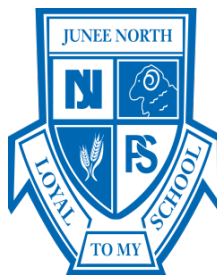


Junee North Public School Annual Report



2016



2248

Introduction

The Annual Report for **2016** is provided to the community of **Junee North 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.

Kay Thurston

Principal

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Message from the Principal

Junee North Public School is widely recognised as one that caters for the needs of every student, every day. Our school continues to provide an atmosphere of collaboration through positive engagement with our students, our families and the wider Junee community. A genuine community feel and cohesion is evident and is regularly commented upon to me by new families, and visitors to our school. 2016 has been another amazing year for our Junee North community. I would like to thank the students who have taken an active role in their learning throughout the year. The implementation of learning goals and success criteria has enabled our students to take greater responsibility for their learning and to understand the strategies needed to further their growth. Our students continue to uphold our behaviour expectations of being Respectful, Responsible and Safe. Our highly dedicated staff continually give of their best, going beyond the realms of the classroom to the whole school and wider community. Their ongoing care and concern, their passion for our school and our students, their commitment to improvement, perseverance, enthusiasm and sense of humour is what makes Junee North such a wonderful place to work and be part of. Our wonderful school community of parents and carers has continued their strong support throughout the year. We have enjoyed the privilege of a very supportive P&C, a number of helpful parents supporting students in classrooms, the canteen, school banking, assisting with transport and numerous fundraising ventures. Their valuable support has enabled the purchasing of classroom guided reading sets, additional classroom laptops and supporting several of our elite athletes to assist them in attending State sporting carnivals and state choir performances. The partnership we share with all stakeholders ensures our growing success and our plans for continuous improvement and school excellence.

School background

School vision statement

To instill in our students, through diverse, innovative & quality educational experiences, the knowledge and skills to become confident, creative & highly successful lifelong learners and respectful & responsible citizens.

School context

Junee North Public School is a school situated on the northern edge of Junee. The school has over 180 students enrolled and fosters strong community relationships and support. Within the Junee Community, Junee North Public School is viewed as a school which cares about the students and seeks the best educational outcomes for all students. Our students are all from the Junee district, with families having a very strong connection to the school and town. Our Aboriginal population has grown from 12 to 24% in the past year. The school focus is on quality educational, social and sporting outcomes for all students. An inclusive culture exists within the school, which ensures that all students are given opportunities to achieve success. The school promotes a culture which is based upon continuous student improvement and learners operating collaboratively with their classmates. Learning is becoming ever increasingly student-centred with teachers becoming facilitators ensuring that knowledge is generated not just delivered. Our students are seen as lifelong learners. Our curriculum has been reshaped so that it is progressively more connected to students' interests, experiences, talents and the real world. ICT is a growing focus in curriculum delivery with learning centring around the How2Learn habits and dispositions. The school has substantially invested in new technology with a class set of Ipads now available, as well as several laptops in each classroom. This has been done in conjunction with on-going professional learning for staff in the areas of information technology and ensuring these capabilities are threaded through all learning programs. The school implements Learning, Language and Literature (L3) into the K-2 grades and Focus on Reading in years 3-6. Our school operates stage-based classes. A Positive Behaviour ethos is shared by all students, staff and parents.

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.

Learning

Learning Culture: Sustaining and Growing – Junee North Public School has a strong learning culture across the school community. There is shared commitment by all staff, students and parents to continue to strengthen and deliver on our learning priorities. This is supported by positive and respectful relationships.

Wellbeing: Delivering – Throughout the school there is a growing understanding of the importance of identifying the factors which contribute to enhanced wellbeing and the subsequent effect on student learning outcomes. The school has a well-established and supportive Learning Support Team and our focus for 2016 has been on strengthening student wellbeing programs, including Kids Matter and Mindfulness.

Curriculum and Learning: Sustaining and Growing – Fortnightly stage meetings, along with collegiate planning sessions have allowed teachers to regularly discuss and plan curriculum, teaching and learning experiences and assessment tasks. Through our Ngumba-dal Learning Community, regular professional learning opportunities allowed for greater sharing of knowledge. The school has also commenced the development of student learning goals in consultation with students and parents, and the ongoing monitoring of these.

Assessment and Reporting: Sustaining and growing – Internal and external assessment and student performance data is used as the basis for school planning and priorities. Regular data collection and analysis has commenced using the literacy and numeracy continuums. Student reports reflect learning goals in Semester 1, and progress on learning goals in Semester 2. Students are developing self-reflection skills and feedback to move their learning forward.

Student Performance Measures: Working Towards/ Delivering – This continues to be an area of focus as we strive towards our goal of a greater percentage of students achieving at or above proficiency. There has been pleasing growth as evidenced through our NAPLAN and continuum data for our Year 3 students; we continue to strive to see greater growth in our Year 5 cohorts.

Teaching

Effective Classroom Practice: Delivering – All classrooms at Junee North are well managed with students productively engaged. Our teachers are providing effective, explicit formative feedback to students through learning goals.

Data Skills and Use: Sustaining and Growing – Our teachers have focused on entering student data using literacy and numeracy continuums on a regular basis, monitoring this data and analyzing the data in order to identify future learning needs. Considerable professional learning has equipped our teachers with strategies for using formative assessment to determine teaching practices and provide students with ongoing feedback.

Collaborative Practice: Sustaining and Growing – Fortnightly stage meetings and regular collegiate time ensure that teachers are able to effectively collaborate to improve teaching practice and outcomes for their students. A key focus during 2016 has been on the implementation of regular fortnightly collegiate days and the full cycle of staff professional development plans.

