

# The Junction Public School Annual Report



2016



2246

## Introduction

The Annual Report for **2016** is provided to the community of **The Junction Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Wendy Cheek

Principal

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### Message from the Principal

As Principal of The Junction, it has indeed been my privilege to lead such a vibrant and progressive educational community in 2016. We celebrated another very successful year across all areas of academic, cultural and sporting endeavours and enjoyed the support of a very positive and energised school community.

All students continued to participate enthusiastically in all aspects of school life. I have mentioned on many occasions, that I am continuously impressed with their commitment and caring outlook on life. Our students are talented, inspirational and make the most of every opportunity. They are what makes this school the outstanding educational facility that it is. Our school staff, students and community have worked closely together to reflect on, analyse and plan the strategic directions that will take us forward for the next three years. There has been genuine intent to put into place a clear vision and focus to take the school forward and provide a highly engaging and quality learning environment for all students.

In 2016 we held special events such as Grandparents Day, Harmony Day, Education Week Open Day and celebrated special events for Mother's Day and Father's Day. We also held Book Week Parades, a Book Fair and an Easter Hat Parade. Our artistic talents came to the fore with a stunning Art Show held over three days during term 3, in which all students contributed and demonstrated their wonderful creative talents.

Our iconic band program with over 160 students from Years 3 to 6 again excelled in the regional Bandfest Competition, winning all four divisions of Premier, Intermediate, Junior and Percussion divisions. This was a remarkable achievement and is testament to the professional tutoring and structures in music education at our school.

In the classroom across all grades we continued the implementation of our Enrichment Days through the Design Challenges in which students enthusiastically participated. These were a series of problem solving challenges for all students who were able to demonstrate their solutions to their parents who attended.

We held Presentation days in December across all stages and then celebrated the achievements of every single student in 2016. We make a point at this time, to recognise all the wonderful events that have taken place at the school throughout the year. I commend the staff at The Junction for their professionalism and dedication to the students. They have worked hard throughout 2016 to ensure that we have the best quality learning environment possible.

Finally I would like to sincerely thank the P&C led last year by President Julie Wharton for her dedication, insights and invaluable help and assistance throughout the year. I cannot describe how appreciative I am of the 100% dedication and positivity from all P&C members – while I know full well that all have very busy professional lives and family lives – but still take time for the amazing contributions made to the school. Sincere thanks to you all. We certainly have a great partnership for the benefit of all students.

## Message from the school community

2016 has been another successful year for the P&C. Many years of lobbying and campaigning by the P&C came full circle in April, when the new classroom block was finally opened. Parent representatives on the project control group included Rob Kane, James Garvey and myself. This required regular meetings with the Department of Education, Public Works and the architect during the design stage, and through to completion of the works, over about 12 to 18 months. The new classroom building include five classrooms with a COLA space. The COLA space is the size of a classroom, and includes the structural and drainage components to enable this space to be converted to a sixth classroom at some time in the future, if funding becomes available.

The Uniform Shop continues to provide a very important service to our school community. The uniform shop is staffed entirely by volunteers, with Donna Reay the tireless uniform shop coordinator, supported by Kim Forbes. In addition to opening the uniform shop on a Monday, these parents also spend time each week filling online orders and ordering stock.

The P&C again held a number of other social and fundraising activities during 2016 including: Welcome morning tea early in Term 1 for new parents, morning tea during Kindergarten orientation days; Mother's Day stall, Father's day breakfast, holiday raffle, family movie night, Run Newcastle (raising funds for JHH adolescent unit) and a Halloween Disco. In December the P&C announced the annual Betty Anderson Award. This award is presented to a member of the school community who has volunteered their time quietly over a number of years. This year we had a number of very worthy nominees, with the Award being presented to parent, Michael Jonker at presentation day in December. Michael has been a tireless volunteer for our school community over the last seven years.

In addition to serving two terms as P&C treasurer, Michael was instrumental in the initiation of the now successful holiday raffle which raised about \$8000 for our school. At the end of 2016, the P&C decided to confer the honour of Life Membership on two people: Janet Ball, and Michael Jonker. Janet is a past P&C President who was key to the lobbying for the school's new classrooms over a period of several years. Janet engaged with the school community, politicians, journalists and made the most of every opportunity to keep our need for permanent classrooms front of mind for many people

In 2016, the P&C again contributed financially to the school. Items funded by the P&C in 2016 included: air conditioning in the new classrooms (about \$14,000); new PA System throughout the school (about \$28,000); Defibrillator (\$4000).

