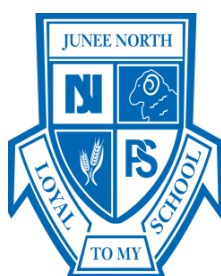


Junee North Public School Annual Report



2017



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Introduction

The Annual Report for **2017** 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. 2017 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, upgrading of air conditioners and supporting several of our elite athletes to assist them in attending State sporting carnivals. 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 I pads 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: Delivering – 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 2017 has been on strengthening student wellbeing programs, including Kids Matter and Better Buddies.

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 continued with the implementation 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 been a major focus through our Early Action for Success and Continued Action for Success initiatives 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: 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. This has certainly been evidenced in the area of writing for Year 5. Overall student growth using continuum data has been evidenced for every student.

Teaching

Effective Classroom Practice: Sustaining and Growing – 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. Explicit teaching practices in the area of writing have been significantly refined through focused professional learning and collegiate planning.

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 2017 has been on the continuation of weekly collegiate sessions as well as focused professional learning around data analysis during stage meetings.

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 areas of student wellbeing, writing, visible learning and data analysis.

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. Accreditation at proficiency has been attained for all staff members. 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: Delivering – 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 2017.

School Planning, Implementation and Reporting: Delivering – Our school plan monitoring and evaluation 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 been involved with the Early Action for Success initiative which has enabled a much greater understanding and use of student data monitoring and analysis. This will continue to grow and assist us in reviewing our performance, providing clear directions for the future. All staff are aware of our collective responsibility to ensure strategic directions are our focus and their role in attaining identified improvement measures.

School Resources: Delivering – 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. Resource expenditure ensures equitable access to all learning opportunities for every student. The continued investment in mobile technologies has supported this move. The move to the new LMBR financial platform is an ongoing area for continued professional learning.

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 our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 2017 was in the continued upskilling of staff and implementation of explicit writing strategies throughout the school, as well as reading comprehension strategies. The implementation of the Early Action for Success (EAFS) program saw the major focus on early intervention and the whole school use of student monitoring and tracking using the Literacy and Numeracy continuums. The embedding of learning intentions into all classrooms with subsequent success criteria or rubrics are 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 further refined to include student goals; with the semester 2 reports identifying future goals. All staff commenced tracking of student progress using the Literacy and Numeracy continuums using PLAN software with data being submitted and analysed every five weeks. By the end of 2017 all students had been plotted on these continuums, providing teachers with starting points for 2017. 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 to support the EAFS initiative. 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. Additional laptops for all Stage 2 and 3 classes has enabled greater individualised literacy and numeracy support during group sessions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students achieving at or beyond stage based expectations on the literacy in reading, comprehension, writing	Additional Class teacher to enable smaller K-2 classes \$ 93000 EAFS Instructional Leader \$95563 L3 Professional Learning costs \$ 60000	Using data plotted on the Literacy continuum, we have a spread of students achieving at or above benchmark targets, depending on the aspect tracked. On the Literacy continuum, Reading, Comprehension and Writing there has been wonderful progress for our K-2 students. By the end of 2017 we had 89% of Kindergarten, 83% of Year 1 and 90% of Year 2 achieving at and above benchmarks in Reading. Whilst comprehension data is slightly lower, the growth for every student has been significant. Writing continues to be an area of focus with approximately 50% of K-2 achieving benchmark expectations, but again the growth achieved has been pleasing. Of those sitting below, significant progress is being shown through the individualized programs being implemented. For students in Year 3-6 we have had significant growth since the beginning of 2017. In both Reading and Comprehension, Year 3 have 85%, Year 4 80%, Year 5 90% and Year 6 85% achieving at or above expected benchmark level. In Writing, there has been significant growth with Year 5 in particular achieving 90 of students at expected benchmark level.
100% of students achieving at or beyond stage based expectations on the numeracy continuum in place value and counting	Additional Class teacher to enable smaller K-2 classes \$ 93000	By the end of 2017 we 100% of Kindergarten, 88% of Year 1 and 100% of Year 2 achieving at or above benchmark expectations in Early Arithmetic Strategies. In Years 3-6 using school-based

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
sequences	EAFS Instructional Leader \$95563	assessments we had approximately 70% of all students achieving at or above stage expectations.
Increase the number of students attaining Proficiency in NAPLAN		Major growth was achieved for our Year 5 students in 2017. In Reading students attaining proficiency had grown from 13% in 2016 to 35% in 2017; in Writing from 4% to 9% and in Numeracy from 13% to 30%. Our Year 3 data did not show improvement from 2016 NAPLAN data however school based assessment and monitoring data demonstrates considerable growth for our Year 3 cohort throughout 2017.

