

Junee High School
Annual Report



2016



8179

Introduction

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

Mr Scott Frazier

Principal

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Junee High School

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Message from the Principal

It is with a great sense of achievement that I present the 2016 Annual School Report. I understand the great achievements, efforts and growth that went into the 2016 school year and how privileged I am to be a part of the future journey at Junee HS.

2016 was an enormously busy and productive year. We continued to engage with our community in events such as AgVision, the Metal Art auction and the ANZAC day march, as well as many students volunteering in community events. We hosted the Victor Chang Science Awards ceremony in addition to regular playgroup programs run by the Stage 5 Child Studies class. Students had a plethora of opportunities to develop their skills and knowledge in academic, cultural, civic and sporting endeavours.

The 2015–2017 School Plan for Junee HS moved from the development to the implementation stage, with the 3 strategic directions focusing school activities, staff professional learning and community engagement

1. Learning culture
2. School culture and Values
3. Teacher Quality

These strategic directions allowed the school community to commit to key areas for improvement, with school staff developing their ability to make positive changes for student learning. Staff displayed strong commitment to making positive changes. We will continue to see changes throughout the school as we strive towards the achievement of the Strategic Directions.

Change was also seen in personnel movements with several staff leaving us at the end of the year. We thank them for their commitment to the students at Junee High School, in some cases over many years. Ms Lesley Campbell and Mrs Robyn Paterson retired after dedicated service to Junee HS and care for students and families. Mr Peter Bryan joined us for Term 1. Mrs Petrina Evans continues to be 'on loan' to Wagga Office where she is working as a Quality Teacher Adviser. We hosted a number of Practicum students from universities, was capably served by a number of relief teachers to cover staff training or leave as well as welcoming in a number of first year teachers.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development. I acknowledge the outstanding efforts from Junee HS staff and the wonderful community in which we work.

Thank you especially to my Executive team and all staff for the work placed in assisting the completion of this report.

Scott Frazier

Principal

School background

School vision statement

To Dream . To Create . To Succeed

Empowering students to achieve their personal best within a dynamic and inclusive learning environment

School context

Junee High School is a rural comprehensive secondary school which draws students from the township and surrounding farms and villages. The school enjoys high levels of community support from local businesses and farms. We have strong links with our partner primary schools with whom we have shaped the Ngumba–Dal Learning Community. Ngumba–Dal is a Wiradjuri term meaning "unity" which reflects the determination of each school in the Learning Community to share resources, staff and events for the betterment of all schools. We have successfully managed our innovative middle school program, which has included all of the Year 6 students in the Junee district. Our school's goal is to enrich the quality of life of our students and the wider school community.

We are determined to support our students in becoming lifelong learners. To this end, Junee High School provides students with a broad range of academic and extracurricular options; including debating, engineering competitions, academic National Competitions, art-based exhibitions, public speaking, and alternative career-based pathways. The school has been involved in the state finals of a variety of sports over a number of years. Students have the opportunity to develop their skills in the arts through school-based performance evenings and the annual Schools Spectacular. The school's Honours System encourages students to strive for excellence in all aspects of school life and rewards them when they achieve success.

We enjoy extensive community support from large numbers of individuals, the Shire Council and all the local service clubs. The school has a dedicated and energetic teaching staff and the students have the opportunity to study the traditional academic subjects or follow a vocational education pathway. Junee High School provides all the advantages and opportunities of a small regional comprehensive high school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

Collaborative, reflective practice between the executive leaders of the School Plan implementation to complete the School Excellence Framework "School Self-Assessment Survey" and gather evidence has allowed us to determine that in most instances **Junee High School is either Delivering or Sustaining and Growing** in its work to meet all elements of the School Excellence Framework.

In the **Domain of Learning**, it was reflected that Junee High School has a strong focus on quality teaching and learning principles with all staff wanting the best educational outcomes for each student. There has been remedial programs and tutoring to assist students experiencing learning needs as well as the differentiation of curriculum. Staff made improvements in processes for monitoring attendance, programming, staff induction programs and reporting and assessment. Students have been well supported in transition activities through the Ngumba–Dal Learning Community. A large range of extra-curricular, sporting and well-being activities throughout the year further strengthened student connections to school, leading to improvements in behaviour and attendance rates.

Our major focus in the **Domain of Teaching** has been on collaborative practice for staff members. All staff have worked productively in Cross-Curricular teams, with particular focus areas of teaching and learning discussed each fortnightly meeting. This was further supported by the implementation of the Professional Development Framework and associated classroom observation protocols, allowing staff to discuss areas of development, providing explicit feedback

for improvements. Teachers have gathered in self-nominating teams for further effort on data, WHS and Aboriginal Education. Extra knowledge and skills were also developed about the ALARM (A Learning And Responding Matrix) process, with Junee HS hosting a Community of practice meeting of Cootamundra network of High Schools to showcase learning with ALARM.

In the **Domain of Leading**, our priorities have been to progress leadership and management practices and processes. 5 of 6 Executive positions have been substantially filled, with the merging of the Science & Mathematics faculties and the creation of a Head Teacher Teaching & Learning for 2017. Greater understanding of executive roles has led to better use of school resources and physical learning spaces used productively and being well-maintained. There was an improvement in administrative organisation, with the full implementation of SENTRAL computer system, improving student reporting, wellbeing and roll marking. All teaching staff completed their Professional Development Plans and Classroom Observations, with in-depth discussions with supervisors to lead staff through improvements and effective feedback.

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

Culture of Learning

Purpose

To empower students to grow resilience and adaptability to achieve excellence in learning

Overall summary of progress

1. Students: School Captains led student activities capably, with leadership developed and demonstrated through active service in ANZAC day service, whole-school assemblies, sports carnivals and Year meetings. Further work will occur about increased occasions of SRC meetings and SRC executive meeting with Staff Executive.
2. Staff: Staff Professional Learning was focused on aspects to improve student learning, utilising the School Excellence framework, "What Works Best..." and the Australian Professional Standards for Teachers. Professional Learning Groups were a key source of support and feedback for teachers
3. Leaders: Professional Learning Calendar was set early to allow consultation and planning to occur. Professional Learning was a key aspect of staff meetings and non-teaching time. Feedback was consistently sought with adjustments made to best cater for learning needs of staff. Mentoring and shadowing occurred irregularly, but there was also a number of opportunities for staff to relieve in higher duties positions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of Year 6 graduates from partner schools choosing Junee High School• 100% of students at, or above, their age marker on the literacy continuum (7–10) and numeracy continuum (7–10)	50% of students from Partner schools chose Junee HS for Year 7	\$10000 Transition activities \$4000 Ngumba–Dal promotional material \$4000

Next Steps

- Greater communication between Executive and SRC to foster feedback and strengthen good ideas implemented
- EMPOWER evaluation, with view to enriching activities and to fully understand EMPOWER concepts. Each 5 week block will see teacher and student surveys conducted.
- Staff PDPs reflect focus on literacy, numeracy and curriculum improvements– Share strengths and areas we are working on with partner school communities to reflect the progress and future directions for Junee HS.