We have continued to try and streamline the operations of our P&C – to make things easier for both our volunteers and also our parents / carers. The class lists went into electronic form only in 2017. We continue to use fFexi–schools when setting up events which require ticketing. We use Sign Up genius for rosters and we now use Mailchimp for management of our email distribution lists.

While it is impossible to thank everyone for their efforts during the year, I do wish to thank the following people: Olivia Ryan and Sarah Cook have been wonderfully supportive and active Vice–Presidents this year. We wish Sarah all the best as she has now moved into the realms of High School.

Wendy Cheek is an amazing school Principal, and we are very lucky to have her influencing the learning environment of our children. Wendy has similarly been a wonderful support again this year, and it's been a pleasure to work in partnership with her. Thanks to Stuart Noble who took on the role of treasurer this year – and has improved our record keeping significantly. The administration staff at TJPS are just the most wonderful group of people – they all provide unconditional support to the P&C.

To every parent who turned a sausage on a BBQ, counted raffle money, baked a cake for a morning tea, helped a child pick out a mothers day gift or helped in any way – big or small –towards the success of the P&C in 2016. We really have a wonderful school community, and every contribution is vitally important. Thankyou all.

Julie Wharton

P&C President 2016

## School background

### School vision statement

The Junction Public School is an educational community connecting to inspire the development of engaged, successful learners and leaders, embracing opportunities to shape lifelong learning and become responsible, ethical, global citizens.

### School context

The Junction Public School is a progressive, dynamic educational environment located in inner city Newcastle with proud history and traditions dating back to 1860.

It is now a modern school set in very attractive grounds, with the buildings blending the old and the new. We enjoy the advantages of an inner-city location close to the Newcastle Regional Art Gallery, Regional Museum, Conservatorium of Music, Christ Church Cathedral and a working harbour providing our students unique opportunities to greatly enrich our teaching and learning programs.

In 2017, the school has an enrolment of 605 students and 24 classes. There is strong academic performance of students in this school which is generally above state and national benchmarks in literacy and numeracy. An outstanding creative and performing arts program includes 3 concert bands, percussion band, a string ensemble, 4 dance groups, 2 dance ensembles as well as boy's and girl's tap groups.

The professionalism and expertise of our school staff and the high level of support and co-operation of parents and community members enable us to provide an extensive enriching, differentiated and diverse curriculum.

A values framework underpins our student welfare practices and organisation. Implicit in this framework is the development of quality relationships leading to quality learning experiences within a quality learning environment.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In 2016 we looked closely at the School's Excellence Framework and aligned our school plan with the three domains. We embedded the domains in with the 5P planning process and reflected on our progress across the elements of each domain. At regular staff meetings we further reviewed our progress and the adjustments needed to move from delivering to sustaining and growing and then on towards excellence.

In the domain of Learning, culture, well-being and curriculum and learning we have consolidated our practices so that we continue to sustain and grow towards further improvement. There are positive, respectful relationships evident among students and staff, promoting student well-being and ensuring good conditions for student learning. Our school values framework reinforces this. Still within this domain, our student performance measures have seen transitional growth from delivering to sustaining and growing. Students are showing high levels of performance on external performance measures.

Our major focus in the domain of Teaching has been around data analysis and using this to inform further practice. This has been the key driver in our school plan in strategic direction 2 – 'Implementing a dynamic and innovative learning culture'. Teachers understand the significance of assessment for, as and of learning and are using this data to determine further teaching directions. The next step for teachers here would be to take responsibility for changes in practice required to achieve improved school performance and then to use data on a regular basis to monitor the effectiveness of their own efforts. Within the area of collaborative practice, there has been a great focus with increased professional development and acknowledgement of the effect that this has had.

There is increased confidence and collaboration on staff, with teachers working together to improve teaching and learning in their grade groups and stages, for particular student groups.

Teachers are now identifying expertise within the staff and are using this aspect for further professional development. Future growth in this domain would be teachers providing and receiving planned constructive feedback from colleagues, mentors and students to improve teaching practice.

In the domain of leading the school plan and the strategic directions have been central to all aspect of professional development for teachers. There is broad understanding of, and support for, expectations and aspirations for improving student learning across the school community as outlined in the excellence framework. There has been an increased emphasis on distributed leadership over 2016 and there is an understanding that leadership development is central to school capacity building. Within the element of School Resources, co-ordinated strategic financial management and longer term planning has been used to gain efficiencies and to maximise resources available to implement the school plan.

The school leadership team working with the school administrative team have created an organisational structure that enables management systems, structures and processes to work very effectively and efficiently. Feedback from the school community has been very favourable towards our administrative team and processes.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Creating A High Performing and Strategic Learning Environment

#### Purpose

To embed and implement explicit, strategic leadership and learning frameworks informed by data for whole school improvement.