Next Steps

Unfortunately the change from Literacy and Numeracy continuums to Learning progressions for 2018 will result in a significant amount of data being unable to be transferred. There will be continued focus on data entry, monitoring and analysis once the learning progressions and PLAN 2 tools are available and staff are trained in their use. The areas of Reading Texts and Comprehension will be a focus, with Writing continuing to be a major focus for our whole school explicit teaching practices. Professional learning for staff in the Numeracy area will also be sought to ensure our students achievements continue to grow. Our school will be embarking on the online NAPLAN trial so the data from this should provide valuable individualised information to guide our teaching and learning programs.



Strategic Direction 2

Consistent high standard educational practices

Purpose

To deliver an equitable, authentic and challenging learning environment for all students based on quality, high level professional practice through targeted professional learning.

Overall summary of progress

Continued focus was placed upon teacher professional learning throughout 2017. All K–2 staff received professional learning training in L# (Language, Learning and Literacy). Staff in Year 3 –6 received professional learning in Focus on Reading, conducted by our school–based trainer. Professional learning in effective Writing practices has been a focus. 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 and reviewed for Writing and Mathematics.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers completing their Professional Development Plans and meeting their professional goals	QTSS staffing allocation (\$12 595)	All teachers completed a full cycle of the Performance Development Framework process. Teachers were active participants in their professional goals setting and attendance at subsequent PL sessions. 2 teachers completed their Proficiency Accreditation Maintenance, all other teachers (pre 2004) achieved Proficiency Accreditation status.
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		Several staff utilising formative assessment strategies on a regular (daily) basis. Student learning goals have been identified by all teachers and student reports indicate these and their progress on them. How@Learn professional learning sessions were conducted for all teachers during the year. The level of commitment to implementing strategies has somewhat diminished due to an increased focus on visible learning strategies being partially implemented. There is not yet whole school consistency in using the growth mindset language with students. All teachers completed the AITSL self–assessment tool to assist with driving future professional learning needs.
100% of teachers participating in lesson observation and feedback sessions	\$34 336 casual relief to enable weekly collegiate sessions.	Weekly collegiate sessions were timetabled all year. This provided a very worthwhile and successful means for staff to gain consistency in their programming and assessment practices. All K–2 staff were observed during literacy sessions with feedback provided and shared among all

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers participating in lesson observation and feedback sessions		teachers. This led to a greater focus on ensuring explicit comprehension strategies were being utilised and that student engagement on tasks was monitored more effectively.

Next Steps

In 2018 a greater emphasis will be placed on developing mentoring and coaching skills of executive staff. All teachers will have the opportunity to be observed, be an observer and share observation sessions within and across stages. In order to strengthen staff knowledge of and whole school use of formative assessment and growth mindset practices, 2018 will see the further professional learning and implementation of visible learning strategies – in particular a focus on effective feedback and formative assessment practices.



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

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)	Funds Expended (Resources)	Progress achieved this year
Increased attendance for targeted students		Our overall attendance remained stable from 2016 to 2017 with all grades demonstrating attendance rates above 93 %. Several students with low attendance were monitored with improved communication processes put in place. The attendance for these students, whilst still at or below 80%, did improve during semester 2.
10% reduction in tracked incidents		Consistent behaviour monitoring practices continued during 2017. Whilst the number of incidents remained similar to those in 2016, the number of students involved decreased to only 10% of the student population. Suspension data was also reduced to only 2 suspensions for the year, compared to 4 in 2016.
Student, staff and parent sense of community and belonging & well being as reflected in Kids Matter surveys & the Tell them from Me surveys		Our Tell Them from Me survey data was not indicative of the entire student or parent community. Several factors resulted in only 29 students and 15 parents responding. Student responses from this indicated 73% of students surveyed felt a positive sense of belonging, with 93% indicating they had positive relationships within the school. On the parent surveys our parent responses were above the state norm in every aspect. A Kids Matter survey was also conducted with overall results indicating a positive sense of belonging and connectedness from students and parents.

