

Junee High School

Annual Report



2017



8179

Introduction

The Annual Report for **2017** 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

School contact details

Junee High School

Lydia St

Junee, 2663

www.junee-h.schools.nsw.edu.au

junee-h.School@det.nsw.edu.au

6924 1666

Message from the Principal

It is with a great sense of pride that I present the 2017 Annual School Report. I understand the great achievements, efforts and growth that went into this school year and how privileged I am to be a part of the future journey at Junee HS.

2017 was an enormously busy and productive year. We continued to engage with our community in events such as the ANZAC day march, Remembrance Day and charity fundraisers, 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 continued to be implemented, 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 have used the feedback from these Strategic Directions to inform the 2018–2020 school plan.

Change was also seen in personnel movements with several staff leaving us at different points of the year. We thank them for their commitment to the students at Junee High School, in some cases over many years. Mrs Petrina Evans and Mrs Fiona Collins have elected to relinquish their teaching positions. Mrs Evans to continue at Wagga Office where she is working as a Quality Teacher Adviser and Mrs Collins as she continues in her role of lecturing at Charles Sturt University. We farewelled Mr Brent Heydon who successfully gained the Head Teacher TAS position at West Wyalong HS. I thank the following staff who also contributed significant time during the year: Mr Matt Benco, Mr Clint Campbell, Ms Sarah Covell, Ms Gabriel Newman, Ms Sally Raynes. We hosted a number of Practicum students from universities, were 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 who continue in 2018, notably Mr Andy Bedford, Ms Olivia Hounsell and Ms Shakira Orellana. Also thanks to staff for their involvement in the LMBR reforms to our administration, welfare and financial systems.

I thank all staff at school for their contributions and support of students. There is enormous time and energy that goes into working with so many people and striving for success in the teenage years of change, development, preparedness for the full engagement into society and a working life, while negotiating times of tests, political funding, organisational change and differing roles of schools and parents.

I thank the P&C for their dedication and support, especially the time involved in the working bees, meetings, canteen, catering for School Ball, but especially for the first JHS Fete in 40 years.

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

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

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 led by the executive team allowed all staff to contribute to the judgement to complete the School Excellence Framework "School Self–Assessment Survey" and gather evidence. This has allowed us to determine that in most instances **Junee High School continues to be 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 have been remedial programs and tutoring to assist students experiencing learning needs in Literacy and Numeracy as well as greater professional learning and implementation of 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. Learning Culture moved from Delivering in 2016 to Sustaining & Growing in 2017. This was largely due to improvement in student relationships with peers and staff, as well as better processes for managing student wellbeing.

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 at each fortnightly meeting. Collaborative time was also provided to each teacher to choose others to work on their own specific programs

with, collaborating on such activities as: class learning activities, literacy development, Farm To Fork Agriculture learning with Stage 3 and 4 students, transition, Premier's Sporting Challenge and assessment differentiation. This was further supported by the continued 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 staff attending a number of Community of Practice meetings with 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. 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. With further implementation of the Learning Management Business Reforms, there will be further improvements in the administrative practices to deliver streamlined and flexible services.

Our self-assessment process will assist the school to plan for the 2018–2020 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

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, Presentation day, Year 12 elections, whole-school assemblies, sports carnivals and Year meetings. There were more meetings of the SRC and the SRC Executive with the Principal to discuss school progress and opportunities.
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. Faculty time, revised meeting schedules, Professional Learning Groups and collaboration groups were key sources of support and feedback for teachers
3. Leaders: The 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 a number of opportunities for staff to relieve in higher duties positions. Head Teachers benefitted from Formative Assessment workshops and dialogue, discussing school planning with the Cootamundra Director as well as support in Executive meetings,

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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)	<p>\$5000 for Transition activities.</p> <p>\$2000 for Farm to Fork activity day for Stage 3 and Stage 4 students.</p> <p>\$10000 for professional learning about literacy and numeracy continuums, assessment and learning activities..</p>	<p>56% of Year 6 students in the past three years have attended Year 7 at Junee HS . Disappointingly this trend has continued. While 100% may have been a lofty target, 56% is well short of what is expected. Further work in transition activities, including JUMP (Join Us Middle Primary), are aimed at engaging students and parents at earlier decision making times when choosing their high school.</p> <p>While we have made progress in improving skills in literacy and numeracy for staff and students, 100% of students are not at or above their age marker on the literacy or the numeracy continuum. There has been an improvement in the number of students at their age marker, as well as having more students closer to their age marker.</p>

Next Steps

- Greater communication between Executive and SRC to foster feedback and strengthen good ideas to implement.
- EMPOWER evaluation, with view to enriching activities and to fully understand EMPOWER concepts. There were a number of self and teacher reflections conducted during the year, allowing more specific feedback from staff and the principal delivered to students.
- Staff PDPs reflect focus on literacy, numeracy and curriculum improvements. There was an increase in sharing 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

To strengthen the delivery of wellbeing activities and staff expertise, the decision to appoint a temporary Head Teacher Professional Practice was made. Along with the Flexible funding for Wellbeing position of Wellbeing coordinator, these two roles enhanced the ability of our school to not only respond to wellbeing issues involving students and the community, but to be proactive in addressing issues. 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 Sydney, School Production, School Ball and a Wellbeing day. The continuation of a Family Referral Service worker one day a week further supported our families. This allowed better communication and support for families in need. A permanent appointment of a school psychologist based at our school was also welcome after hosting a number of temporary school counsellors throughout the year.