#### Overall summary of progress

The focus for our professional development for 2016 has continued to be in the area of data analysis informing practice. Staff have worked collaboratively to develop a framework that has sound and effective processes in place with both summative and formative assessments around curriculum content. Teachers have reflected on and adjusted their teaching practices and lesson structures to encompass an effective teaching and learning cycle – which will include the use of all types of data to inform their daily practices and organisation within the classroom.

This framework and focus will continue to be developed in 2017 and beyond as the expertise and professional development for teachers changes and modifies. There is an agreed professional understanding that using all evidence sources and data analysis is a credible and authentic approach in determining future areas and strategic directions for this school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Whole school organisational frameworks are in place and facilitating effective implementation of the teaching and learning cycle as indicated by student data.</p> <p>85% of students are showing high growth on internal school performance measures. The school focuses on strong 'value added results'.</p>	<p>All staff are committed to and engaged in quality teaching practices and organisation as evidenced from teaching and learning programs.</p> <p>More than 85% students across the school K–6 are showing strong growth in the areas of English and Maths on internal performance measures. Students are being 'tracked' on continuums and data is gathered and used to inform practice.</p>	<p>\$13 000 for release days and stage planning days from Teacher Professional Learning (TPL)</p>
<p>Students are at or above national minimum standards on external performance measures.</p> <p>Students are showing expected growth on internal school performance measures.</p>	<p>Students in Years 3 and 5 are well above national minimum standards on external performance measures.</p> <p>90% of students are showing strong expected growth on internal school performance measures.</p>	<p>\$11 500 for release days and stage planning days from Teacher Professional Learning (TPL)</p>

#### Next Steps

- Continued professional development and implementation of a whole school framework for facilitating and embedding effective quality teaching practices through the authentic use of data.
- Effective systems are developed to record track and monitor student learning and progress.
- Active inclusion of parents in the data analysis and planning for student learning.

## Strategic Direction 2

### Implementing a Dynamic and Innovative Learning Culture

#### Purpose

To develop and implement quality differentiated curriculum with high expectations and high engagement resulting in successful and responsive 21 Century learners and leaders.

#### Overall summary of progress

There has been a strong focus on professional development for teachers in the areas of differentiation and feedback to students. We have put into place frameworks of whole school organisation in programming of curriculum content, demonstrating differentiated approaches or tasks for students and assessments.

Good progress made in the area of feedback to students – further professional development and collaboration will take place in this area in 2017 and beyond.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% staff indicate through Performance and Development Framework and professional learning processes that they are providing quality differentiated content to meet the range of learning needs of students.	Excellent progress in this area with 100% of staff meeting this improvement measure.  Professional development and whole school organisation in this area is in place.	\$7 700 TPL funding  \$10 000 Beginning Teachers Funding
All teaching and learning programs include graded differentiation tasks and assessments to cater for the needs of all students.  Feedback mechanisms are in place across all classes so that students are fully aware of assessment tasks and what is required to progress their learning.	Quality differentiated content is evident in all teaching and learning programs across the school. Differentiated assessment tasks in Maths, English, History are being developed and implemented.  Professional development around use and types of feedback in learning has been a major focus. All teachers are providing feedback to students.	\$23 000 QTSS Funding  \$15 000 Socio – Economic Background Funding

#### Next Steps

Further professional development of teachers around feedback practices to students is needed. The next focus should be around students being fully aware of content and assessments as well as fully understanding the success criteria of a task. This will enable effective self-regulation by students to be able to be more self directed in their learning. Teachers need a varied source of feedback mechanisms to engage students in their learning.

## Strategic Direction 3

### Enhancing Inclusive and Positive School and Community Relationships

#### Purpose

To deliver an inclusive school and community framework focussed on student well-being, student voice and advocacy resulting in resilient and successful global citizens.

#### Overall summary of progress

Sound progress has been made in this strategic direction. The school has been reviewing and adjusting its communication frameworks throughout the year based on the 'Tell Them From Me' surveys and other parent surveys. Aboriginal and multicultural education continues to be a major focus for the school with the evaluation of learning programs in this area, a high priority.