Strategic Direction 2

School Culture & Values

Purpose

To create a values-rich environment which is caring and safe for students and staff, and which caters for individual differences

Overall summary of progress

A large number of wellbeing activities and extra-curricular excursions were delivered for year groups and the whole school, with staff outstanding in their willingness to be involved and foster connections with students. These included Ski Trip, Surf Trip, Year 7 Camp, PASS excursion to Canberra, Visual Arts excursion to Canberra, School Production "A Grimm Tale", School Ball "Under the Stars", and a "Colour Run". The addition of a Family Referral Service worker one day a week was a welcome addition to our Wellbeing team. This allowed better communication and support for families in need.

Student achievement and recognition through the school Honours system was also maintained, however with a change in staff and a move to the Sentral system, we were unable to host our regular assemblies. Further implementation of this will occur with a review into wellbeing practices and how we recognise student achievement, with Honours assemblies being re-instigated. We were able to host a "Celebrate Attendance" morning tea each term for students whose attendance was at or above 95%.

Communication from school was also improved, utilising technology better through the organisation of Facebook, Skoolbag app, text messaging and the Tell Them From Me survey. 2016 saw the introduction of a Communications Officer to assist in our communication strategy, assisted with funding that the school will fund entirely in 2017. The communications officer enabled school messages to be widely communicated in a timely and efficient manner, while also enhancing our reception area with a smart TV displaying school events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All students receive awards at honours assembliesAll parents are actively involved in school life	<p>Honours assemblies not conducted due to changeover in staff, recording system and evaluation of the Honours system.</p> <p>Increase in positive communication to home, including postcards, phone calls, letters, awards. Increase in electronic posts to families</p>	<p>\$2000 Administration and advertising</p> <p>\$6000 Administration and advertising</p>

Next Steps

– Wellbeing activities will continue to be a priority, especially in connecting staff and students in positive activities. The Wellbeing Coordinator role as well as student advisors, being embedded into school organisation is also a priority, providing more leadership opportunities for staff in conjunction with more staff connecting with students, understanding ways to support them

– The Honours system will be reviewed in light of the Sentral electronic package to manage positive entries and staff changeover. However, opportunities to recognise and celebrate student achievement will continue to be an important focus

– Increasing parent involvement in school life is a difficult concept and won't always be easily visible or identifiable. However, we will continue with increasing positive messages home, advertising parent events (P&C; parent-teacher evening; working bees; Education week activities) and promoting school events to allow parents to be involved and partners with us.

Strategic Direction 3

Teacher Quality

Purpose

To create a professional environment where teachers engage collaboratively to deliver 21st century learning with excellence and expertise

Overall summary of progress

The implementation of the new Performance Development Framework has led to all teaching staff compiling their own Professional Development Plan, meeting regularly with their supervisor to engage in a much deeper reflective process as well as classroom observations to improve their practice. Professional Learning Groups were able to share their goals, provide feedback and to support each other in achieving those goals. Regular meetings with supervisors also helped with further feedback and coaching occurring.

HSC Monitoring procedures were consolidated, with an increase in staff awareness of best practice and maintaining accurate records. Students and their families were more aware of the rigour of HSC procedures.

Professional Learning Calendar and planned events have increased staff satisfaction with regular meetings and their skill levels enhanced to deliver more effective teaching, eg Literacy continuum cluster identification and planning for improvements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">100% of staff have a Professional Development Plan and are engaged in the process of explicit professional learning	100% of teaching staff have a professional Development Plan and have been involved in: <ul style="list-style-type: none">classroom observations, aiming to improve specific areas of their practicecross-curricular professional learning teams, meeting regularly to discuss improvements in teacher practice	\$25000 Teacher Professional Learning \$15000 Equity funding

Next Steps

– Greater focus in Professional Learning Groups of school plans and whole school activities (eg ALARM, data analysis, Assessment & Reporting)

– SAS staff provided with opportunities to develop their professional learning plans. Full implementation after training for all Non-Teaching Staff will occur in 2017.

– HSC Monitoring processes regularly reviewed to increase student record keeping, parent awareness and teacher quality in their HSC delivery.

– All teaching staff will be allocated a Collaborative period. Working with a partner/ group, teachers will collaborate on identified areas of their PL goals and school plans. This may be team teaching, planning, observations and feedback or coaching. It could be within JHS or at other schools, workplaces (Eg VET seeing industry in action). This will be monitored by HT T&L as well as linked to teacher's PDP and thus discussed with Head Teachers.

A Professional Learning Calendar is developed at the beginning of each semester, based upon JHS's Strategic Directions, school needs and Staff Professional Learning goals (from their PDP's)