Learning and Development: Sustaining and Growing – All professional learning is aligned to school priorities and strategic directions. Teachers actively share their learning with colleagues, with several staff taking leadership roles in the delivering of professional learning. This has been particularly evident in the implementation of new syllabus in History and Geography, Writing K-6, and in How2Learn.

Professional Standards: Sustaining and Growing – Teachers at Junee North Public School are active, professional members within the school community. Teachers maintain professional standards and support a culture of ongoing improvement. Working beyond the classroom is evident by the fact that there is such a wide and extensive range of extra-curricular activities including robotics, chess, choir, dance and student representative council.

Leading

Leadership: Sustaining and Growing – Our school regularly gathers and responds to feedback on our performance. Several staff have had the opportunity to lead professional learning in How2Learn, delivering Australian Curriculum sessions in Geography, History and Writing. Our students are offered a variety of leadership opportunities through our Student Representative Council, captains and sports captains, as well as participation in the Premier's Sporting Leadership program (this involved all Year 5 and 6 students. All students in Stage 3 participate in the Better Buddies program where they lead their Kindergarten buddies through a variety of learning experiences. Our association with the Ngumba–dal Learning community ensures strong and productive relationships between schools to improve the educational opportunities of our students. Our Kids Matter Team has driven our Student Wellbeing focus during 2016.

School Planning, Implementation and Reporting: Delivering – Our three–year school plan is the result of collaboration and consultation among staff, parents and students. Our school is responsive to changing needs and all staff share a commitment to high expectations for learning for every student. We have commenced on a very exciting journey into a more rigorous collection and analysis of data. This will continue to grow and assist us in reviewing our performance, providing clear directions for the future. Staff can now clearly articulate our strategic directions and clear processes, with accompanying milestones are in place for the effective implementation of our school plan.

School Resources: Sustaining and Growing – School resources are used effectively and innovatively. Additional support staff has been put in place to provide greater support to students, along with an improved delivery of individualized learning programs. Our learning spaces are becoming increasingly flexible. The continued investment in mobile technologies has supported this move.

Management Practices and Processes: Delivering – All staff have management roles within the school in heading curriculum and other areas. Our school leadership team clearly communicates school priorities and practices and regularly seeks input and acts upon feedback from staff and parents. Updated work systems have resulted in clear communication channels and effective work practices for all staff.

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 high performing, engaged learners

Purpose

To promote a culture of excellence through the Implementation of a differentiated, relevant curriculum using innovative practices in order to develop self-directed, resilient, creative learners.

Overall summary of progress

A major focus throughout 2016 was in the training of staff and implementation of explicit writing strategies throughout the school. Focus was also placed on the development of a cohesive template for student individual learning plans and the training of staff in using these plans. A key development was the embedding of learning intentions into all classrooms with subsequent success criteria or rubrics being developed by teachers. This development will continue next year, to ensure greater consistency, and also to enable students to reflect on their learning and identify areas for improvement. Accompanying this focus on formative assessment has been the development for all students of individual learning goals. Our school reports were redeveloped to include student goals; with the semester 2 reports outlining progress on these goals, whilst identifying future goals. Two of our staff worked on developing assessment rubrics for writing and creative arts. These are being trialed by all staff next year. All staff commenced tracking of student progress using the Literacy and Numeracy continuums using PLAN software. By the end of 2016 all students had been plotted on these continuums, providing teachers with starting points for 2016. Learning support groups were revamped with individualised packages developed to cater for student needs. Additional School Learning Support Officer time was funded to provide support from K-6 with particular intensive support going into the K-2 classrooms. School learning support officers met weekly with our Learning Support Teacher to discuss learning activities and student progress. Significant new classroom resources were purchased to support our focus. Classroom guided readers were purchased for Stage 1 classes, with all classes K-6 now having substantial guided reading books enabling explicit comprehension teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students achieving at or beyond stage based expectations on the literacy in reading, comprehension, writing	Using data plotted on the Literacy and Numeracy continuums, we have a spread of students achieving at or above benchmark targets, depending on the aspect tracked. On the Literacy continuum, Reading Texts, Phonics and Phonemic Awareness are showing between 60% and 90% achievement from Years 1 –6. Of those sitting below, significant progress is being shown through the individualized programs being implemented. 95% of students were participating in our Home Reading program. Our revamped Learning and Support program, with targeted learning packages has shown significant progress being made in student reading fluency, phonics and phonemic awareness.	Additional Stage 1 class teacher \$89 401 Staff time to develop & monitor ILPs – 2 days per teacher \$7200 Assessment time/ plotting – 2 days per teacher per term \$28 800 Total: \$125 401(Low Soc & Ab funds)
100% of students achieving at or beyond stage based expectations on the numeracy continuum in place value and counting sequences	On the Numeracy continuum we again have a range of achievement depending on the aspect tracked. Counting sequences, early arithmetical strategies and pattern and number structure are showing between 60 and 90% achievement from Year 1–6.	
Increase the number of students attaining Proficiency in NAPLAN	Our Year 3 NAPLAN results were extremely pleasing with almost 50% proficiency in all areas; numeracy was still pleasing with a jump from 18% to 37% proficiency. Whilst proficiency percentages for Year 5 did not meet our expectations, pleasing growth was made – particularly in Reading and Numeracy with over 60% achieving equal to or	\$11840 (Low level adjustment funds)Additional School Learning Support Officer time (8 hrs /week)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the number of students attaining Proficiency in NAPLAN	beyond expected growth.	