Student achievement and recognition through the school Honours system has been an area we have struggled to improve. The strengthening of our school with the Positive Behaviour for Learning systems approach has enhanced our ability to recognise students doing the right thing, with "Fast & Frequent" tickets regularly issued to students. We were able to continue the tradition of hosting the "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, Sentral Student & Parent Portal and the Tell Them From Me survey. The continuation of a Communications Officer to assist in our communication strategy proved to be successful in posting messages to the school community with an increase in likes, shares and people following the school on the Facebook site..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All students receive awards at honours assembliesAll parents are actively involved in school life		<p>Honours assemblies were not held due to issues combining our Honours system, Sentral recording and PBL initiatives.</p> <p>Whilst we organised a multiple school events and created opportunities for all parents to be active in school life, we did not achieve all parents fully involved.</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. 2018 will see the Head Teacher Professional Practice position morph into Head Teacher Wellbeing, for a strengthening of this role. Year Advisors will also receive an extra period allowance from the Flexible Funding for Wellbeing funding.

– 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 difficult and won't always be easily visible or identifiable. However, we will continue with increasing positive messages home, advertising parent events (P&C; special meetings for parents about

HSC, NAPLAN, transition; 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

All staff, including non-teaching staff were implementing their Professional Development Plans as part of a fully deployed Professional Development Framework. All staff were able to have support in the development of their plans and to gain feedback. Teacher Professional Learning Groups and collaborative groups worked well to implement school plans, professional learning, assist with assessment, strengthen literacy tasks and learning as well as general mentoring and support. 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.

With the implementation of Learning Management Business Reform (LMBR), the principal, the School Administration Manager and two School Administration Officers were involved in many training days. This was a challenging implementation time with many hours outside of training used to familiarise with the systems, utilise the resources and read the reference guides. The school also chose to use the SchoolEdge timetabling system, with the two timetablers spending vast time amounts and phone calls for support in organising timetables and subjects into the new system.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">100% of staff have a Professional Development Plan and are engaged in the process of explicit professional learning		<p>100% of staff had a professional learning plan.</p> <p>Teaching staff were involved in explicit professional learning. Non-teaching staff increased their professional learning, often devising their own learning activities</p>

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 to occur after 2017 being a year of training, feedback and learning for all Non-Teaching Staff.

– 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. This will be strengthened from 2017, with staff nominating an action-research project to be involved in, the team members, when they will meet and the outcomes of their time. The projects will come together in a showcase of learning in Term 4, with many invited guests including Directors, Ngumba-Dal Learning Community staff and members of the Glenfield Principal network.

A Professional Learning Calendar is developed for each term, based upon JHS Strategic Directions, school needs and Staff Professional Learning goals (from their PDP's).

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2000 cultural activities \$15000 SLSO staffing \$10000 teacher staffing	<p>In-class support allowed Aboriginal students experiencing difficulty in learning, behaviour or due to returning from suspension had support to complete classwork, behave appropriately and monitor attendance.</p> <p>An Aboriginal Cultural day also occurred in Term 4, with a focus on Languages Matter. We had Aboriginal guest speakers and cultural sporting activities for students, allowing a greater connection for all students to Aboriginal customs, languages and culture. Aboriginal students were involved in the planning and reflection of the day, where they made recommendations about follow up and further activities in 2018.</p>
Low level adjustment for disability	\$25000 SLSO staffing	<p>June 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>Stage 4 students needing specific numeracy support were involved in the Dejhuti program as part of the overall maths program.</p>
Socio-economic background	Multi-Lit \$20000 Student assistance \$4000 SAS staffing \$10000 Teaching staff \$180000 School building and grounds upgrades \$20000	<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.</p>
Support for beginning teachers		<p>A number of Beginning Teachers were appointed in 2016/ 2017 that were eligible for Beginning Teacher funding. Included were two permanent staff and three temporary staff from the beginning of the year. three other temporary teachers were involved in professional learning, meetings and support but did not gain the funding as their contracts were not 12 months full time from the beginning of the year. The funding had been used to relieve teachers from classes, allowing time to be reflecting on their practice, gathering feedback, observing others, attending workshops and conferences and collaborating with colleagues. However a dearth of casual teachers available meant that there was limited opportunity for staff relief, a reduction in teaching load or days completing professional learning.</p>
Other Key School operational area		

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	108	107	98	102
Girls	105	111	106	102

Student attendance profile

School				
Year	2014	2015	2016	2017
7	90	90.2	92.3	91.8
8	88.9	90.1	87.4	87.8
9	87.7	85.3	88.2	84.2
10	83.7	84.1	83.3	82.2
11	82	81.5	79	80.2
12	87.5	87.6	84.1	88.1
All Years	86.7	86.5	85.8	85.3
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Student attendance is an important aspect of their academic and social learning. Attendance is monitored for highlighting positive 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, an SMS message is usually 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. We struggled to send these SMS messages regularly due to a fault with the SMS provider. However this will be rectified in 2018.