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All Year 11 & 12 students received one-on-one support from qualified tutor ensuring assessments and classwork was completed.</p> <p>In –class support allowed Aboriginal students experiencing difficulty in learning, behaviour or due to returning from suspension had support to complete classwork, behave</p>	<p>Junior tutor \$5000 Senior tutor \$15000</p>
Low level adjustment for disability	<p>Junee HS continued to monitor students with disabilities, re-evaluating the data collection of students.</p> <p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies.</p> <p>Students needing specific literacy support were involved in Multi-Lit in-school tutoring</p>	<p>SLSO \$25000</p>
Socio-economic background	<p>Funding achieved significant developments in school infrastructure, support for students for in –class assistance as well as student assistance for uniforms, curriculum resources, curriculum opportunities, excursions as well as technology resources. Extra staffing was also funded from this area, with SLSO, SASS and teaching staff to support students in need as well as providing opportunities for greater access to future work opportunities and careers (Ag Vision and TAS subjects).</p>	<p>Multi-Lit \$20000</p> <p>TAS equipment and resources \$7500</p> <p>Student assistance \$4500</p> <p>SAS staffing \$20000</p> <p>Teaching staff \$30000</p>
Support for beginning teachers	<p>We had 4 Beginning Teachers appointed in 2015/2016 that were eligible for Beginning Teacher funding. This funding had been used to relieve teachers from classes, allowing time to be sent reflecting on their practice, gathering feedback, observing others, attending workshops and conferences and collaborating with colleagues. However a lack of casual teachers available meant that not as much time as wanted has been used by staff to be relieved as a regular reduction in teaching load or days completing professional learning</p>	<p>Beginning Teachers \$10000</p>
Other Key School operational area	<p>AgVision is a biannual Agriculture careers –based expo, hosting students to attend over 60 workshops with 100 industry experts. 2016 AgVision saw special guests attend including:</p> <ul style="list-style-type: none"> • The Honourable Michael McCormack MP, Federal Member for Riverina, Minister for Small Business • The Honourable Katrina HODGKINSON MP, Member for Cootamundra • Aunty Gail Clarke • Ms Lila Mularczyke, Director, Secondary Education, NSW Department of Education • Mr Hunter White Vice President the Royal Agricultural Society of NSW • Mr Dereek Schoene President NSW Farmers • Ms Jenene McGrath, Director Public Schools NSW, Cootamundra 	<p>SASS – \$20000</p> <p>Administration costs \$10000</p>

Other Key School operational area	<ul style="list-style-type: none"> • Mr Scott Brideoake, Manager GEO Australia • Ms Deb Slinger, Department of Primary Industries, Director, Wagga Wagga Agricultural Institute 	SASS – \$20000 Administration costs \$10000
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	123	108	107	98
Girls	105	106	112	107

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.3	90	90.2	92.3
8	89.9	88.9	90.1	87.4
9	83.5	87.7	85.3	88.2
10	84.4	83.7	84.1	83.3
11	91.1	82	81.5	79
12	87.2	87.5	87.6	84.1
All Years	88.2	86.7	86.5	85.8
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Student attendance is an important aspect of their academic and social learning. Attendance is monitored for highlighting good attendance patterns as well as managing poor attendance patterns.

Student's attendance is monitored by the Deputy Principal and a School Administration Support Staff member, who regularly review attendance data. When a student is absent from school by 10am, a SMS message is sent to the parent, with the majority of occasions the absence is explained. When there is no explanation after three days, a letter is sent to the parents outlining the absent days.

For students that have attendance below 85%, the Deputy Principal increases his communication with parents, from phone calls and meetings to also regularly checking in with the student, ascertaining reasons why absence is falling and detailing strategies to increase attendance.

For students who need extra support, the Home School Liaison officer has met with the school and parents and plans for support and encouragement for increased attendance.

Structure of classes

Junee HS, in consultation with the school community, has secondary classes in Years 7 to 10 organised into Stage 4 and Stage 5 classes, with 4 classes in each stage.

Stage 5 students are able to select 3 electives from a range of 10 possible class subject choices.

Year 11 students are able to select at least 12 units for Year 11 Preliminary classes from a range of 15 possible class subject choices. Students also have the possibility of choosing subjects through Distance Education, Aurora College and TAFE, as well as School-Based Apprenticeships/ Traineeships. 2016 saw Junee HS host 11 School-Based Apprenticeships/ Traineeships working constructively with TaFE and local businesses.

Year 12 students are able to continue subjects in at least 10 units for Year 21 HSC classes from a range of 14 possible class subject choices. Students also had the possibility of choosing subjects through Distance Education and TAFE, as well as School-Based Apprenticeships/ Traineeships.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	3	0
Employment	5	22	38
TAFE entry	10	6	24
University Entry	0	0	29
Other	0	3	5
Unknown	8	0	9

Year 12 students undertaking vocational or trade training

During Year 12, 29% of students undertook vocational or trade training.

Year 12 students attaining HSC or equivalent vocational education qualification

92% of the 2016 Year 12 students attained the HSC or equivalent vocational educational qualification. Junee High School had two students undertaking a pathways course HSC. They both completed the HSC in 2016

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	11
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	5.78
Other Positions	5

*Full Time Equivalent

Reporting of information for all staff must be consistent with privacy and personal information policies.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	4

Professional learning and teacher accreditation

In 2016, teaching staff were involved in a range of PL activities. One of our main focuses was the continued funding of professional learning groups which all teaching staff are involved in once a fortnight. PL also occurred through Staff Development Days, before and after school meetings, In-services with networks across

the Riverina, such as the Riverina Careers Advisers Association and the Riverina Social Science Teachers Association, Cootamundra network meetings and Junee Schools network meetings. Online courses for professional learning were undertaken as well as workshops and courses via video conferencing.

Our main focus areas for professional learning continue to be on the implementation of ALARM, building an understanding of the Literacy and Numeracy continuums and their use in the classroom, improving student engagement and fostering high expectations.

Examples of Professional Learning undertaken by staff in 2016:

STEM workshops

Behaviour management

Leadership PL

National Curriculum courses for new syllabus documents

Community engagement and social media workshops

Lifting student achievement 7 –12

Mindfulness

Physical Literacy and Wellbeing Continuum

First Aid, Anaphylaxis

RAM and Excel training

In 2016 our School Development Days Professional Learning included:

- updating staff emergency care, anaphylaxis, Code of Conduct and CPR qualifications,
- Further development of ALARM, the Literacy Continuum, Wellbeing and Understanding Junee youth.
- Junee High School expended **\$40000** on Professional Learning.
 - We congratulated Mr Paul Anderson for receiving his Accreditation at Proficiency from the Board of Studies, Teacher Education Standards.

Junee HS will continue to have more teachers in their beginning years of their careers, with these staff members beginning their accreditation period.

In 2017 Junee High School will have 4 beginning teachers and 3 new scheme teachers undertaking their accreditation.

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.

A full copy of the school's 2016 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.