Next Steps

Our future direction for 2017 is to ensure the 3-year plan remains on track to provide high quality educational outcomes for all students. We will continue to focus on embedding formative assessment practices throughout the school, developing rubrics displaying success criteria across all key learning areas. Student learning goals will be further developed to gain a consistency across all classes, with our report formats being reviewed to ensure these reflect learning goals as well as student achievements. The development of individual learning plans will take place early in Term 1, with teachers receiving adequate time to meet with parents and to plan and write these plans. We will continue plotting and monitoring of students using the literacy & numeracy continuums but focus on a greater in-depth analysis of data, and focus on our 'off the boil' students. Greater analysis will be done on our NAPLAN results to ensure we are explicitly targeting areas of need.



Strategic Direction 2

Consistent high standard educational practices

Purpose

To promote a culture of excellence through the Implementation of a differentiated, relevant curriculum using innovative practices in order to develop self-directed, resilient, creative learners.

Overall summary of progress

Continued focus was placed upon teacher professional learning throughout 2016. As well as continuing to train several staff in L3 (Language, Learning and Literacy), all staff undertook year-long professional learning in How2Learn. The How2Learn sessions were conducted by two staff members who are school-based trainers. Professional learning in effective Writing practices has been a feature. Three staff attended professional learning in Sydney; these teachers then subsequently led the whole staff in effective strategies learned. As well, our Ngumba-dal Learning Community undertook two professional learning days in Writing – effective, explicit practices and raising expectations. All staff subsequently reviewed their current practices and more explicit teaching has been a result. Continued implementation of formative assessment strategies took place, with all staff focusing on using effective feedback practices and developing ongoing student goals. Professional learning was conducted in the implementation of both the History syllabus and Geography syllabus. Two staff members attended professional learning around these and then presented to all teachers. Two staff were trained in the 'Kids Matter' program. All staff completed the first two modules in this, with whole school practices reviewed and well-being initiatives implemented. All staff completed their individual Professional Development Plans with goals linked to both our School Plan and to the National Teaching Standards. Several partner observations were conducted focusing on formative assessment strategies including establishing learning intentions. Collegiate meeting sessions were established enabling staff to work together twice each term to develop programs and assessment tasks. Greater consistency in teacher judgement has commenced through the development of writing rubrics. Assessment rubrics have also been developed for Creative Arts.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers completing their Professional Development Plans and meeting their professional goals	All teachers completed the entire cycle of the Professional Development plans. Staff identified that in the majority of cases, identified goals would continue into 2017. Supervisor sessions were conducted fortnightly allowing Assistant Principals time to meet with their teachers, review their professional development plans and identify needs.	nil (used QTSS time)
100% of staff committed to & utilising formative assessment strategies & How2Learn practices as evidenced through active engagement in PL sessions, peer observations, programming & self-assessment survey data	The implementation of students goals setting strengthened with the use of 'I Can' booklets linked to the literacy and numeracy continuums. In addition, student reports were adjusted to reflect student learning goals achieved and further goals to work on. All staff participated in professional learning sessions in How2Learn, however it was recognised that the momentum for implementation needed to be increased during 2017 in order to see whole school change. Additional professional learning was conducted in History and Geography syllabus implementation.	2 staff L3 training (including course fees & teacher relief payments)\$3200 2 staff History & Geography training(including course fees & teacher relief payments)\$6300 Weekly collegiate days – 2 casuals, 1 day per week \$34 336 Total: \$43 836 (Low Soc & Ab funding)
100% of teachers participating in lesson observation and feedback sessions	Peer observations were limited due to constraints with time and availability of casual teachers. One staff member achieved her Proficiency Accreditation. Several observation sessions were enabled to assist with this. Productive feedback sessions were conducted during PDP sessions,	nil

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers participating in lesson observation and feedback sessions	however all staff acknowledged that observations and feedback around classroom practice would assist and need to be a priority during 2017.	

Next Steps

With the implementation of the Early Action for Success program commencing in 2017, a great focus will be in the professional development of all K–2 staff through the introduction of an Instructional Leader in our school. We will further this momentum by ensuring that a Continued Action for Success program is driven in the 3–6 area. More strategic planning will be implemented to ensure peer observation and feedback practices become the norm. Our stage meetings will undergo a more focused professional learning/ data driven agenda. Professional learning in the areas of L3, Writing, TEN and Focus on Reading will continue, as will further developing staff knowledge in How2Learn and Kids Matter.



Strategic Direction 3

Student Well being as the Foundation to successful learners

Purpose

By connecting and collaborating with parents, families, schools and outside agencies, we aim to maximise student engagement, increase attendance and support the well being of all students and staff.