Values education is a prominent focus with student leaders presenting weekly values messages at assembly. Students know and understand the six values. A new values award was designed this year and students are publicly recognised for demonstrating these values.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>90% of parents surveyed find communication frameworks are effective and the administration and organisation processes meet their needs.</p> <p>The school has developed programs that have an emphasis on inclusive Aboriginal and multicultural partnerships and identity.</p> <p>More than 90% of students can articulate the school values and expectations of students. All students feel they have 'voice' and contribute to the major directions and programs of the school.</p>	<p>Survey results indicate that more than 90% of parents are very satisfied with communication frameworks at the school. They rate very highly their interactions with the administration staff and the assistance and communication they receive in this way from the school. Social media has also become an accepted and utilised tool for communication from the school and P&amp;C to the parent community.</p> <p>The school has reviewed its Aboriginal and multi-cultural programs and staff are undertaking training in 8 Ways Learning in order to include these explicit strategies in curriculum content for students. The school has also strengthened its ties to the local AECG for stronger relationships.</p> <p>Student Voice teams now operate across the school with students discussing and suggesting new directions for programs. The Values Framework will be aligned with the school rules and students will have explicit personal development lessons including values education across all classes.</p>	<p>\$8 256 Aboriginal Background loading funding</p> <p>\$7 414 – English Language Proficiency Funding</p> <p>\$4 500 – TPL – School Funding</p>

#### Next Steps

We will continue to look for effective improvement in our communication and organisational management of the school. Parent feedback in this area is an integral aspect in reviewing and making change.

Our Aboriginal and multicultural programs will continue to be a major focus. We will be looking to further develop our Aboriginal perspectives across curriculum areas through the 8 Ways Learning Framework. Effective personalised learning plans (PLP's) will be in place for our Aboriginal students. Further celebration and recognition of our multicultural diversity will be an important aspect of this strategic direction next year.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	This funding has provided additional LAST time to provide explicit interventions in literacy and numeracy programs for Aboriginal students.. Strong growth in literacy and numeracy outcomes has occurred for Aboriginal students.	\$8 256 plus school funding used to employ learning support teachers – Strategic Direction 3
<b>English language proficiency</b>	This funding equates to < 1 day per week EALD support. The school supplements this to employ a trained EALD teacher one day per week to work with students and teachers. There has been effective growth in language acquisition for EALD students.	\$7 414 – is supplemented with \$12 500 from school funds to implement English language proficiency programs for 6 of our EALD students – Strategic Direction 3
<b>Low level adjustment for disability</b>	<p>LAST teacher employed to provide support and explicit interventions for students with disabilities. Individual and group support provided. A comprehensive LAST program has been put in place as well as the employment of LSO's to support some students 1:1.</p> <p>Parents have worked in partnership with the school to review and adjust programs as the year progressed. A whole school framework of support is meeting the needs of these students.</p>	\$124 753 funding used across student population K–6 through employment of learning support teacher – Strategic Direction 2
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Funding was used to release curriculum leaders to develop and implement quality curriculum programs across whole stage groups. Focus areas were developed with action plans aligned to the school plan, to further improve student learning outcomes.</p> <p>Professional development of teachers has been a key feature of this funding with teachers working collaboratively on areas needing further development.</p>	\$23 808 funding is supplemented by school to provide release from class and professional development of teachers – Strategic Direction 1
<b>Socio–economic background</b>	<p>LAST teachers employed to provide support and explicit interventions for targeted students. Individual and group support is timetabled and provided. A comprehensive LAST program was operating as well as the employment of LSO's to support students.</p> <p>A whole school framework of support has addressed the needs of students.</p>	\$15 084 funding is supplemented by school to employ learning support teachers and learning support officers – Strategic Direction 2
<b>Support for beginning teachers</b>	Beginning Teachers have met with mentors and supervisors and have been released for professional development opportunities and allocated time to develop explicit programs to meet their goals in their PDP's. Goals have been met and will be further reviewed for 2017.	\$30 585 has provided great opportunities for beginning teachers in release, mentoring and collaborative professional development – Strategic Direction 1.

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	277	285	296	316
Girls	290	301	301	309

Our enrolment has continued to show a steady growth over the last three years. Because we have exceeded our enrolment ceiling for permanent accommodation, we are unable to accept non-local enrolments for the foreseeable future. We are expecting to maintain this enrolment stream for a number of years.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.8	95.7	95.2	94.8
1	94.9	96.3	94.7	93.8
2	95.5	95.2	95.4	93.4
3	95.1	95.7	95.3	94.6
4	94.9	95.4	93.8	93
5	94.6	94.8	94.3	92.2
6	94	94.2	93.9	93.7
All Years	95.1	95.4	94.7	93.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

We are monitoring our attendance data constantly and are working frequently with our home school liaison officer and families who need support with attendance. Our attendance is showing a slight decline in 2016 and will be closely monitored again next year.