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.

To congratulate students who are regularly on time and attending school, we hosted a "Celebrate Attendance" each term. Students who had an attendance record 95% or above were treated to a special morning tea, catered by the canteen. Each term hosted over 40% of the student population. Attendance was also a factor when determining if a student would be permitted to attend extra-curricular activities, with some students missing out on events due to poor attendance. High attendance students were also recognised at the 2017 Presentation evening with a certificate.

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 three classes in Stage 4 and four classes in Stage 5.

In 2017, we continued with the Empower Self Select classes. In Stage 4 due to the large numbers of suitable candidates, we ran two out of the three Stage 4 classes as Empower classes. In Stage 5, one Empower class was at full capacity. Review weeks were held at least once a term, with teachers and students assessing their efforts in this classes, enabling personal meetings with the principal to discuss their progress, successes and areas for development.

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. 2017 saw Junee HS host 7 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 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	0	16
Employment	2	7	44
TAFE entry	2	0	16
University Entry	0	0	16
Other	5	0	8
Unknown	10	14	0

Year 12 students undertaking vocational or trade training

During Year 12, 58% of students undertook vocational or trade training.

During Year 12, 25% of students undertook an SBAT.

Year 12 students attaining HSC or equivalent vocational education qualification

87.5% of the 2017 Year 12 students attained the HSC or equivalent vocational educational qualification. In the 2017 HSC cohort, two students were early commences of Stage 6 for one subject. They completed these vocational subjects in 2017 as a part of their SBAT requirements. They will complete the remaining HSC subjects in 2018. One student was not awarded the HSC due to not attending their required HSC examinations.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	4
Classroom Teacher(s)	13.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	5.78
Other Positions	1

*Full Time Equivalent

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	2

Professional learning and teacher accreditation

Professional Learning and teacher accreditation

In 2017, teaching staff were involved in a range of professional learning. All teachers participated in Professional Learning Groups (PLG). These were facilitated by four teacher leaders. In term 1, PLG's supported the development and discussion of Professional Learning Plans and workshopped classroom management strategies, Classroom Observation and ALARM. This small group PL aligned with and further developed these aspects which were initially presented at whole staff PL sessions.

During term 2 and 3, the key focus of PL was Literacy. Various workshops were delivered by a range of teachers who shared their literacy teaching knowledge and PLG's further engaged with and explored literacy teaching strategies to be implemented in teachers' own classrooms. Each teacher undertook a Targeted Literacy Teaching project – selecting a class and

explicitly utilising reliable literacy teaching strategies intended to move students' along the literacy continuum.

Term 4 PL focused around building teachers' understanding of new syllabuses and enabling time for collaboration to develop programmes and assessment tasks. Staff had input into the writing of the new School Plan.

All teachers received one period a fortnight to enable them to collaborate with colleagues. They logged their usage of these periods which were typically used for data review, programming and assessment planning, literacy teaching PL and joint organisation of whole school events.

The seven early career teachers who were working towards proficiency were provided learning at several PL days which were facilitated at school and led by on-staff 'experts'. Topics included classroom management, the work of Doug Lemov, Bridges out of Poverty, ALARM and accreditation. In addition, HeadTeachers were periodically released to work with beginning teachers in each faculty on topics specific to each teachers need including use of Sentral, making adjustments, course content and assessment.

In addition to the whole school professional learning programme, teachers applied for and attended a range of education learning and subject specific professional learning on a range of topics pertinent to the school plan including:

- Formative assessment
- Quality Teaching
- Visible Learning
- School visits
- Sports coaching
- Managing challenging behaviours
- New syllabus implementation
- Quality Teaching Rounds, through a partnership with Ingleburn community of schools.

The total budget spend for 2017 on professional learning was: \$32000

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.

Our school has moved from OASIS accounting to the LMBR change to our administrative and financial services. With this change came much challenge. I thank my Office staff for their efforts.

Receipts	\$
Balance brought forward	376,611
Global funds	55,973
Tied funds	369,700
School & community sources	44,205
Interest	4,351
Trust receipts	3,559
Canteen	0
Total Receipts	477,788
Payments	
Teaching & learning	
Key Learning Areas	36,734
Excursions	14,612
Extracurricular dissections	24,523
Library	1,986
Training & Development	0
Tied Funds Payments	126,063
Short Term Relief	17,239
Administration & Office	61,486
Canteen Payments	0
Utilities	27,557
Maintenance	44,066
Trust Payments	2,386
Capital Programs	0
Total Payments	356,651
Balance carried forward	497,748

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	916,487
Appropriation	840,802
Sale of Goods and Services	3,890
Grants and Contributions	71,657
Gain and Loss	0
Other Revenue	0
Investment Income	138
Expenses	-444,239
Recurrent Expenses	-444,239
Employee Related	-202,468
Operating Expenses	-241,771
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	472,248
Balance Carried Forward	472,248

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.