Overall summary of progress

2016 saw a change in focus for our 3rd strategic direction. As a school community we felt that greater emphasis was needed on student wellbeing rather than just a focus on community engagement. By the end of 2015 two staff members had trained in the Kids Matter program, with the view to initiate the beginnings of this during 2016. This year we have formed a Kids Matter Action Team comprised of 6 staff, our learning support teacher and school counsellor. Roles were established for all members ensuring shared leadership and responsibilities. Initial surveys around student wellbeing were conducted with staff, students and parents to provide a benchmark of areas where our school was meeting needs, and areas for improvement. From our Kids matter initiative a number of programs were implemented. These included the continuation and strengthening of our Better Buddies program. This culminated in a very successful Better Buddies Day which saw fantastic engagement of our students and a large number of parents and family members. A link was set up with the Junee Interreach group. From this the Stage 2 students were involved in a 'Friends for Life' social skills program which ran weekly for 2 terms. School garden beds were purchased and set up as well as the purchase of our 'Buddy Bench.' During Term 4 interest groups ran over several Fridays with a number of parents involved in activities. These sewing, lego construction, computer instruction, Zumba, gardening, jewellery-making and cooking and were extremely popular with both students and our families. A Family Referral Officer was appointed (shared between the 3 local primary & high schools). Our officer worked one day per fortnight and provided a key to link in with several of our families requiring social, emotional and financial support. Greater focus on whole school attendance tracking and monitoring procedures was another priority with systems now in place for better communication, monitoring and follow-up.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased attendance for targeted students	Attendance for 2016 has remained positive overall with an improvement from 93.5% in 2015 to 93.7% in 2016. Close linking with several families through both our Learning Support Teacher and Family Referral Officer support has greatly improved communication with targeted families. Greater information to all families via newsletter articles regarding the importance of attendance has ensured a continued focus on improved attendance for all.	\$6500 Family Referral Officer (RAM Location loading) \$400 Buddy Bench (Year 6 gift – school student fundraising funds)
10% reduction in tracked incidents	Removal of our previous Behaviour level system has been trialed during the year. Positive responses from staff and parents regarding the move towards a greater intrinsic form of acknowledging positive behaviour. Greater consistency in recording and monitoring of classroom and playground behaviours has provided better data for analysis of trends. The use of Class Dojo by several classes has improved the communication and follow-up for parents regarding both positive and negative behaviours.	Nil
Student, staff and parent sense of community and belonging & well being as reflected in Kids Matter surveys & the Tell them	A SWOT analysis of Kids Matter surveys pre and post highlighted a positive increase in both student and family sense of belonging. The attendance of families at special events and activities including	\$1600 – teacher release funds for staff to collate survey data; 2 additional staff to attend Module 2 of

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
from Me surveys	our Better Buddies day, interest groups and Education Week events saw an increase in attendance and participation. Using the Tell Them from Me surveys, 75% of students surveyed highlighted a strong sense of belonging and 85% of parents who completed the surveys indicated a strong sense of belonging.	Kids Matter program \$1000 – Interest group resources (school funds – global)

Next Steps

Ongoing professional learning in aspects of student well-being. Developing continued positive school culture through further imbedding of the Kids Matter program. Continued development of initiatives for greater student and parent collaboration and engagement. Continued review of our classroom and playground tracking and monitoring systems. Review of our current social skills programs to ensure a whole school plan is established.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Aboriginal background funding was used to support Aboriginal students learning through the provision of additional learning support officer time in classrooms. Time was provided for teachers to prepare individual learning plans for our indigenous students, to meet with parents and students and to monitor and evaluate these plans throughout the year. All Aboriginal students achieved personal progress in both literacy and numeracy.	\$11 022.36
Low level adjustment for disability	All identified students have either an Individual or Adjusted Learning Plan to facilitate their learning in the classroom. School initiatives included additional funds for increased support from Learning Support Officers K–6. More comprehensive targeted support plans developed with improved systems for monitoring and tracking achievements against the literacy and Numeracy continuums in place.	\$17 852.00
Quality Teaching, Successful Students (QTSS)	A weekly Professional Development Planning session was established. This enabled Executive to mentor staff, review Teaching and Learning programs and assessment data; as well as guide in the development and overview of Staff Performance Development Plans. All teachers completed a full cycle of the process with personal goals developed against the Australian Teaching Standards.	Staffing Allocation 0.06
Socio–economic background	Socio–economic funding was primarily used to hire an additional classroom teacher. This initiative ensured not only smaller class sizes in Early Stage 1/ Stage 1 but benefited the entire school's class structure format. Targeted early intervention was enabled through individualised planning. Funds also assisted with supplementing student attendance at a variety of activities and excursions.	\$ 87 919.00

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	98	93	87	80
Girls	83	83	84	84

Our enrolments have seen a decline in the past two years due to the loss of large Year 6 cohorts. We have had several families leave the Junee district for employment reasons.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.1	95.2	92.9	94.2
1	92.7	94.7	92.9	94.4
2	95.1	94.8	94.6	92.3
3	94.6	95.6	92.9	94.2
4	93.3	93.9	94.7	92.9
5	92.7	93.4	93.8	94.8
6	88.9	92.3	92.9	93.4
All Years	93.1	94.2	93.5	93.7
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

Explicit practices are in place to monitor non-attendance of students. Clear and open communication with parents is paramount. Regular newsletter articles are published highlighting the importance of regular attendance.

Class sizes

Class	Total
KINDER M	13
KINDER W	14
YEAR 1/2W	23
YEAR 1/2D	20
YEAR 3/4D	25
YEAR 3/4M	25
YEAR 5/6S	23
YEAR 5/6B	22

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.59
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration & Support Staff	1.96
Other Positions	0.06

*Full Time Equivalent

The school does not currently have any Aboriginal staff members.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	
Postgraduate degree	100

Professional learning and teacher accreditation

During 2016 one staff member was successful in gaining Proficiency Accreditation, whilst another has successfully maintained Proficiency. All staff have

completed their Performance Development Plans and undertaken considerable professional learning around their goals and to support our school plan. Mandatory sessions were completed in CPR, face-to-face and online Anaphylaxis training, Code of Conduct, Child Protection and Workplace Health and Safety. All teaching staff undertook professional learning in new syllabus implementation of History and Geography. These sessions were conducted by 2 staff members who undertook initial training. Weekend and after-school sessions in Writing were a focus, as was ongoing L3 training for new and existing K-2 staff and using the literacy and numeracy continuums and PLAN software. In-school sessions were conducted around the School Excellence Framework and School Plan milestone setting. How2Learn sessions were conducted by 2 of our trained staff members. The first 2 modules of Kids Matter were conducted by 2 of our trained teachers as well. By the end of 2016 all staff had gained their Working with Children Check, in preparation for Accreditation in 2018.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	101 677.56
Global funds	164 602.32
Tied funds	349 886.87
School & community sources	43 559.51
Interest	3 824.73
Trust receipts	14 367.30
Canteen	0.00
Total income	677 918.29
Expenditure	
Teaching & learning	
Key learning areas	20 975.07
Excursions	17 494.08
Extracurricular dissections	39 168.79
Library	850.31
Training & development	0.00
Tied funds	296 453.79
Short term relief	25 066.08
Administration & office	35 383.58
School-operated canteen	0.00
Utilities	35 417.10
Maintenance	12 577.95
Trust accounts	14 102.33
Capital programs	0.00
Total expenditure	497 489.08
Balance carried forward	180 429.21

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.