## Class sizes

Class	Total
KL	21
KK	21
KD	19
KS	21
1C	23
1WN	22
1P	22
1L	21
2/3W	27
2R	25
2J	26
2C	25
3L	29
3/4H	29
3MC	30
4LW	30
4A	31
4/5R	28
5F	24
5B	30
5/6W	29
6J	27
6C	30
6S	28

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.09
Teacher of Reading Recovery	0.92
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
School Administration & Support Staff	4.06
Other Positions	1

\*Full Time Equivalent

The Australian Education Regulation, 2011 requires schools to report on Aboriginal composition of their workforce. Currently we have one Aboriginal teacher employed at the school. We also involve parents and caregivers of indigenous students in the development of learning programs for students.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	0.24
Postgraduate degree	0.76

### Professional learning and teacher accreditation

Each year the school is allocated funding to provide opportunities for professional development of staff. In 2015 we received approximately \$31 241. The school then supplements this budget from within its own finances to meet the many needs of staff members.

The school developed a framework for professional development and learning for all staff. All staff now have developed a performance and development plan, based on the school strategic directions and their own professional learning needs. Staff also participated in professional learning within the areas of differentiation of the curriculum and development of criterion referenced assessment tasks. Another focus for next year will be in the area of providing effective feedback to students. All teachers will be monitoring their own accreditation requirements and expectations for maintenance over the required time-frames. A strong focus of our strategic plan is the professional development of teachers to ensure quality teaching practices are apparent in all classrooms.

In terms of staff qualifications, 35% of staff are working towards accreditation with the NSW Educational Standards Authority (NESA), 20% are NESA accredited and 45% will automatically be accredited in 2017.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1st January 2016 to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	132 495.42
<b>Revenue</b>	4 891 262.18
(2a) Appropriation	4 374 199.10
(2b) Sale of Goods and Services	28 703.88
(2c) Grants and Contributions	485 039.26
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	3 319.94
<b>Expenses</b>	-4 781 679.96
Recurrent Expenses	-4 781 679.96
(3a) Employee Related	-4 221 911.73
(3b) Operating Expenses	-559 768.23
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	109 582.22
<b>Balance Carried Forward</b>	242 077.64

Budgets for the school are set by the Principal, in consultation with executive and SAM. Expenditure is monitored on a monthly basis, with ongoing evaluation of revenue and expenses in accordance with audit requirements. These budgets relate to our School Plan, and are reviewed regularly.

This ongoing monitoring allows for circumstances, such as unplanned leave or illness or replacement of major equipment items, to be managed within the financial year.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
<b>Base Total</b>	3 851 501.49
Base Per Capita	32 091.18
Base Location	0.00
Other Base	3 819 410.31
<b>Equity Total</b>	155 506.05
Equity Aboriginal	8 255.81
Equity Socio economic	15 083.54
Equity Language	7 413.57
Equity Disability	124 753.12
<b>Targeted Total</b>	109 710.90
<b>Other Total</b>	200 246.09
<b>Grand Total</b>	4 316 964.52

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

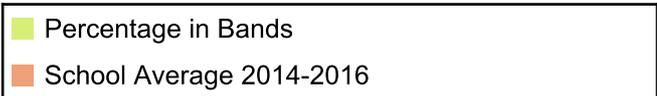
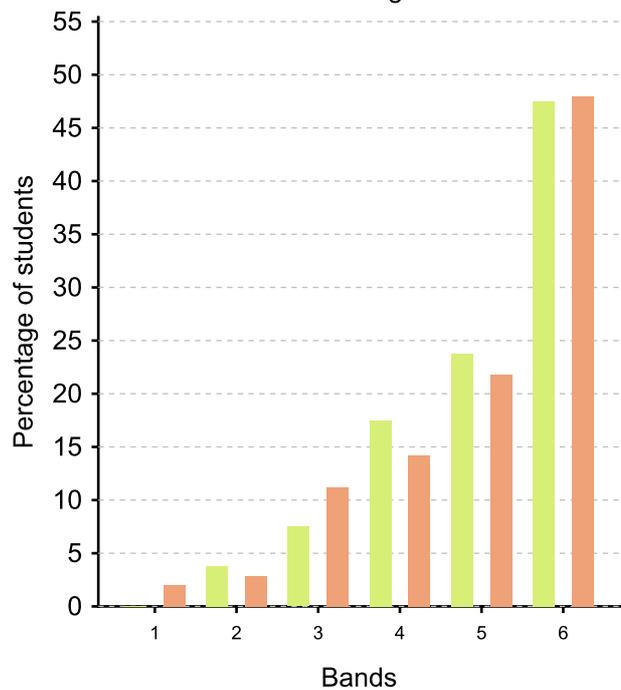
### NAPLAN