Due to the changeover from OASIS to LMBR financial report, we have a larger than expected surplus to rollover into 2018. Financial planning occurred at the end of 2016, with draft budget tabled at the Executive meeting in Term 4. Further refinements occurred after the Annual School Financial report was provided in November 2016, then the School Resource Allocation Model funding was released in early 2017. Funds were allocated according to school plans, faculty considerations and tabled at regular Finance Committee meetings.

It was expected to have a 2017 into 2018 surplus of approximately \$30000. However a much larger amount was reported at the conclusion of 2017 in the Annual Financial Statement. We believe a number of payments were not deducted in 2017 but will be deducted in early 2018. Also some funds were not able to be expended

as planned. Beginning Teacher funds are allocated to teachers in their first 2 years of teaching and before they have achieved accreditation. Ms Jen Hoy, Head Teacher Teaching & Learning planned the utilisation of these funds well with the Principal but was not able to utilise all of the funds due to casual staff unavailability and not wanting to cause further disruptions in class programs and continuation of learning.

Funding remaining after 2017 payments are deducted will be utilised for learning programs, technology improvements and improvements in our grounds and classrooms in 2018

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	3,038,529
Base Per Capita	31,146
Base Location	18,367
Other Base	2,989,015
Equity Total	439,654
Equity Aboriginal	27,932
Equity Socio economic	272,055
Equity Language	400
Equity Disability	139,267
Targeted Total	57,850
Other Total	178,852
Grand Total	3,714,885

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.

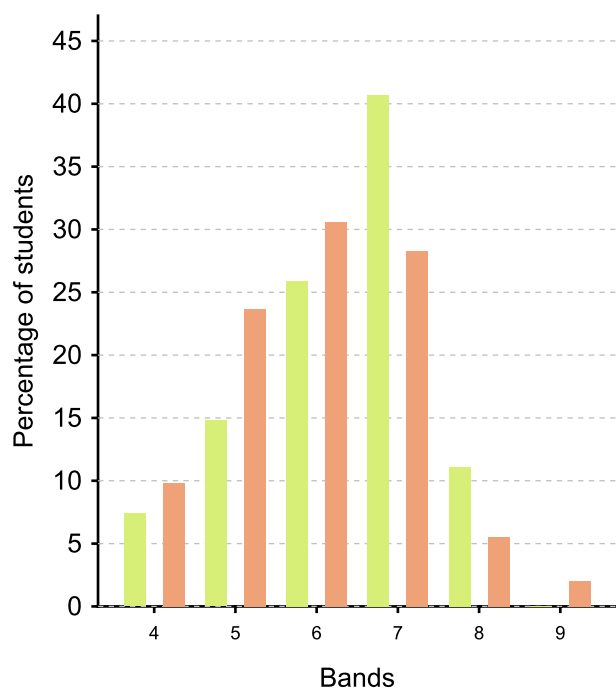
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

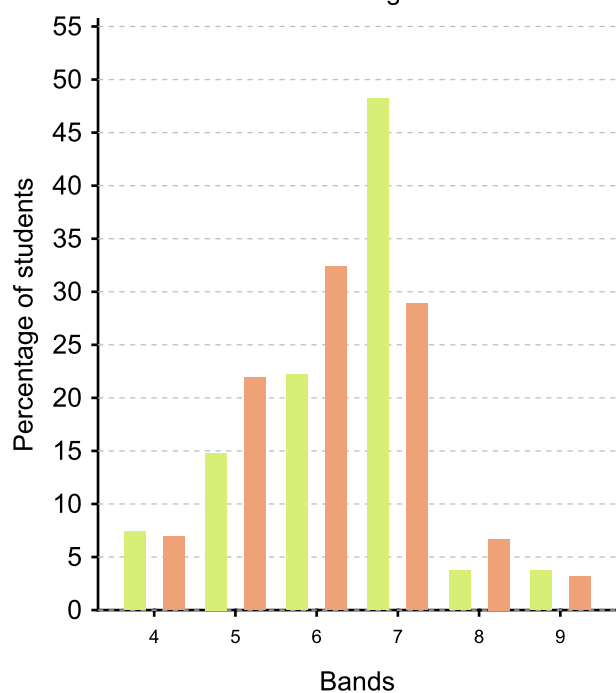
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	7.4	14.8	25.9	40.7	11.1	0.0
School avg 2015-2017	9.8	23.7	30.6	28.3	5.5	2.0