Income	\$
Balance brought forward	355 532.66
Global funds	271 059.53
Tied funds	415 248.23
School & community sources	154 714.28
Interest	10 508.99
Trust receipts	15 464.63
Canteen	0.00
Total income	1 222 528.32
Expenditure	
Teaching & learning	
Key learning areas	75 206.23
Excursions	92 801.31
Extracurricular dissections	44 027.58
Library	8 576.16
Training & development	14 349.47
Tied funds	406 990.18
Short term relief	35 992.88
Administration & office	77 373.47
School-operated canteen	0.00
Utilities	75 781.10
Maintenance	42 685.33
Trust accounts	14 670.50
Capital programs	32 230.60
Total expenditure	920 684.81
Balance carried forward	301 843.51

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

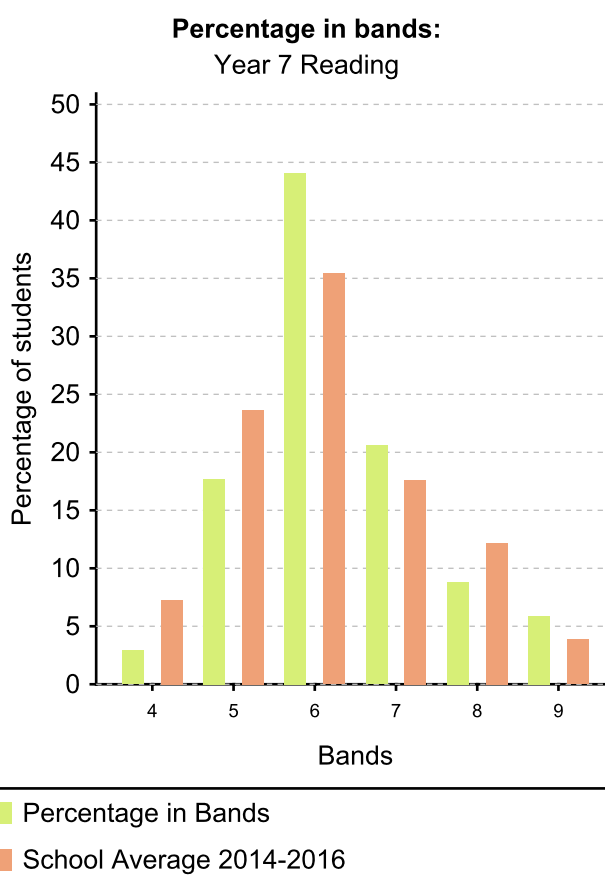
NAPLAN

In the National Assessment Program, the results across

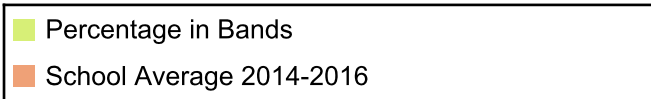
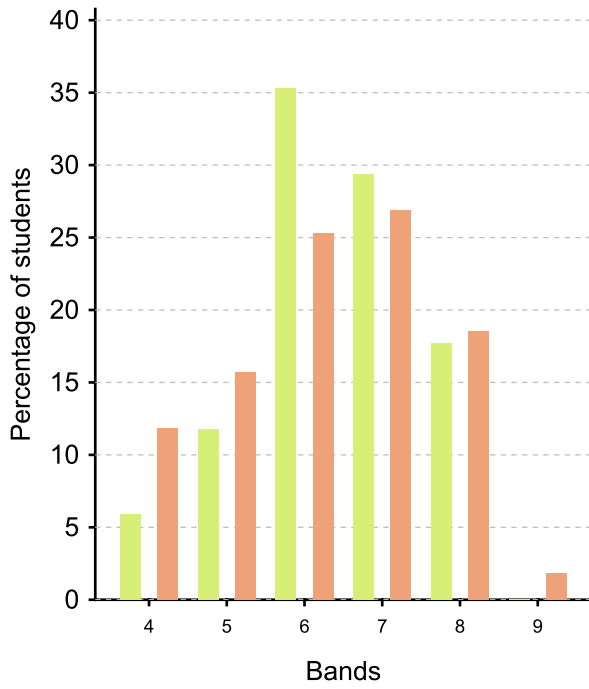
the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

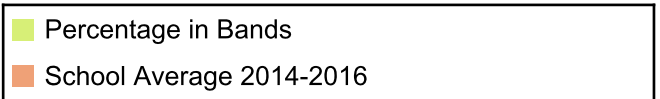
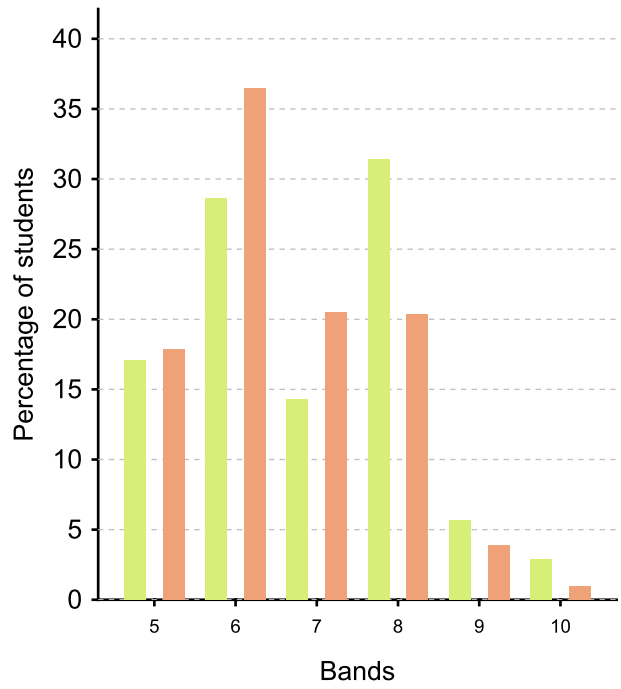
NAPLAN – Literacy (including Reading, Spelling and Grammar and Punctuation) Writing has not been included in 2016 due to a change in the writing test and collation of that data.