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

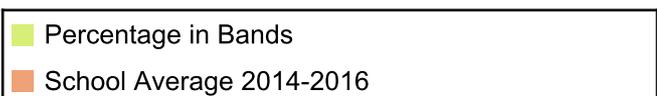
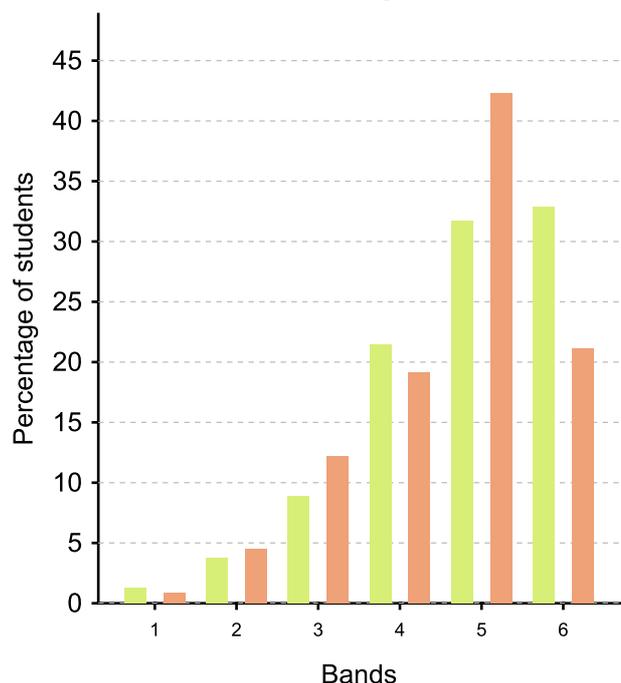
NAPLAN literacy results of Year 3 students achieving in the top 2 bands indicate that students at The Junction were performing strongly – 72.25% in bands 5 and 6 compared to 53.5% across the state.

46% of students in Year 5 achieved in the top 2 bands compared to 42% across the state.