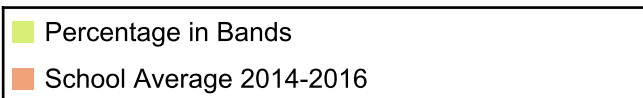
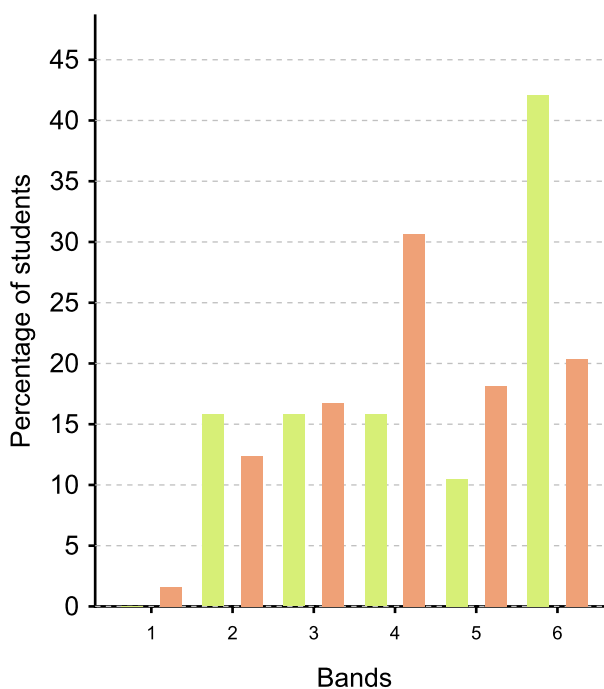
School performance

NAPLAN

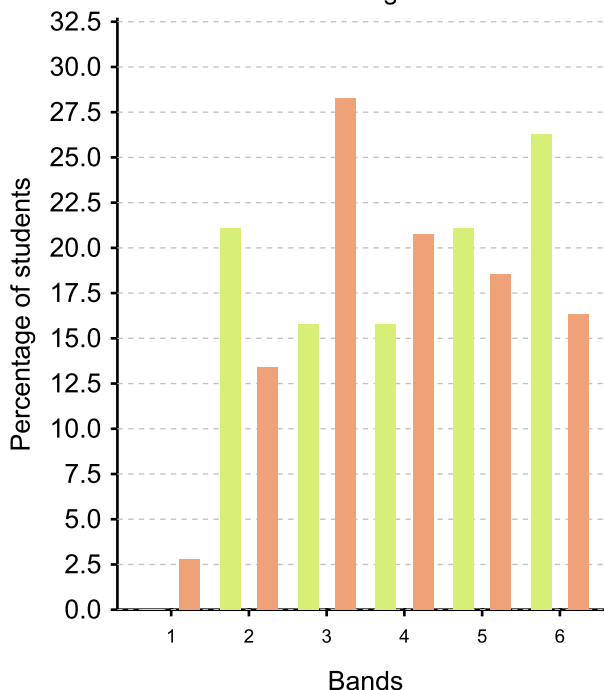
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3 Literacy data showed a pleasing achievement for our school. In all aspects of Reading, Writing, Spelling and Grammar students percentage at Proficiency (top 2 Bands) was at or above 50%. We had no students below minimum standards. Year 5 Literacy data was not as pleasing when band achievement was analysed. Only 13% achieved Proficiency in Reading, with a percentage of students below minimum standards in all aspects of Literacy. More positive data however was in the area of growth of our Year 5 students, some quite considerably. We had over 63% achieving greater than expected growth in Reading; 50% in both Spelling and Grammar and Punctuation. Writing will continue to be a major focus for both grades.

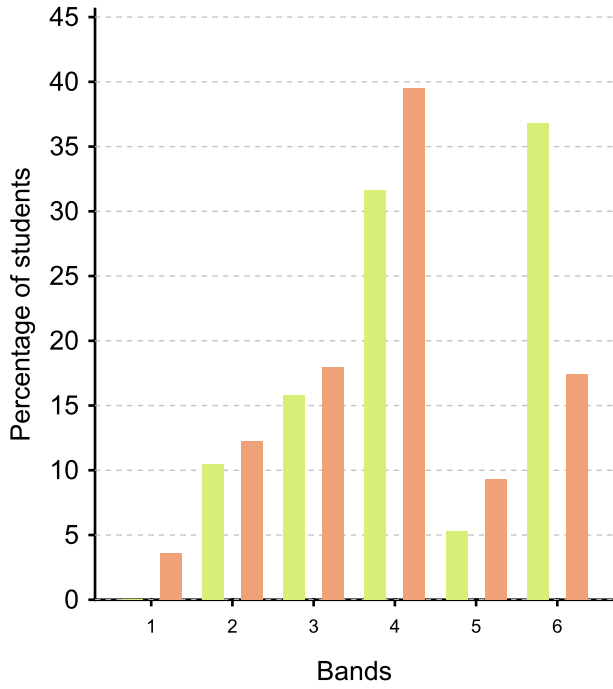
Percentage in bands:
Year 3 Grammar & Punctuation