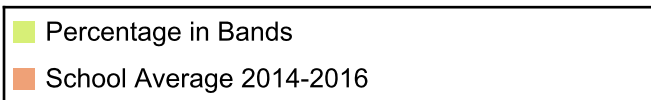
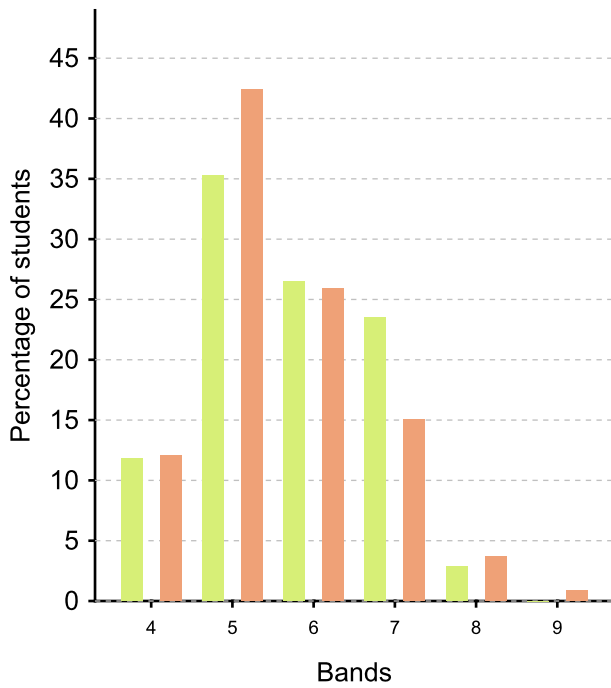
Percentage in bands:
Year 7 Spelling



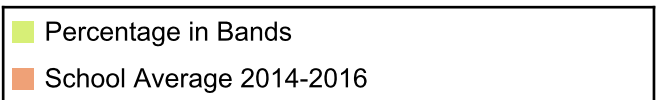
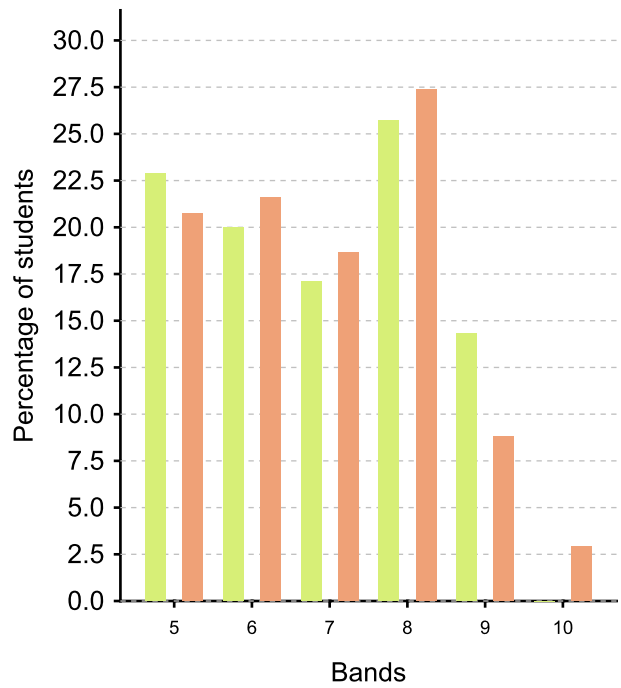
Percentage in bands:
Year 9 Reading



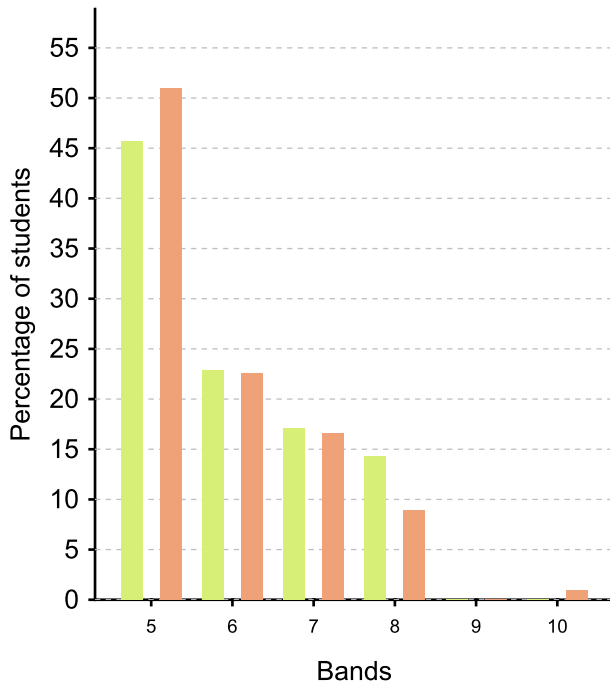
Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Writing

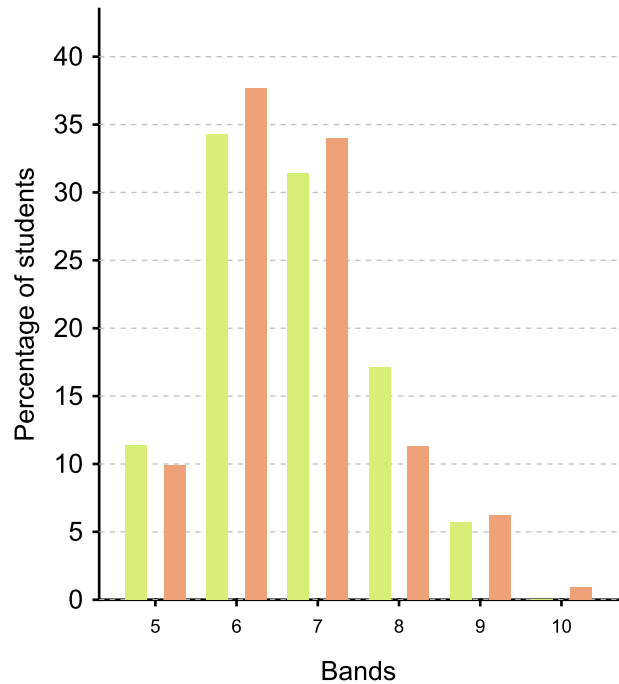


Percentage in Bands
School Average 2014-2016

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Percentage in bands:
Year 9 Numeracy