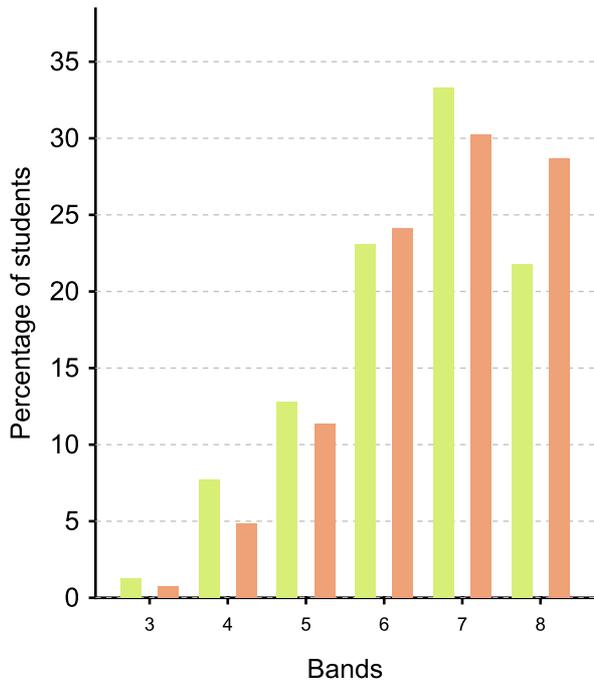
Percentage in bands:  
Year 3 Reading



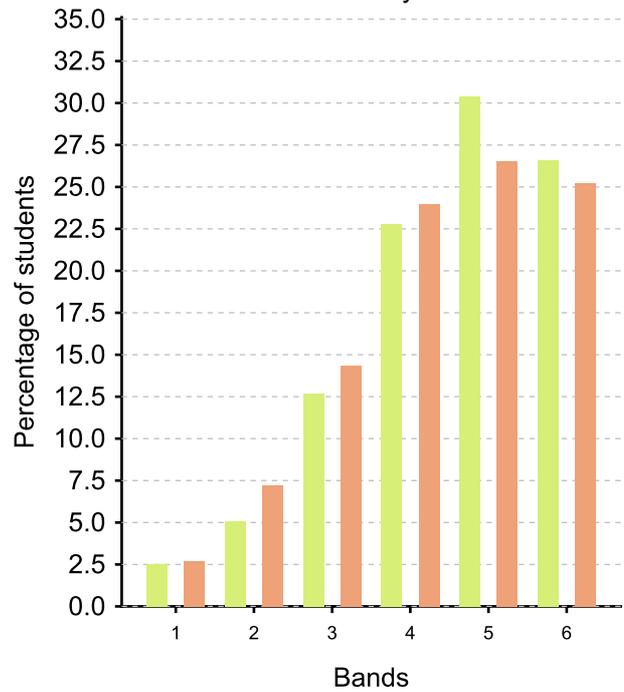
Percentage in bands:  
Year 3 Writing



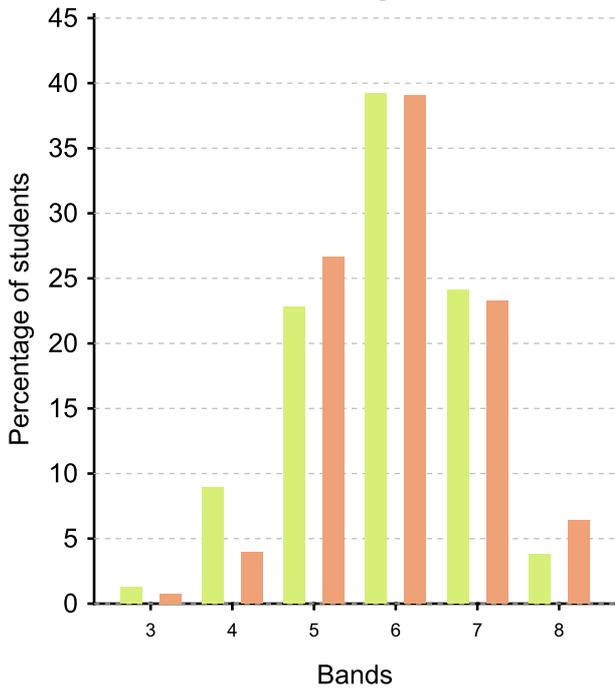
**Percentage in bands:**  
Year 5 Reading



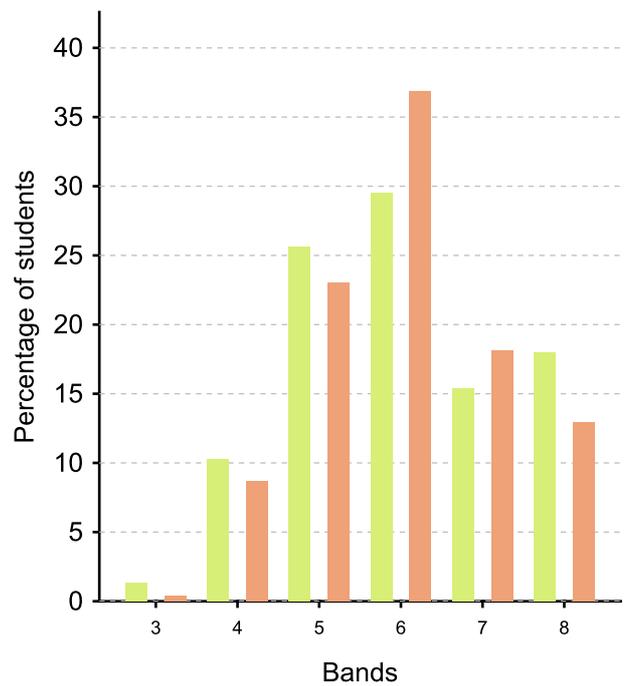
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



NAPLAN numeracy results of Year 3 students achieving in the top 2 bands indicate that 57% were performing well compared to 39% across the state.

33% of students in Year 5 achieved in the top 2 bands compared to 31% across the state.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

The Premier's priorities of improving education results is at the forefront of our school strategic plan. There has been strong growth in student outcomes across the grades and teachers are more consistently tracking the progress of students through our literacy and numeracy continuums. This is evidenced in our grade distribution where there is indicated growth in students achieving at grade level or higher when you compare 2015 and 2016 semester results.

In Year 1 in 2015 82% of students were achieving at grade level and beyond whereas in 2016 in Year 2 for the same cohort 88% were achieving at grade level and beyond. This was replicated across all other grades.

There was only 1 Aboriginal student who participated in NAPLAN in 2016. The State priority of *Improving Aboriginal education outcomes* for students in the top two NAPLAN bands was achieved in literacy with our one student in Year 3 achieving Band 6.

The same student achieved Band 4 in numeracy and will be supported to improve this outcome towards higher bands.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. During 2016 parents were invited to participate in the 'Tell Them From Me' survey. To the statement 'Parents feel welcome at TJPS' 86% replied in the affirmative. Commenting on 'Safety' at the school 78% responded that their children feel safe at school and going to and from school. 87% feel they are well informed and can speak easily with their child's teacher.