Next Steps

Our wellbeing focus for students will continue into the next school plan. A greater emphasis on consistency in program implementation using the 'Bounce Back' resilience program will be monitored. The implementation of a school-wide e-safety program will also commence during 2018. Greater emphasis on cultural recognition and acknowledgement will be planned with the formation of an Aboriginal committee and their focus on gaining external contacts to be a resource for both staff and student learning opportunities. The Kids Matter team will also be implementing a whole school Peer Support program, as well as investigating ways to further engage our families in school event.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$22926	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.
Low level adjustment for disability	\$16536	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.
Quality Teaching, Successful Students (QTSS)	\$12595 (0.124 staffing entitlement)	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.
Socio-economic background	\$91030 (Additional teacher) \$44408 (Program supplementation, literacy & numeracy resources, professional learning (L3) costs)	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.
Early Action for Success		We were provided with an Instructional Leader who has overseen the K-2 literacy and numeracy data collection & student monitoring.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	93	87	80	74
Girls	83	84	84	88

Enrolments have been steady from 2016 to 2017. Continued monitoring of future enrolments will be necessary in order to maintain current staffing arrangements. We have a large cohort of students currently in Stage 2 and once they leave for high school, this could have a significant impact on enrolments.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.2	92.9	94.2	94.3
1	94.7	92.9	94.4	96
2	94.8	94.6	92.3	95.4
3	95.6	92.9	94.2	91.8
4	93.9	94.7	92.9	94.3
5	93.4	93.8	94.8	93.6
6	92.3	92.9	93.4	94.2
All Years	94.2	93.5	93.7	94.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Explicit practices are in place to monitor non-attendance of students. All staff monitor student attendance in their class with follow-up procedures for unexplained absences. Clear and open communication with parents is paramount. Regular newsletter articles are published highlighting the importance of regular attendance. Written letters are forwarded to parents and carers if attendance issues are 80% or less. Home School Liaison Officer (HSLO) applications are generated when required and services to support regular attendance are accessed through the HSLO.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	5.72
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.96
Other Positions	0

*Full Time Equivalent

In 2017 we had 2 Aboriginal staff members – one temporary teacher and one School Learning Support Officer.

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	0

Professional learning and teacher accreditation

During 2017 all pre-2004 staff were commenced the process of gaining Proficiency. All Working with Children Checks were completed before the required date and information sessions regarding the new processes were accessed by all staff. One member of staff was successful in maintaining their Proficiency status. All staff completed their Performance Development Plans with regular supervisor meetings. Goals and subsequent professional learning needs were identified and acted upon throughout the year. The Principal attended Professional Learning sessions in Teacher Accreditation Panel training. A vast majority of Professional Learning during 2017 was in Language, Learning and Literacy (L3) as a requirement of our participation in Early Action for Success. All Early Stage 1 and Stage 1 teachers received training either in a beginner or on-going L3 training capacity throughout the year. Internal professional learning in Focus on Reading was conducted by our school-based trainer for all Year 3-6 teachers. As well after-school professional learning sessions were conducted for all teachers in Writing – again by our school-based trainer. External professional learning sessions in Spelling, Writing, Problem-Solving and Visible Learning were attended by staff. As well after-school sessions in What Works Best and School Excellence Framework school self-analysis were conducted and attended by all teachers. Mandatory sessions were completed in CPR, face-to-face and online Anaphylaxis training, Code of Conduct, Child Protection and Workplace Health and Safety.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

A large balance of the funds carried forward will be used for unpaid CEPS (teacher and school learning support officer) payments.

Receipts	\$
Balance brought forward	180,429
Global funds	82,894
Tied funds	192,999
School & community sources	10,476
Interest	1,648
Trust receipts	5,381
Canteen	0
Total Receipts	293,398
Payments	
Teaching & learning	
Key Learning Areas	12,642
Excursions	832
Extracurricular dissections	14,306
Library	490
Training & Development	856
Tied Funds Payments	123,217
Short Term Relief	7,413
Administration & Office	14,323
Canteen Payments	0
Utilities	11,918
Maintenance	8,863
Trust Payments	2,764
Capital Programs	0
Total Payments	197,626
Balance carried forward	276,201

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	585,488
Appropriation	540,667
Sale of Goods and Services	4,947
Grants and Contributions	39,691
Gain and Loss	0
Other Revenue	0
Investment Income	182
Expenses	-325,571
Recurrent Expenses	-325,571
Employee Related	-211,337
Operating Expenses	-114,234
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	259,917
Balance Carried Forward	259,917