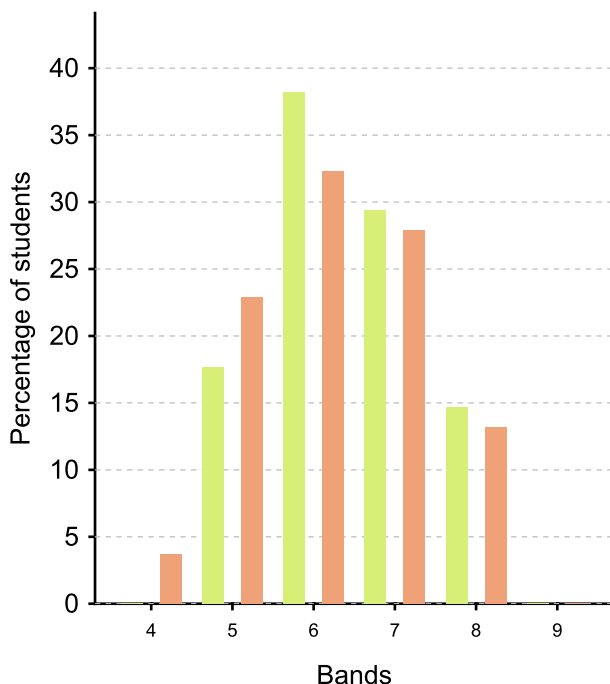
Percentage in Bands
School Average 2014-2016

<You may choose to use this text box and statement to refer readers to the My School website:

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.>

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Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

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

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.

Student Satisfaction

118 students completed the *Tell Them From Me* survey which included ten measures of student engagement.

For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "I get along well with others at school." Their scores were scaled on a 10–point scale, and students with scores above 6.0 (i.e., a mild to moderately favourable view) were considered engaged. Similar criteria were established for participation in sports and clubs and school attendance.

1. Social Engagement– Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra–curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. The information below displays the percentage of students in Junee High School that were socially engaged compared with NSW DEC norms for students at the year levels assessed in this school.

Sense of Belonging:

Junee HS: 58% NSW Government Norm: 66%

Positive Relationships:

Junee HS: 74% NSW Government Norm: 78%

High Participation in Sports & Clubs:

Junee HS: 56% NSW Government Norm: 60%

Positive Friendships:

Junee HS: 74% NSW Government Norm: 78%

2. Institutional Engagement – Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long–term success, and this view is reflected in their school and class attendance and their effort in doing homework. The information below displays the Levels of institutional engagement in Junee High School.

Students Value Schooling outcomes:

Junee HS: 76% NSW Government Norm: 72%

Attendance:

Junee HS: 83% NSW Government Norm: 90%

Positive behaviour:

Junee HS: 79% NSW Government Norm: 87%

Homework & Study Habits:

Junee HS: 41% NSW Government Norm: 54%

3. Intellectual Engagement – Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher–order thinking skills, to increase understanding, solve complex problems, and construct new knowledge. Students are more engaged when their level of skills is consistent with the challenges presented to them in their classes. These students are often deeply absorbed in academic activities. The information below displays the results for Junee High School on the three measures of intellectual engagement.

Interest & Motivation:

Junee HS: 27% NSW Government Norm: 28%

Effort:

Junee HS: 63% NSW Government Norm: 66%

Appropriately Challenged:

Junee HS: 47% NSW Government Norm: 46%

Parent Satisfaction:

From a small respondent pool to the "Partners In Learning" survey in September 2016, the perspectives of parents was given, compared to Parents in NSW CESE survey:

Ratings are out of 10 indicating "Strong Agreement"

Parents feel welcome:

Junee HS: 9.2 NSW CESE project: 7.4

Parents are Informed:

Junee HS: 8.6 NSW CESE project: 6.7

Parents support learning at home:

Junee HS: 6.5 NSW CESE project: 6.3

School Supports Learning:

Junee HS: 8.8 NSW CESE Project: 7.3

School Supports Positive Behaviour:

Junee HS: 8.8 NSW CESE Project: 7.7

Safety at School:

Inclusive School:

June HS: 8.3 NSW CESE Project: 6.7

June HS welcomed community participation on a number of occasions and gratefully appreciates the support from the June Shire community.

Teacher Satisfaction

The Focus on Learning Survey is a self-evaluation tool for teachers and schools, completed by June HS teachers in September 2016. The perspectives of teachers was given, compared to other teachers in a NSW CESE survey:

Ratings are out of 10 indicating "Strong Agreement"

School Leadership helps me:

June HS: 6.5 NSW CESE project: 7

Collaboration:

June HS: 7.4 NSW CESE project: 7.6

Learning Culture:

June HS: 7.3 NSW CESE project: 8

Data Informs Practice:

June HS: 6.9 NSW CESE Project: 7.8

Teaching Strategies:

June HS: 7 NSW CESE Project: 7.9

Technology:

June HS: 6.5 NSW CESE Project: 6.8

Inclusive School:

June HS: 7.5 NSW CESE Project: 8.1

Parent Involvement:

June HS: 4.9 NSW CESE Project: 6.8

Policy requirements

Aboriginal education

The Burrabinya Girls programme is aimed at building the capacity of Year 9, 10, 11 and 12 Aboriginal and Torres Strait Islander students, through connection with their cultural heritage and community to develop the confidence, skills, knowledge and understanding they need to reach their full potential in employment, training and education. This program is supported by COMPACT. The delivery was held at June High

School and involved various guest speakers from the local Aboriginal community and support agencies. They also went on a number of excursions with a career and further education focus. In 2017 this program has been offered to the males with a similar focus.

A number of our students attended the Aboriginal UNSW Winterschool in 2016 which involved a week long program in Sydney participating in lecturers and life as a university student. Two of the year 10 boys attended and it provided extra motivation to continue working towards a good HSC result.

The school offered Individual tutoring to all the senior students which provided valuable assistance with homework and assessment tasks and general organisation as a senior student. For the juniors an SLSO was used to support our junior students in-class across all subject areas especially those students who scored below the minimum standards in NAPLAN testing.

Aboriginal education in specific KLA's:

Stage 4 Geography – investigating Indigenous explanations on how landforms created and what features symbolise in Australia. Listened to Dreaming stories of Uluru and Murray River. Re-enacted Murray River Dreaming story. Creative writing activity to write own Dreaming story.

Stage 5 Geography – exploring where food originated around world, including native Australian bush tucker. Investigating how environments being altered to grow exotic (introduced) species of foods and impact – consider sustainability of different farming practices – indigenous, conventional and organic. Links to indigenous people not as distinct but still being addressed.

Stage 6 Business Studies – Students looking at different target markets – by product type as well as consumer. As progress students will learn about advertising / promotional techniques to accommodate cultural differences and language – use of images, translations etc. Plan to look at use of indigenous art and how businesses use it.