93% were very appreciative of the helpfulness of the admin staff and that written information from the school is articulated clearly.

Teachers also responded to the surveys and commented that they would benefit from greater feedback from the leadership team about their teaching practices in order to improve in this area. Teachers also indicated they would like greater opportunities to collaborate with colleagues in order to develop more effective consistent teacher judgement practices. Data from the teachers' survey also indicates that teachers need to provide greater and more consistent feedback to students about their learning and share work samples with them of learning progressions. Another area identified is for teachers to more effectively engage and communicate to parents about student learning.

Students responded to the TTFM survey, in particular – 85% of students felt they had positive relationships at the school. The NSW Govt norm is 85%. Students however felt that they were not being sufficiently challenged at school – even though they felt they had high skills. Students also indicated that they would like teachers to be more responsive to their needs, and to

also provide more encouragement when they needed advocacy. Students in Year 6 also completed surveys on organisational student practices and offered some sound suggestions on improvements to aspects like loaning of sports gear, lunchtime technology classes, more equipment for the environment groups and more playground chess pieces.

## Policy requirements

### Aboriginal education

The school continues to implement the Aboriginal Education and Training Policy targeting resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across all subjects and Key Learning Areas. Personal Learning Plans were developed for all of our Aboriginal students. The focus of these programs is intended to improve outcomes in literacy and provide increased confidence and self-esteem in our indigenous students.

In 2016 the focus of the whole school program was to improve the literacy and numeracy outcomes for our indigenous students. Students who fell below the literacy benchmarks were targeted for explicit and ongoing intervention by trained personnel.

### Multicultural and anti-racism education

Every year we have a number of students enrol from Non English speaking countries. These students participate in a comprehensive study of the English language with a trained ESL teacher. This program uses small group and across age groupings to maximise the integration of students from a diverse range of language backgrounds.

All students participate in a wide variety of multicultural education programs in the areas of History, Geography, Personal Development and Literacy, helping develop life-long skills of tolerance and acceptance and how to develop and maintain respectful relationships. Through our student well-being framework we focus on cultural diversity, inclusiveness and living in a multi-cultural society. A specific focus on cultural differences within the content curriculum areas is a priority in teaching and learning programs.

In Term 1 we celebrated Harmony Day with a variety of classroom and school-based activities that are designed to help create an awareness and appreciation of our multicultural society.

### Other school programs

#### Band

Our Band program continues to grow with 160 students involved in our Primary, Concert and Premier Bands.

The Percussion Ensemble, comprising percussionists from the 3 bands, has continued to be popular.

We are fortunate to have a wonderful co-ordinator in Michael Jobson and three experienced band conductors and conservatorium trained tutors. Our bands have performed at many school functions this year. During Term 3, children from all three bands participated in Band Link at the Newcastle Jockey Club Conference Centre. This involves over 400 students from the Newcastle region being formed into 6 bands, culminating in a concert on the final afternoon.

Our Intermediate and Senior Bands as well as our Percussion Ensemble were once again invited to perform at the Spring Winds Concert at the Newcastle Conservatorium of Music in September. All four bands performed brilliantly in the Bandfest competition at the Lake Macquarie Performing Arts Centre. Our Percussion Ensemble won the Open Section, Primary Band won the Novice Section, Concert Band received highly commended in the Intermediate Section and Premier Band won the Premier Band Section.

Our Band Presentation Night was held once again at the Newcastle Conservatorium of Music this year. This showcased the talents of all of our band members and recognized their achievements during 2016. The band program continues to grow and in 2017 we look forward to showcasing the amazing talents of all students once again.

### **Student Leadership Program**

The student leadership program has been a focus again this year in the Personal Development area. The next stage of the leadership structure was implemented. This entailed expanding the senior responsibilities to all Year 6 students. While the roles of Captain and Prefect continue to be of great importance for representative duties and for providing positive models for all our students; extra roles and responsibilities were introduced and all Year 6 students had to choose an area of responsibility. These areas included ITC assistants, chess coordinators, lunchtime sport and art and craft coordinators, library monitors and gardening monitors.

This year the Captains and Prefects represented the school at the Impact Leadership Conference, the community Anzac Day service, and Education Week. Within the school they acted as hosts and guides for Harmony Day, Education Day, Grandparents' Day and Kindergarten Orientations.

Their weekly duties included running assemblies, organising canteen lines, delivering values messages and meeting and greeting guests. All leadership programs are highlighted in the annual Leadership Training Course that is run for the Year 5 students during Term 4. It provides the basis for the leadership development in Year 6. The program runs for 5 hours over 3 weeks and is designed to teach leadership, communication and personal development skills.