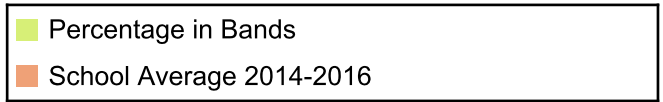
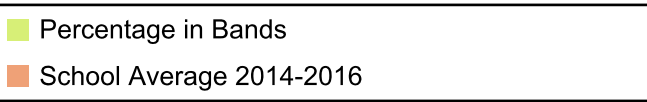
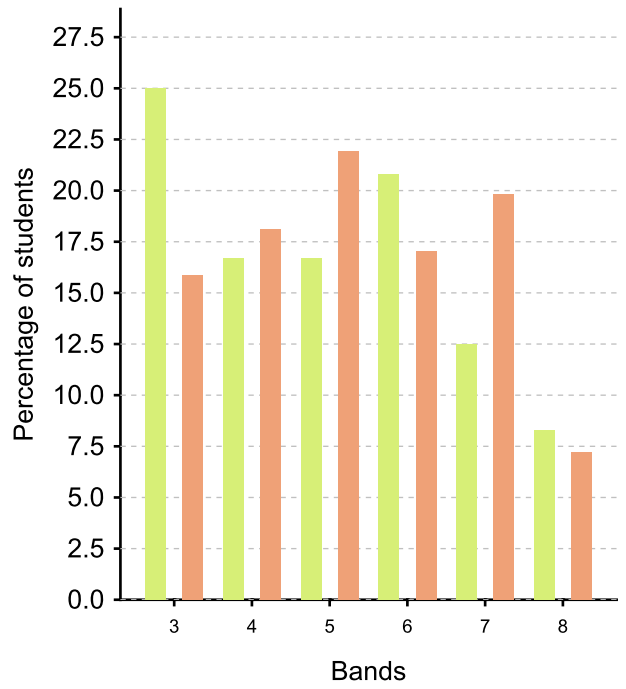
Percentage in bands:
Year 3 Reading



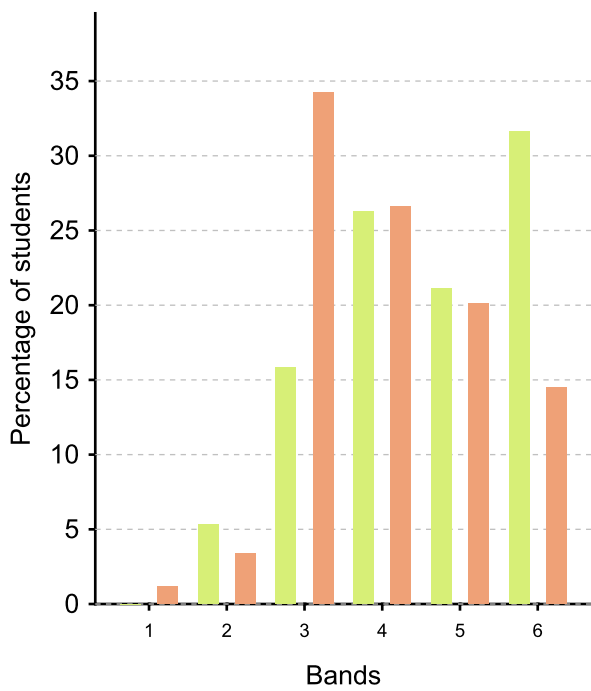
Percentage in bands:
Year 3 Spelling



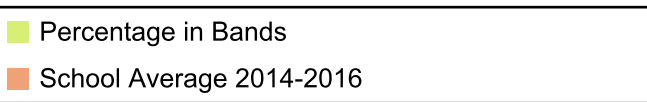
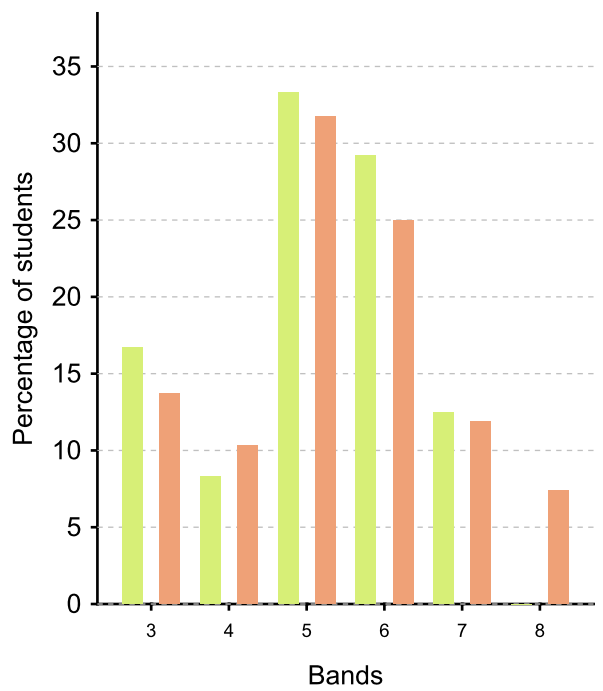
Percentage in bands:
Year 5 Grammar & Punctuation



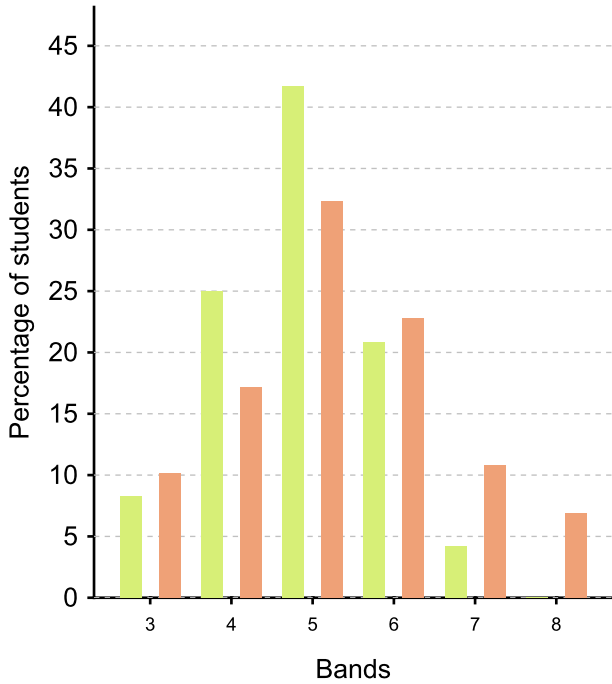
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading