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,327,590
Base Per Capita	25,064
Base Location	14,609
Other Base	1,287,917
Equity Total	256,163
Equity Aboriginal	22,927
Equity Socio economic	135,439
Equity Language	0
Equity Disability	97,796
Targeted Total	149,320
Other Total	138,489
Grand Total	1,871,561

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

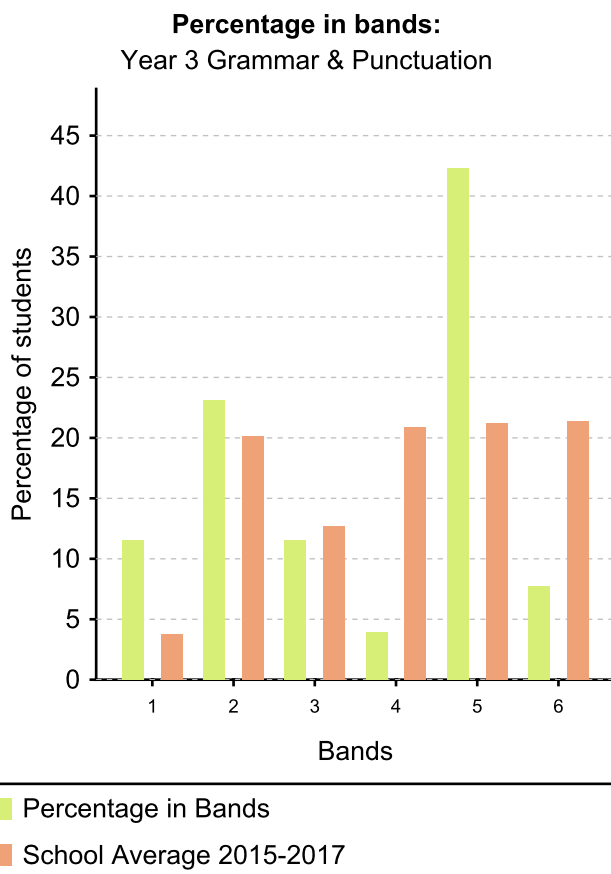
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