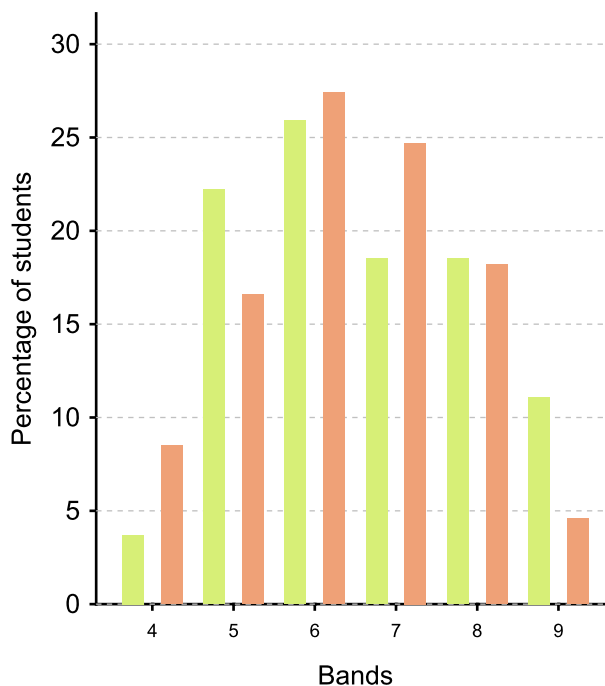
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	7.4	14.8	22.2	48.2	3.7	3.7
School avg 2015-2017	6.9	21.9	32.4	28.9	6.7	3.2

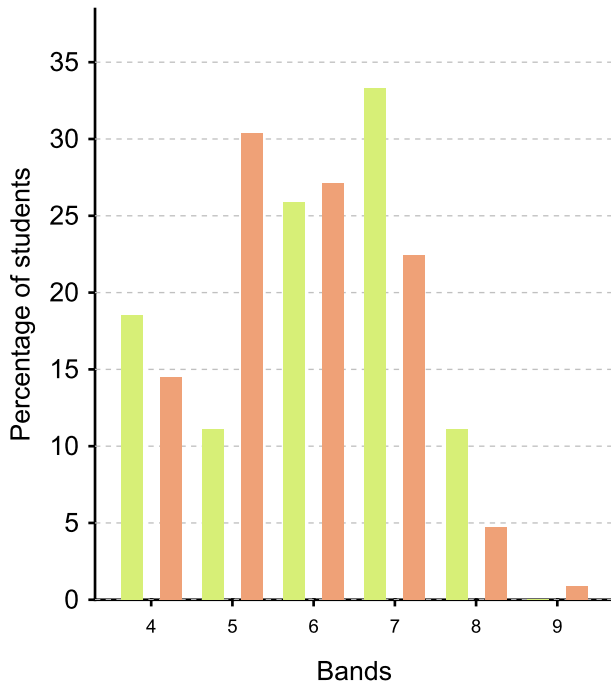
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	3.7	22.2	25.9	18.5	18.5	11.1
School avg 2015-2017	8.5	16.6	27.4	24.7	18.2	4.6

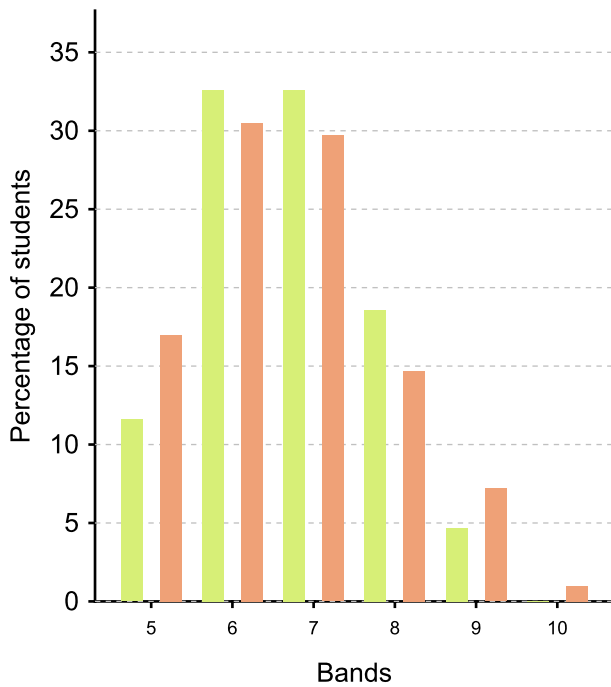
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	18.5	11.1	25.9	33.3	11.1	0.0
School avg 2015-2017	14.5	30.4	27.1	22.4	4.7	0.9

