4. Programing protocols
      
      1.1.5. Meeting procedures and communication
      
      1.1.6. HSC Monitoring

2. **Career Development and Leadership**

   2.1. That a professional learning program in leadership be undertaken based around:
      
      2.1.1. Growth Coaching
      
      2.1.2. Covey PL Courses
      
      2.1.3. Staff Well-being

   2.2. That all staff develop their professional learning goals against the Professional Teaching Standards.
      
      2.2.1. Aspiring leaders need to be proactive and work through the leadership capability framework and programs available through DEC online.

   2.3. That professional learning in HSC Marking is explored.

3. **Teaching Programs**

   3.1. That the faculty develops a deeper understanding of the evaluation cycle of teaching and learning programs.

   3.2. The faculty undertakes data analysis workshops to explore how data may inform decision-making.

   3.3. That teachers create their own class sets using SMART data and program accordingly

   3.4. That the Faculty undertakes would consistent teacher judgment training and work on unpacking the performance bands.
3.5. That the Faculty review best practice statements for assessment produced by BOSTES.

4. Other Recommendations

4.1. That the Faculty expands partnerships with ANU to access laboratories and equipment for senior practical experiences.

4.2. That the Faculty undertakes a review of equipment and strategically plans for future purchases to reflect changes in curriculum content and relevance to students.

School plan 2014:

In 2014 Monaro High School trialed a new strategic planning model that was to be introduced as a statewide process for 2015.

Strategic Direction 1 - Quality Instruction

To ensure the delivery of high quality teaching and learning across the school and a commitment to shared practices. (Focus on literacy and numeracy)

Evidence of achievement of outcomes in 2014:

- **Practice:** Students and teachers are utilising literacy and super-six comprehension strategies.
- **Product:** Documentation of Literacy Continuum mapping of targeted students and Year 7 literacy profiles.
- **Product:** Teaching programs include strategies for Literacy Profiles, Super Six Comprehension and ALARM.
- **Practice:** All teachers and senior students are incorporating ALARM in their teaching and learning.

Processes to achieve these outcomes in 2014:

- **Super Six Comprehension Program** for all Year 7 students, aimed at assisting in developing their reading comprehension and inferential skills.
- **Literacy Continuum Mapping** for targeted Years 8 and 9 students, creating baseline data for future program evaluations
- **Literacy Profile Program** for all Year 7 students in selected subjects, providing more targeted strategies to improve literacy outcomes.
- **ALARM Program** for all senior students, improving critical thinking and written response skills.
- **Numeracy Mats** for all Year 7 students that can be utilised for teaching and learning of numeracy skills across all KLAS.
- **Numeracy Continuum Mapping** for all Years 7 and 8 students, creating baseline data for future program evaluations
- **Blackboard Configuration**, to provide explicit direction and structure to classroom practice.
- **Quality Teaching Framework** in classroom practice, and teaching and learning programs.

Strategic direction 2 – Quality Relationships

To ensure a positive and collaborative culture in the school’s communities, based on respect, optimism, acceptance and responsibility.

Evidence of achievement of outcomes in 2014:

- **Product:** A platform of core values that underpins all programs and policies for Monaro High School.
- **Product:** A Positive Choice Program that is ready for implementation in 2015, underpinned by the MHS Core Values and supported by resources to ensure its success.
- **Practice:** All staff members are supportive of the Positive Choice Program through an increased awareness of the key components of Choice Theory/PBS.
- **Practice:** Stages 3 and 4 teachers in the MEG Community enjoy a closer and more collaborative relationship with each other, sharing resources and teaching practices and strategies.
- **Product:** A booklet of writing samples aligned to the Literacy Continuum clusters for Stages 3 and 4 is produced.
- **Product:** A signed partnership agreement between MHS and the Monaro AECG.
- **Practice:** All students, staff and community members share a common focus on improving the educational outcomes of all our students and act with cultural sensitivity.
• Product: Base-line data is collated from a series of formal and informal community surveys.

Strategies to achieve these outcomes in 2014:
• Preparation for the implementation in 2015 of the Positive Choice Program, designed to reflect Monaro High School’s core values and which supports a positive and collaborative teaching and learning culture in the school’s community.
• Coordination and facilitation of a series of Reciprocal Visits between Monaro High School and its partner schools to reinforce partnerships, share practices and resources, and foster positive and beneficial relationships.
• A collaborative partnership between MHS and the newly established Monaro AECG is developed to cultivate local cultural knowledge and sensitivities and improve educational outcomes for all of our students.
• A series of consultations, including surveys, meetings and workshops, occur between MHS and all its stakeholders to improve communication and establish base-line data for further evaluations.

Strategic direction 3 – Quality Leadership
To provide clear direction and a unified approach that is transparent, equitable and accountable, ensuring the delivery of quality education.

Evidence of achievement of outcomes in 2014:
• Product: A quality Supervision and Support Framework for the professional development of staff, with Professional Learning Plans for all teachers.
• Practice: A collaborative, supportive environment is cultivated where staff members feel safe to critically evaluate their own practices and are supported and coached towards improvement.
• Product: A School Strategic Plan for the implementation of the 2014 Strategic Directions, together with baseline data for preparation of the 2015-2017.
• Product: Reviewed and amended policies are available for all staff and community members, ensuring consistency, transparency and inclusiveness.
• Practice: All staff members are confident in their knowledge of the legislative requirements of designated DEC policies, informing their professional behaviour and practices.