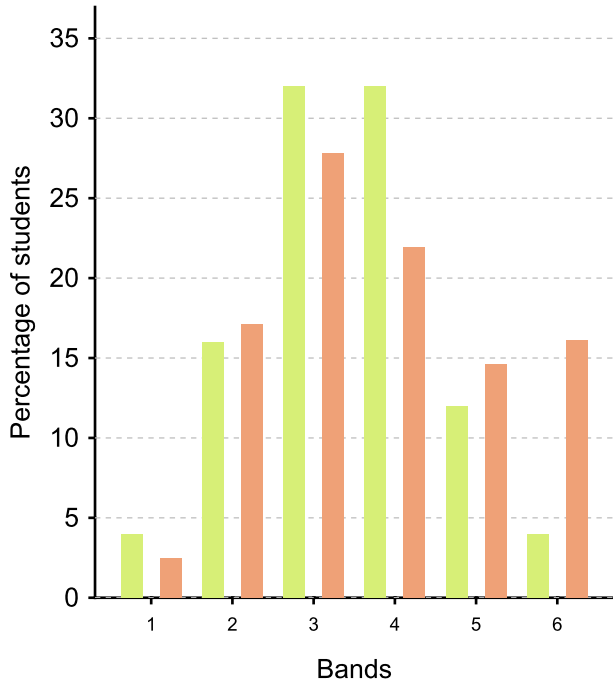
NAPLAN

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

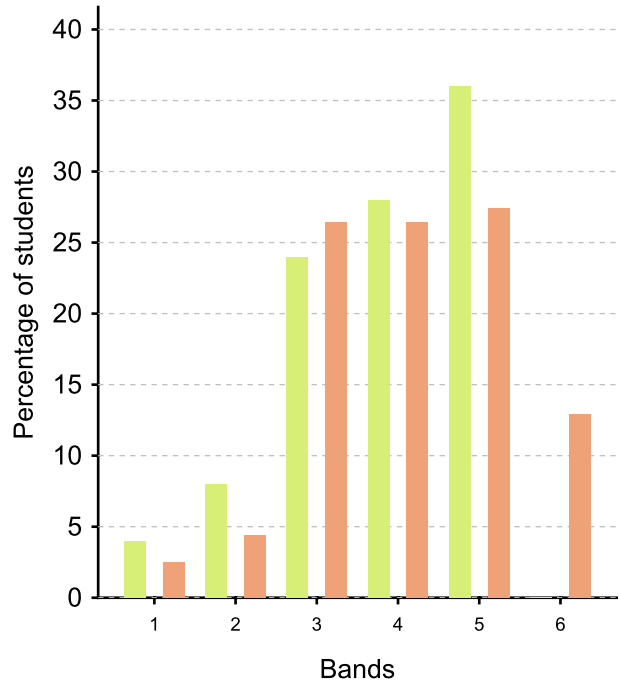
NAPLAN data for Year 3 was below state average in all areas for students achieving proficiency (top 2 bands). We had a small cohort below minimum standards. In our Year 3 cohort we had 45% of students who had attended Junee North for less than 2 years. We anticipate that there will be significant growth for the Year 3 cohort by Year 5. Our Year 5 students achieved significant growth with 73% at greater than or equal to expected growth in Reading and 73% greater than or equal to expected growth in Writing. We have no students below national minimum standards in Reading, and only a small percentage below in both Spelling and Grammar and Punctuation. In both Reading and Grammar and Punctuation the percentage of Year 5 students at proficiency was generally equivalent, and only slightly below in Writing.