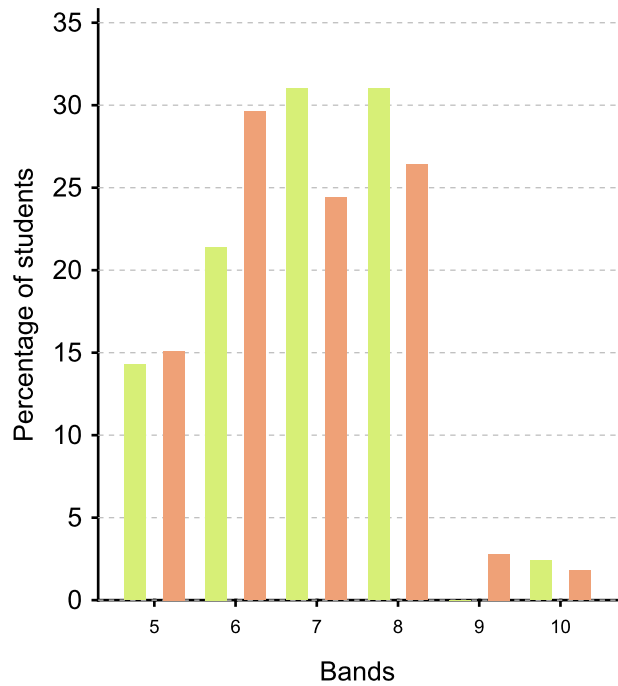
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	11.6	32.6	32.6	18.6	4.7	0.0
School avg 2015-2017	17.0	30.5	29.7	14.7	7.2	1.0

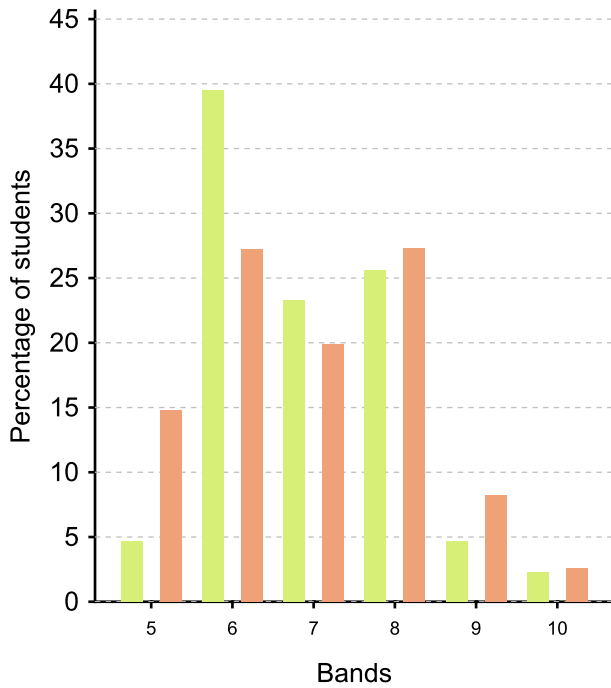
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	14.3	21.4	31.0	31.0	0.0	2.4
School avg 2015-2017	15.1	29.6	24.4	26.4	2.8	1.8

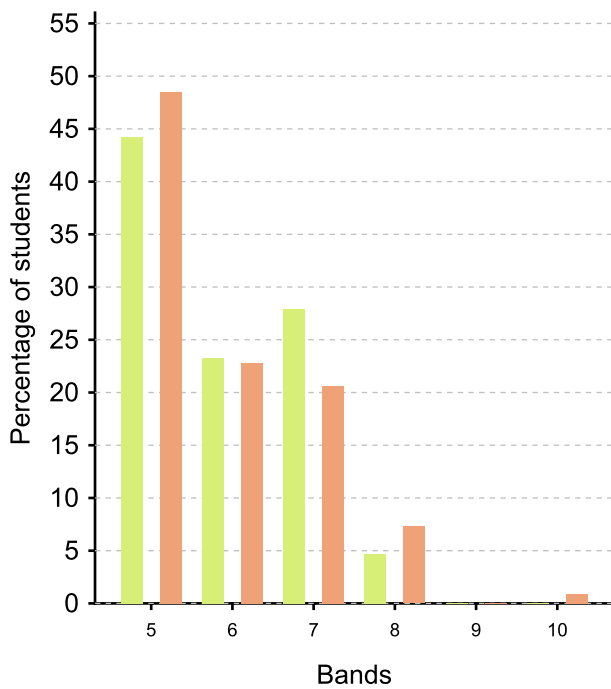
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	4.7	39.5	23.3	25.6	4.7	2.3
School avg 2015-2017	14.8	27.2	19.9	27.3	8.2	2.6

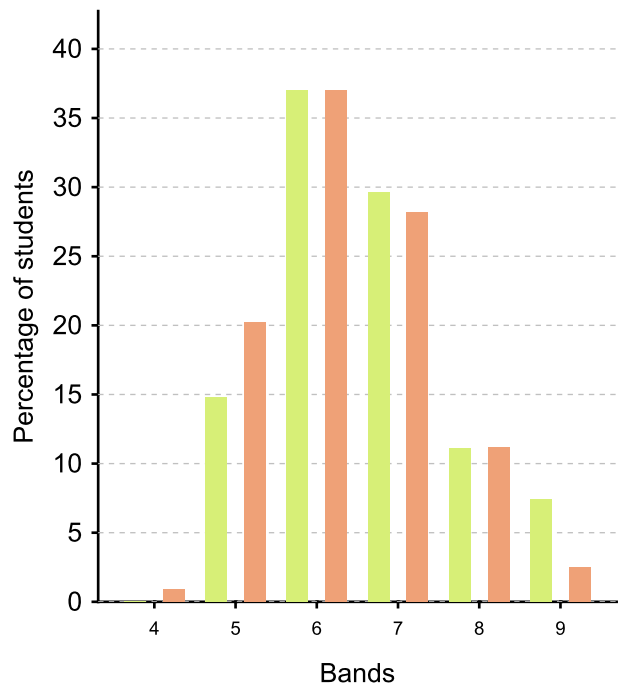
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	44.2	23.3	27.9	4.7	0.0	0.0
School avg 2015-2017	48.5	22.8	20.6	7.3	0.0	0.9