Strategies to achieve these outcomes in 2014:
• The improvement of the existing professional review structures to create a collegial Supervision and Support Framework linked to the National Professional Standards and aligned to the School Strategic Plan.
• The trial of a 2014 School Strategic Plan in preparation for the development of the 2015-2017 School Strategic Plan, including gathering baseline data, establishing strategic directions, consultation with community stakeholders, writing a plan and reviewing the planning process.
• A Policy Review Process is implemented to ensure that a selection of existing MHS policies align with DEC policies and legislative requirements.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school has moved towards using Focus on Learning Surveys that will allow us to analyse our strengths and areas for improvement and for the first time allow us to compare these results against norms at a state and national level.

In 2014 we have trialed the teacher survey and in 2015 will introduce student and parent surveys to give us a full array of data to inform our planning processes.

Focus on Learning Teacher Survey October 2014

<table>
<thead>
<tr>
<th>Eight Drivers of Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monaro High School</td>
</tr>
</tbody>
</table>

Parent Involvement                          Leadership
Inclusive School                            Collaboration
Technology                                 Learning Culture
Data Informs Practice                       Teaching Strategies
### SUMMARY

**STRENGTHS** - Statements scoring 8.0+

<table>
<thead>
<tr>
<th>Driver of Student Learning</th>
<th>Score</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCLUSIVE SCHOOL</td>
<td>8.9</td>
<td>I establish clear expectations for classroom behaviour. 9.1</td>
</tr>
<tr>
<td>LEARNING CULTURE</td>
<td>8.4</td>
<td>I set high expectations for student learning. 8.6</td>
</tr>
<tr>
<td>LEARNING CULTURE</td>
<td></td>
<td>I give students written feedback on their work. 7.9</td>
</tr>
<tr>
<td>TEACHING STRATEGIES</td>
<td>8.3</td>
<td>When I present a new concept, I try to link it to previously mastered skills and knowledge. 8.6</td>
</tr>
<tr>
<td>INCLUSIVE SCHOOL</td>
<td></td>
<td>I am regularly available to help students with special learning needs. 8.1</td>
</tr>
<tr>
<td>INCLUSIVE SCHOOL</td>
<td></td>
<td>I make an effort to include students with special learning needs in class activities. 8.2</td>
</tr>
<tr>
<td>INCLUSIVE SCHOOL</td>
<td></td>
<td>I strive to understand the learning needs of student with special learning needs. 8.4</td>
</tr>
<tr>
<td>COLLABORATION</td>
<td></td>
<td>I discuss learning problems of particular students with other teachers. 8.4</td>
</tr>
<tr>
<td>DATA INFORMS PRACTICE</td>
<td>8.1</td>
<td>I give students feedback on how to improve their performance on formal assessment tasks. 8.0</td>
</tr>
</tbody>
</table>

**AREAS FOR DEVELOPMENT** - Statements scoring <6.

<table>
<thead>
<tr>
<th>Driver of Student Learning</th>
<th>Score</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECHNOLOGY</td>
<td>3.4</td>
<td>Students use computers or other interactive technology to track progress towards their goals. 4.7</td>
</tr>
<tr>
<td>PARENT INVOLVEMENT</td>
<td>4.2</td>
<td>I ask parents to review and comment on students’ work.</td>
</tr>
<tr>
<td>TEACHING STRATEGIES</td>
<td>4.4</td>
<td>Students receive written feedback on their work at least once every week. 5.5</td>
</tr>
<tr>
<td>PARENT INVOLVEMENT</td>
<td>4.7</td>
<td>I am in regular contact with the parents of students with special learning needs.</td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td></td>
<td>I use computers or other interactive technology to give students immediate feedback on their learning. 6.1</td>
</tr>
<tr>
<td>LEADERSHIP</td>
<td>5.0</td>
<td>The School Executive has taken time to observe my teaching. 5.5</td>
</tr>
<tr>
<td>LEADERSHIP</td>
<td>5.1</td>
<td>The School Executive provides me with useful feedback about my teaching. 5.9</td>
</tr>
</tbody>
</table>
### 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

### About this report

The following have contributed to the completion of this report.

- **Mr A Bell**  Principal, Monaro High School
- **Ms J Green**  Principal, Boorowa High School – Leader of Science Review
- **Mr P McGufficke**  President MHS P&C
- **Ms R Gibbons**  Head Teacher English
- **Ms V Chelin**  Head Teacher Maths
- **Mr C Tame**  Head Teacher Science
- **Mr D Bruce**  Head Teacher HSIE
- **Mr N Gillespie**  Head Teacher TAS
- **Ms A Macnab**  Head Teacher CAPA
- **Mr P Ingram**  Head Teacher PDHPE
- **Ms K Vercoe**  Head Teacher Learning

### School contact information

Monaro High School

Mittagang Road Cooma NSW 2630

Ph: 6452 4611

Email: Monaro-h.school@det.nsw.edu.au

School Code: 8196

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