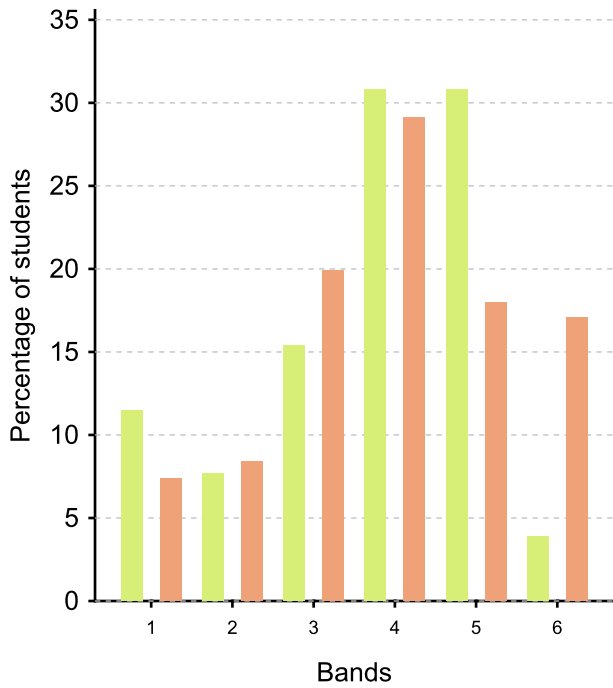
Percentage in bands:
Year 3 Reading



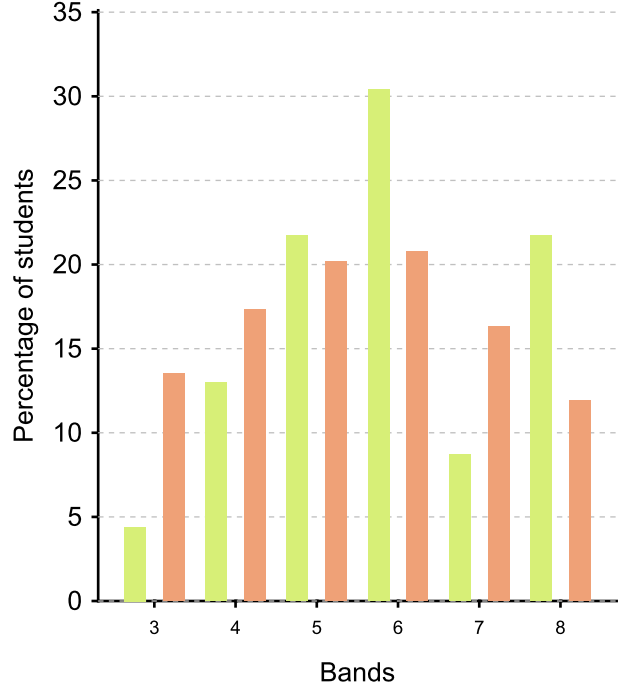
Percentage in bands:
Year 3 Writing



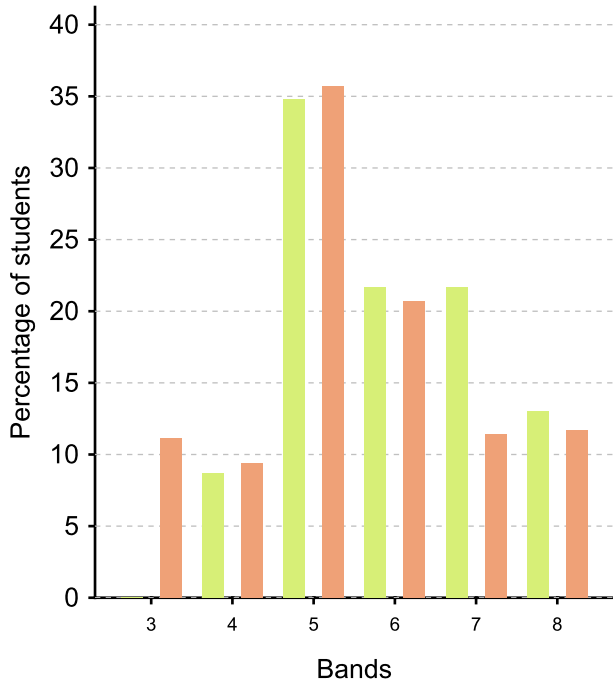
Percentage in bands:
Year 3 Spelling



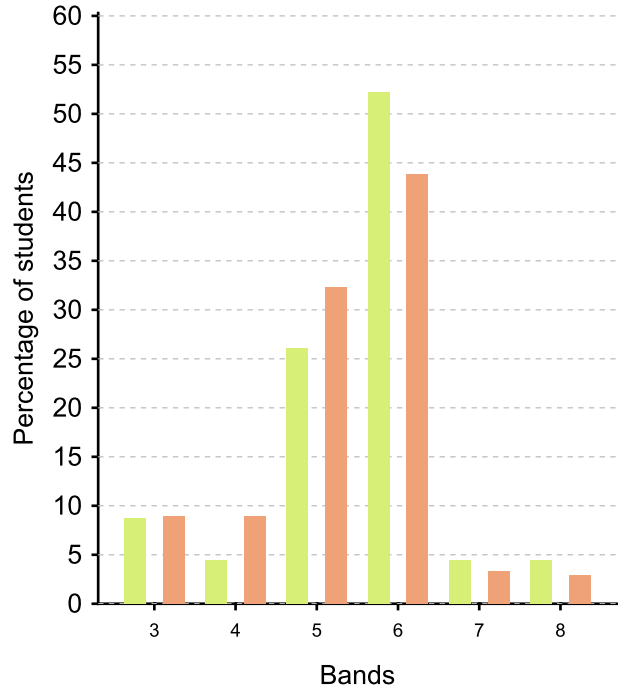
Percentage in bands:
Year 5 Grammar & Punctuation



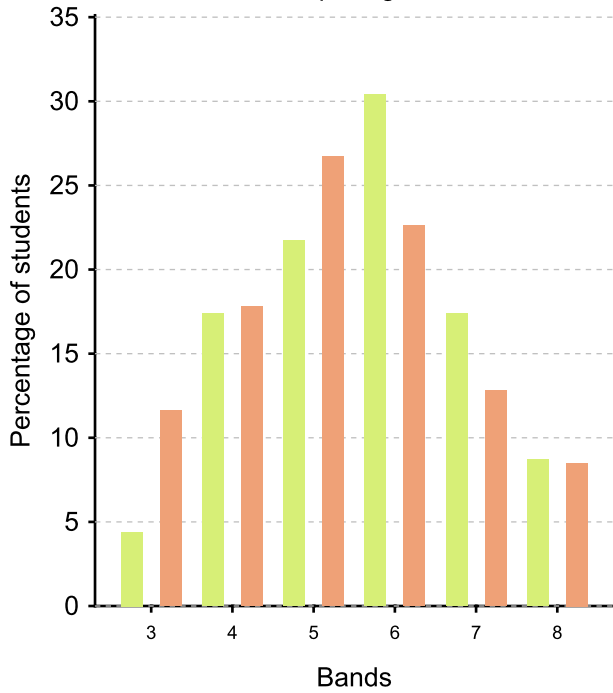
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