Science: Murrumbidgee river as a water local catchment area and the cultural significance it has for the Wiradjuri people

History: colonisation – trying to focus on empathy. Currently creating own dreamtime stories.

English: Reading texts with Aboriginal content and discussing meanings

PDHPE: a focus on the Health of Indigenous and Torres Strait Islander people, looking at trends in health behaviours and health promotion initiatives used to address these trends.

Use of traditional diets/native foods during the healthy eating unit, and looked into the Mai Wiru project about improving health through access to healthy eating options. Aboriginal culture in looking at sense of

identify/connectedness. PASS covers traditional indigenous games impractical lessons, and researched Indigenous athletes in sport.

Music: Analysing music by Indigenous artists

- Studying features of Australian art music, including indigenous influences
- Using and or making indigenous instruments like clapping sticks and aerophones
- Identifying the links between music, dance and country
- Exploring lyrics, particularly of protest songs

Multilit

The Multilit program continued into 2016 with very positive Outcomes. As well as improving their literacy skills, the students have improved in overall confidence in their learning across a number of subjects. Students from Years 7 – 9 participate three times a week on a withdrawal program on a one-to-one basis. 2017 will see the introduction of a maths recovery program Dejhuri SmartMaths. Identified students will participate in 2 lessons a week to improve their basic numeracy skills.

Multicultural and anti-racism education

Junee High School recognises the importance of multicultural educational opportunities by:

- ensuring that multicultural perspectives are included in all-KLA curriculum content and programming
- the re-introduction of Japanese into the LOTE curriculum. This allowed students to learn about different cultures, languages, traditions and experiences, fostering tolerance and understanding.
- an overseas excursion which allowed students to experience Japan.

Junee HS has one staff member trained as the Anti-Racism Contact Officer. This staff member has promoted their role in assemblies and newsletters.

Other school programs

EMPOWER is a whole school teaching and learning initiative that progresses students through a series of skills that prepares them to become independent and resilient learners.

EMPOWER6 engages Stage 6 students in independent study which is supported by revision and study programs. Students in Year 11 and 12 are provided with 3 periods per week where they are able to work with staff to gain assistance with their learning, work on assessment tasks, and work or access the resources available in the Learning Centre. This has subsequently

enabled staff working in the EMPOWER program to explicitly deliver ALARM (A Learning and Responding Matrix) providing students with a scaffold to respond to questions in a higher order, deep and critically evaluative approach. Additional staff were employed in order to release specialist teachers to participate in the EMPOWER program. Staff initially attended an in-depth introduction to ALARM. Three staff then attended the 'train the trainer' day. We have since introduced ALARM to the general teaching staff. The aim of ALARM is to increase those students gaining Band 5 and 6 results in the HSC as well as improving HSC outcomes for low ability students.

A significant commitment has been made to staff training, with all teachers being allocated to a cross-faculty learning team that meets once a fortnight to support and enhance professional learning. The outcome of cross-faculty learning teams has been a significant improvement in professional dialogue and a focus on effective feedback through assessment for learning. There has been a focus on making assessments more meaningful for learning and ensuring that adjustments are made for students who require them.

We have reorganised our learning spaces to better reflect the aims of EMPOWER. New collaborative learning areas allow students to work in pairs or small groups; a dedicated EMPOWER resource centre is a 'one-stop shop' for students to gain access to subject specific learning resources or ALARM resources; our multi-media area has been reorganised to become more homogenous with the learning space and students transition successfully in and out of learning spaces.

We created additional School Learning Support Officers (SLSO's) to support staff in strengthening Literacy and Numeracy. Their roles are to provide support in the classroom for individual and small groups of students in regard to the various targeted school strategies. In addition we have employed a SLSO to continue the Multi-Lit program. Students after participation should be near or at Stage level for reading and comprehension at the end of the program.

Junee High School focuses on creating an environment of positive student wellbeing in which all students' needs are supported socially and academically. Funding has been allocated to support a Student Wellbeing coordinator to organise and coordinate all aspects of student wellbeing across the school; the school's facilities and amenities have been upgraded to create a more welcoming, caring and engaging environment. The ideal outcome will be students who are more engaged in their learning, valuing school and education, and being more aspirational.

What outcomes is this delivering/expected to deliver for students?

A combination of engagement strategies, wellbeing programs, strengthening of the self-select program, Stage 6 EMPOWER, implementation of ALARM, a focus on improving teacher quality and the broader implementation of Multi-lit we are expecting to see

improvement in academic results across all stages.

Students are happier at school – this has been borne out from the Tell Them From Me surveys, as has staff and parent satisfaction.

2016 has seen a continued decrease in the number of suspensions as well as a reduction in negative incidents. A small number of students continue to be repeat offenders, with a number of strategies employed to reduce and combat this.

The wellbeing measures that have been put in place are having a positive impact on students. Issues around student behaviour have markedly improved:

- anti-social behaviours have reduced,
- students are positively interacting outside the classroom,
- Stage 3 students from our Ngumba–Dal Learning Community are positively interacting with Junee High School and are entering year 7 with a positive and engaged attitude.
- We are dealing with fewer serious mental health issues

We are expecting continuous improvement in the NAPLAN results for Year 7 and Year 9, and after the first cycle of EMPOWER, ALARM and MultiLit we are expecting a sustained improvement and growth in our HSC results both in terms of Bands achieved and in student retention and movement to tertiary studies.

Programs such as AgVision, and the Lighthouse accreditation have markedly raised the positive profile of our school.

AgVision is a major agriculture career expo held at Junee High School every 2 years. The event attracts schools from across the Riverina and as far as Sydney; the sustainable success of this event is heavily reliant upon support the school receives from our local industry and business networks.

AgVision was adopted as a model of Best Practice by The Royal Agricultural Society of NSW. 2015 saw the Royal Agricultural Society of NSW and Junee High School cemented a formal partnership to bring AgVision to Sydney. AgVision 2015 was the largest Agricultural Careers Expo to be held in NSW.

The recognition of the standard of excellence we provide is well received not only in our local community, but across NSW. In the footprints of AgVision, the agriculture sector is becoming more willing to engage with the school in providing expertise and material support; and this is leading to broader and more positive perception of the school. Junee High has been, and will be, a mentor for other schools' agriculture programs.