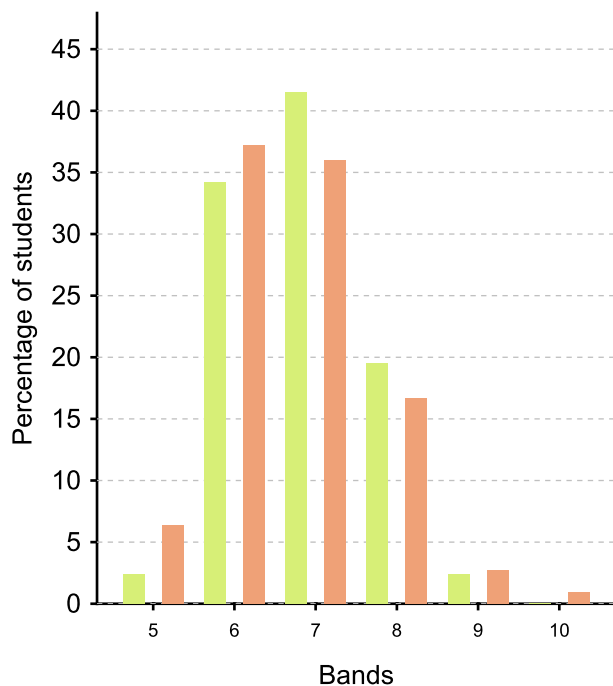
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	0.0	14.8	37.0	29.6	11.1	7.4
School avg 2015-2017	0.9	20.2	37.0	28.2	11.2	2.5

Percentage in bands:
Year 9 Numeracy

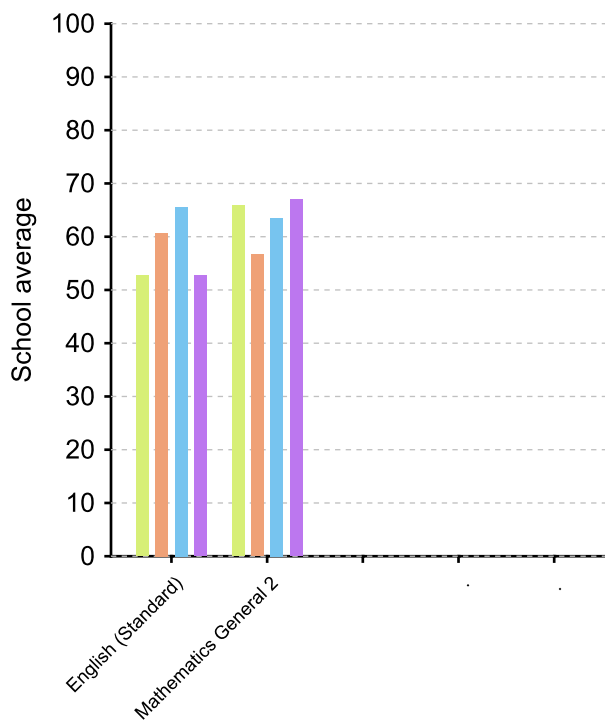


■ Percentage in Bands
■ School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	2.4	34.2	41.5	19.5	2.4	0.0
School avg 2015-2017	6.4	37.2	36.0	16.7	2.7	0.9

Higher School Certificate (HSC)

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



■ School 2017	■ SSSG Average 2017
■ State Average 2017	■ School Average 2013-2017

Subject	School 2017	SSSG	State	School Average 2013-2017
English (Standard)	52.7	60.7	65.6	52.7
Mathematics General 2	65.9	56.7	63.6	67.0

Parent/caregiver, student, teacher satisfaction

Annual School Report 2017

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

143 students (70%) 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 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 extra-curricular activities whether that be academic, cultural or sporting. This involvement can give students an increased sense of belonging and hence improve academic motivation. The information below displays the percentage of students at Junee High School that were socially engaged compared with the NSW DoE norms for students at the year levels assessed in this school.

Sense of belonging

JHS: 55%
NSW Norm: 66%

Positive relationships

JHS: 72%
NSW Norm: 78%

High participation in sport

JHS: 55%
NSW Norm: 48%

Positive friendships

JHS: 74%
NSW Norm: 78%

Each of these were very similar results to the 2016 results. There was however a large discrepancy in the NSW norm for sport participation which dropped 12% from the previous year.

1. **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 JHS.