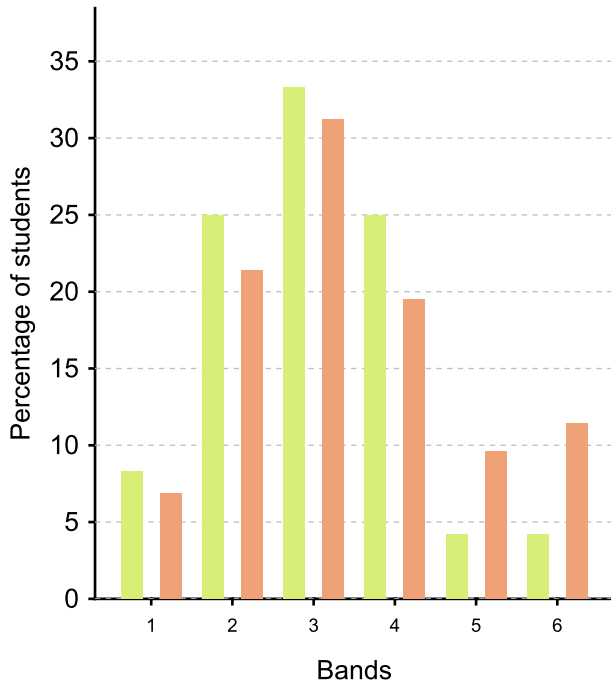


Percentage in bands:
Year 5 Spelling

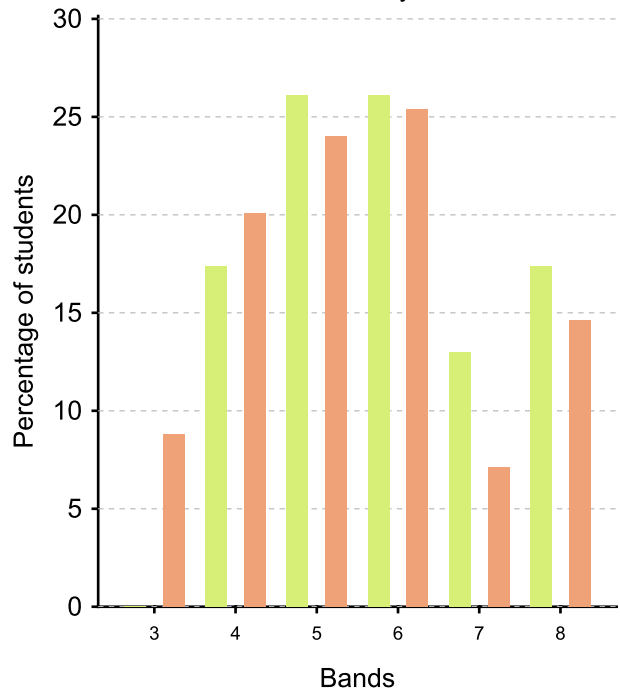


Our Year 3 students performed better in the Number Patterns and Algebra than in Data, Measurement and Geometry. We had a small percentage below minimum standards and achieving proficiency. Once again, the growth for our Year 5 cohort was pleasing with 69% achieving greater than or equal to expected growth (as opposed to our 2016 growth of 34%). We had no students below national minimum standards and 33% at proficiency.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

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 our school is still working towards increasing the number of students in the top 2 bands for NAPLAN in Year 3. We had 16% in Reading, 36% in Writing and 8% in Numeracy for Year 3. These were lower than our 2016 cohort in Year 3. In Year 5 we increased the number of students in the top 2 bands in every aspect from 2016 with 35% in Reading (13% in 2016), 9% in Writing (4% in 2016) and 30% in Numeracy (13% in 2016).



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017 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 embedded 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. A Stage 3 class embarked on a year long Aboriginal art and cultural project in conjunction with the Wagga and State Art galleries entitled "Yalbayarra: telling to speak. Students worked with local artists, as well as discovering information on the local cultural and languages of the Wiradjuri nation. This culminated in the class having their Aboriginal art and craft works displayed at a special exhibition at the Wagga Art Gallery.

Multicultural and anti-racism education

Multicultural education outcomes are included within each key learning area where appropriate. Whilst we only have 1 student 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. Our Stage 2 and 3 students participated in the learning of the people and culture of a selected Asian country through Passion Projects. Two of our parents immersed one of the Stage 1 classes in German language and traditions through a series of classroom visits. 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. The school had a new staff member fully trained as our Anti-racism contact officer.