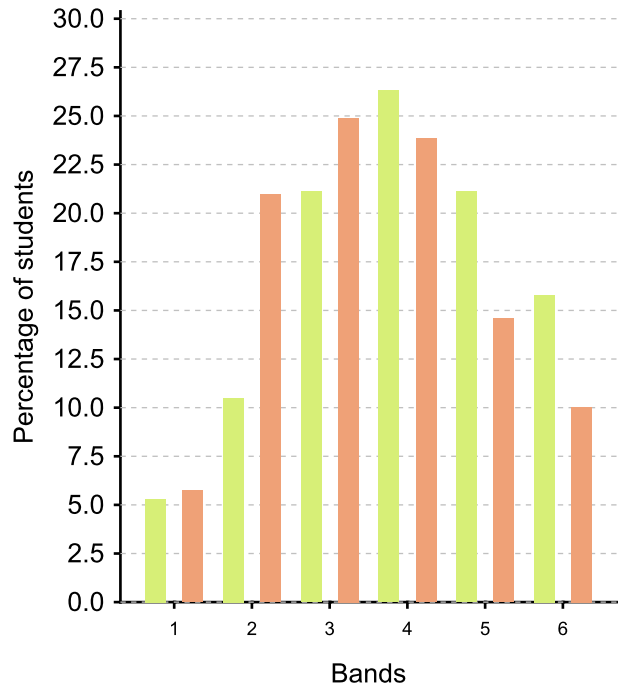
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

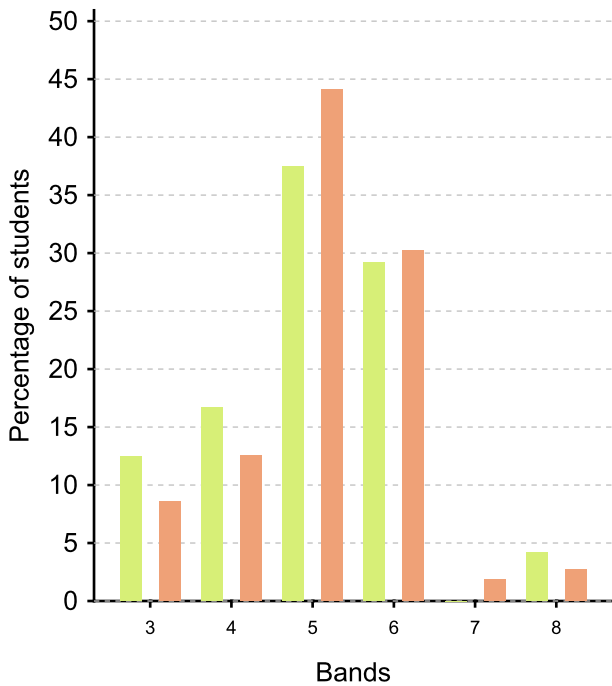
Value and Working Mathematically is being undertaken to address this area.

Percentage in bands:
Year 3 Numeracy



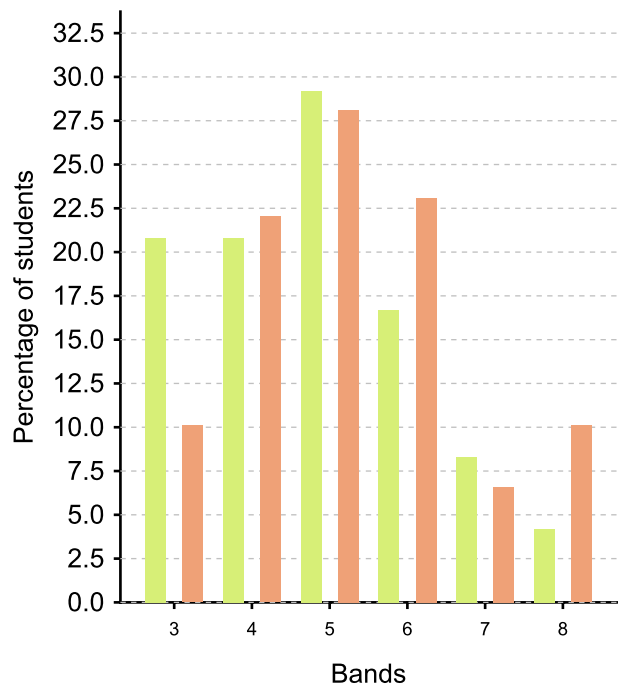
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Year 3 Numeracy was quite pleasing with our school equal to the state in terms of students at Proficiency. We had a small % below minimum standards In Year 3 Numeracy. Number, Patterns and Algebra were areas of particular strength with over 50% of students attaining Bands 4–6. In Year 5 Numeracy results showed several students below minimum standards and 13% at Proficiency. A much greater focus on Place

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.

In accordance with the Premier's Priorities: improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. The percentage of Year 3 students in the top two bands for reading increased from 28.6 in 2015 to 47.4 in 2016; for numeracy the percentage increased from 17.9 in 2015 to 36.9 in 2016. In Year 5 the percentage in the top two bands for both reading and numeracy was 12.5.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016 our school utilized the 'Tell Them From Me' online survey to gather responses from students, staff and parents. Whilst we only had 15 parent respondents, responses were very positive. Their responses are presented below.