The effect of these programs, our Self Select, ALARM, and EMPOWER are permeating through our community and we are noticed that we are enjoying

increased participation/satisfaction of parents. This is particularly evident in the increases we are seeing in positive parent/community interactions and engagement with the school at Information evenings, parent/teacher evenings, and increased engagement with our social media. Tell Them From Me data also indicates improving levels of parent satisfaction.

Significant extra-curricular activities:

Surf Trip

This year 43 students from Years 7–11 and five staff set off for the Illawarra on Junee High's annual surf trip. The students participated in engaging and enjoyable surfing lessons with qualified surf coaches from Pines Surf Academy. All students had enormous success with every student catching plenty of waves. After three exhaustive surf lessons, beach cricket, a trip to the Kiama blowhole and plenty of relaxing, students were ready for the Jamberoo Action Park. Jamberoo was great fun and a really nice way to end the trip. Special thanks must go to Mrs Francis, Mr Hands, Mrs Heffernan and Mr Stokes for enabling our student to experience this fantastic excursion.

Year 7 Camp

Year 7's excursion to Fitzroy Falls was held on Wednesday 27 April. Their adventure began on three mini buses driven by Mr Stokes, Mrs Francis and Miss Brown. All teachers had able co-pilots who assisted with navigation and communication. During our four hour trip students were treated to music, dancing and playing lots of fun games. On arrival students were allocated into their two tribes for the remainder of the camp. Leaders, Joe and Anthony, were then introduced and the tribes went for a relaxing walk to stretch weary legs and look at the amazing Fitzroy Falls. The accommodation was a short drive from the Falls and students were quickly settled into rooms and enjoyed a filling lunch. The first major activity was the 'Waiter' game and was heaps of fun, developing listening skills and was a great introduction to camp. In the afternoon students enjoyed the giant swing and it was great to see so many people facing their fears so early in the camp. The next activity was archery with George and Caleb showing great improvement throughout the session. After some pool, air hockey, put-put golf and table tennis, students then headed for the recreation hall for a movie and an early night. The following morning the girls were woken early however, the boys were up well before sunrise ready and excited for new adventures. Breakfast was at 7:45am and once everybody had finished and helped clean up students were again split into their two tribes. The yellow tribe went kayaking and the blue tribe were off mountain biking. At this hour of the morning the river was freezing cold adding more incentive to stay in the kayak. However given the challenge the instructors had set, this proved almost impossible with most people falling out of the kayaks and getting a very cold shock. Nick Hogarth won the award for most time spent out of his boat and in the river. Our fishermen Campbell and Jonty, were unlucky not to get a bite. By

the time students had finished morning tea on the water, a spin down the rapids and had a few kayak races, the sun was shining and headed back to camp. Our mountain biking session involved learning bike safety, how to use and change gears and the correct downhill positions. The trails were winding and steep in some parts providing an exciting challenge for all students. The tracks that students rode were certainly different to the ones previously experienced in Junee. After more pool, air hockey, put-put golf and table tennis, dinner was served and everyone was off on a night walk to try to see some wildlife. The night walk also involved stopping, being perfectly quiet and using our senses to pick up sounds and the direction of the wind. After the night walk everybody sat around the campfire, roasting marshmallows and telling interesting stories. The final challenge was the high ropes course, flying fox and the high tree climb. These activities involved teamwork, communication, self-belief and were fantastic and fun.

PASS Excursion

Year 9 and 10 students were treated to an action packed couple of days away in Canberra with Junee High's first ever PASS excursion taking place last Monday and Tuesday. An early start saw the convoy on the road at 7:30am, arriving midmorning for a tour of the Australian Institute of Sport. Students explored the incredible facilities and got a taste of the life and hard work of an elite athlete. The tour lead students to the Sportex Zone where they were able to test their athleticism on various games: the soccer penalty shootout and wheelchair basketball mini-court being a crowd favourite. There was time for a quick lunch and rest at our very picturesque accommodation before a tour of the Canberra Raiders HQ. Students took another step into the life of elite sportspeople, before taking a seat in the player's locker room and learning about the running of an NRL club. Students got to see the similarities between their school core values and that of the Raiders as they learned about professional conduct and what it means to be part of a team. Starstruck students bumped into local legend, Laurie Daley who was happy to reminisce about his time at Junee High School. Students were part of the recordbreaking crowd at GIO stadium on Monday night to watch the Raiders take on Melbourne Storm. Canberra Raiders Edrick Lee caught up with students for a quick photo before making their way to very impressive seats. Raider's Junee High School number one fan, Mr Stokes showed off his flag waving skills and left a very happy supporter with Canberra's 22 – 8 win over Melbourne! A quick tour on Tuesday took students to the 'must sees' of the ACT including the War Memorial, Old and New Parliament Houses and the Tent Embassy before arriving at Phillip to try their hand (and legs) at ice skating. There were several stacks and many laughs in the first half an hour, with students showing some promising skill later on! A visit to Belconnen for lunch and shopping finished off the trip nicely. Student's behaviour should be highly commended and they should be very proud of how they represented our school. This was the first of hopefully more PASS excursions to come.

SchoolSport

Throughout 2016 Junee High School was again able to provide a varied assortment of sports for students thanks to the fantastic support from the Junee community. Students were able to utilise the fantastic facilities at the Junee Recreation & Aquatic Centre, the Junee Bowling Club, Junee Golf Club, Laurie Daley Oval and Junee Tennis Club at reduced costs for their weekly sport. Our wholeschool sporting carnivals (Swimming, Athletics and CrossCountry) were each attended by a growing number of enthusiastic students and the continued evolution of these carnivals has ensured all events were well contested and high spirited.

Metal Art Auction

This year's Metal Art Auction saw a change of venues from the Science BBQ area, to the front of the school. The Auction ties into the Stage 5 Industrial Technology (Metal) syllabus as an extension and promotion of the learning that occurs throughout Term 4. The day showcases our student's creative ability, ability to work independently as well as in small groups. Students are offered the option of auctioning off their product or taking it home for themselves. The students this year were motivated and constructed over 20 projects. We raised over \$800 for the Junee High School P&C. We promoted the event more than ever this year in an effort to increase parent and community member's involvement, in the end the day was attended by teachers and students but hopefully in 2017 we can get more community members involved. Overall the day was a success and is a fantastic way for our students to gain recognition from their peers and their teachers.