- Parents feel very welcome when they visit our school
- Teachers listen to concerns they have
- Parents are well informed about their child's progress
- Teachers take account of their child's needs, abilities and interests
- Teachers have high expectations of children to succeed
- The school supports positive behaviour
- The school supports learning

Student responses were taken from the Tell Them From Me survey, with 58 students in Years 4–6 completing the survey. Their responses are presented below:

- 72% of students had a high sense of belonging
- 86% of students had positive relationships
- 91% of students value schooling outcomes
- 86% had positive behaviour (100% of girls)
- Students find their classrooms well organised, with immediate & appropriate feedback that helps them learn
- Teachers have high expectations for students to succeed
- There are clear rules and expectations for behaviour at Junee North

Policy requirements

Aboriginal education

Our school is strongly committed to improving and enhancing learning outcomes for indigenous students and their wellbeing. Aboriginal perspectives are imbedded into units of study in many subject areas at our school. We value the connections we have with our Aboriginal families and the wider community and are continually striving to strengthen this link. Aboriginal parents and students worked with class teachers to develop and implement Personalised Learning Plans. These plans are reviewed throughout the year, with input from parents and students to discuss progress on goals, establish future goals and evaluate their learning. As part of the implementation of the new Australian curriculum, Aboriginal perspectives are embedded in all curriculum areas. The acquisition of quality resources, ongoing staff professional learning and the celebration of significant days have promoted quality teaching and learning opportunities for all students.

Multicultural and anti-racism education

Multicultural education outcomes are included within each key learning area where appropriate. Whilst we only have 2 students with a language background other than English, our school has a strong commitment to providing inclusive educational opportunities and ensuring all students are provided with a range of cultural opportunities. Once again we had our local Polynesian Dance group visit our school. Several of these were family members of our students, with some of our students performing as part of the group. Our Stage 2 and 3 students participated in the learning of the people and culture of a selected Asian country through Passion Projects. One of our parents taught students in Stage 1 some of the language and culture of Germany. This class subsequently created a video and entered it into a schools' German Film Festival, taking out 3rd place. Harmony Day is celebrated annually to instill in students a sense of cultural respect for everyone who lives in our country and how Australia's multiculturalism enriches our nation.

Other school programs

Kids Matter:

In 2016 we commenced the implementation of the Kids Matter program. Two staff members were trained in the program, and subsequently provided professional learning to all staff in Modules 1 and 2. Our school plan was altered to reflect this as a vital component of our third strategic direction. A Kid's Matter team was formed comprising of 6 staff members. The team planned and implemented a number of initiatives. Buddy Bear Day was a great success with the whole school dressed in purple and a series of peer-led friendship activities conducted. A buddy bench was purchased and all children provided with a learning session around its purpose, how to be a good buddy

and what to do if you see someone on the buddy bench. Friday afternoon interest groups were a highlight, with students provided with the opportunity to select from a number of activities including gardening, computers, lego, scrap-booking, jewellery-making, cooking, Zumba, boardgames and sewing. Parents and family members were invited to assist and we had 8 volunteers assisting with activities. A promotional DVD was also created by a local photographer. This will be used at induction evenings and attached to our school website.

Dance:

Our bi-annual 'Dance Extravaganza' was held with all students participating in this wonderful event. A local dance teacher was employed to work with each class over a term. Choreographed pieces around an Olympic theme were performed to a huge audience of parents, family and community members.

School Choir:

Our school choir was expanded to become a 3-6 and a K-2 choir. These groups performed on numerous occasions throughout the year. Some highlights included performing at the Junee Ngumbadal Education Week celebration, performing for the elderly at a special Senior Citizen's Week luncheon, performing for the local hospital and aged-care facilities, as the Junee Christmas Carols. Our choirs performed beautifully on each occasion receiving praise for their exceptional behaviour and attitude.

Chess:

Chess has become a very popular program at Junee North. This year we had a record number of students (over 60) enjoying playing in our lunchtime tournament. 5 teams participated at the Riverina Chess day held in Wagga, with several teams achieving places.

Swimming Scheme:

The Stage 2 swimming program was successfully conducted for the second year. As part of this every Stage 2 student had the opportunity to participate in a 'Learn to Swim' program under our own and local qualified instructors. Students of all levels of swimming ability were catered for, with great improvement and confidence shown over the ten days.

Debating:

This year a team was entered into the Premier's Debating challenge. Whilst not successful in gaining a place, the students involved learned valuable skills and developed greater confidence throughout their training. We are looking forward to growing this program in 2017.

PSSA Sport:

Junee North is an active member and supporter of the Cootamundra District PSSA. In 2016 we entered teams into Soccer, Cricket, Basketball, Touch and Softball. Students also participated in regional trials for rugby

league. Our Stage 3 students once again competed in the Mortimer Shield rugby league/ league-tag competition, winning their way to the finals. Our Stage 2 students competed in the Trent Barrett rugby league/ league-tag competition with our girls' team winning the overall finals in Wagga. Our Stage 2 students also competed in the Red Ball tennis tournament. Several of our students competed at both regional and Riverina carnivals in swimming, athletics and cross country. Two students competed at the State Athletics carnival in Sydney; another 2 in the state Cross Country carnival. Our school promotes and encourages participation, sportsmanship and a 'have a go' attitude among all students.

Excursions:

At Junee North we believe in offering a wide variety of learning experiences to our students. This year excursions were held at Dubbo for Stage 2, Canberra for Stage 3 and the Wagga Civic Theatre for K-2. As well, all students had the opportunity to visit the Riverina Environmental Education Centre