Students value school outcomes:

JHS: 73%
NSW Norm: 72%

Attendance:

JHS: 82%
NSW Norm: 90%

Positive behaviour

JHS: 80%
NSW Norm: 87%

Homework and study habits

JHS: 38%
NSW Norm: 54%

Each of these figures were very similar to the 2016 results.

1. **Intellectual engagement** – Some students meet the institutional demands of school, but they are not truly engaged with 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 skill level is consistent with the challenges presented to them. These students are often deeply absorbed in academic activities. The information below displays the results for JHS on the two measures of intellectual engagement

Interest & motivation

JHS: 24%
NSW Norm: 28%

Effort:

JHS: 55%
NSW Norm: 66%

The results for these measures were both slightly down from the 2016 results.

Parent satisfaction:

From a small respondent pool to the “Partners in learning” survey completed in September 2017, the perspectives of parents was given and compared to the NSW CESE survey:

Ratings are out of 10 indicating “strong agreement”

Parents feel welcome:

JHS: 9.2
NSW CESE project: 7.4

Parents are informed:

JHS:

CESE project: 6.6

Parents support the learning at home:

JHS: 7.9

NSW CESE project: 6.3

School supports learning:

JHS: 8.9

NSW CESE project: 7.3

School supports positive behaviour:

JHS: 8.9

NSW CESE project: 7.7

Safety at school:

JHS: 8.3

NSW CESE project: 7.4

Inclusive school:

JHS: 8.5

NSW CESE project: 6.7

Each of these are similar to the 2016 results with the exception of "parents support learning at home" in which the JHS results had increased by 1.4 points. This indicates greater support by parents to home learning.

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

Teacher Satisfaction

The focus on learning tool is a self-evaluation tool for schools and teaching staff. JHS completed this in September 2017. Their perspectives were given, compared to other teachers in the NSW CESE survey:

Ratings are out of 10 indicating "strong agreement"

School leadership helps me:

JHS: 7.4

NSW CESE project: 7.1

Collaboration:

JHS: 7.9

NSW CESE project: 7.8

Learning culture

JHS: 7.7

NSW CESE project: 8

Data informs practice:

JHS: 7.5

NSW CESE project: 7.8

Teaching Strategies

JHS: 7.4

NSW CESE project: 7.9

Technology

JHS: 6.4

NSW CESE project: 6.7

Inclusive school

JHS: 7.8

NSW CESE project: 8.2

Parent involvement

JHS: 5.5

NSW CESE project: 6.8

Each of the results for JHS in 2017 have all increased from the previous year's survey. This indicates improved satisfaction of all teaching staff across the school. There was an increase in time and emphasis given to teaching strategies, especially concerning literacy teaching strategies, as well as collaboration. Each teacher was afforded 1 extra period as a Collaboration period to assist their ability to talk with other teachers, improving their teaching knowledge and skill, but also so they could understand their students better in different learning contexts. JHS continues to strive for high teaching staff satisfaction.

Policy requirements

Aboriginal education

Aboriginal education The Burrabinya boys 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 was supported by COMPACT. The delivery was held at Junee High School and involved various guest speakers from the local Aboriginal

community and support agencies. Unfortunately, due to a decrease in numbers of student's availability, this program was withdrawn by COMPACT. Instead, we offered the male students mentoring opportunities with Men's shed and Automotive Mechanical at Junee Gas Works Garage. The senior boys expressed interest in learning more about getting a job and job agencies, TAFE courses and local employment opportunities. From this discussion with the senior Aboriginal students, an excursion was arranged to Wagga Wagga TAFE examining available courses; a meeting with GTES about job agencies and employability skills and a mock job interview. For the junior and senior students, an SLSO supported them in class across all subject areas, especially those students who scored below the minimum standards in NAPLAN testing.

Junee High School staff as part of professional development visited the Temora Visitors Centre where we were hosted by a local community member who had helped set up a visual and informative gallery based on local Aboriginal history. This included artefacts and information regarding life and customs of the Wiradjuri people. A staff member had put together a range of interesting stories and historical events from the around the local region which we shared on the bus trip to Temora.

As part of the school commitment to the NAIDOC theme for 2017 "Our Languages Matter", the Aboriginal Education Team investigated signage for prominent areas of the school that were written in English and translated in Wiradjuri language.

The school P&C have kindly offered financial support towards the creation of a yarning circle on the school grounds. This will be investigated more in 2018.

Informal incorporation and application of teaching strategies from the 8 Ways pedagogy was implemented in Geography, Commerce and Business Studies. Teachers are aware of those students who identify as Indigenous and refer to their PLS's S to consider what adjustments can be made to help them to achieve their identified goals.

Aboriginal education in specific KLA's:

Careers: Stage 5 & 6 – career opportunities are promoted to Indigenous student's e.g. early entry programs to university, Taster Programs– summer and winter schools at UTS and UNSW.

Stage 4 Geography – investigating connections people have with different places through travel, recreation, culture and leisure activities. How these connections may differ depending on your identity – encourage Aboriginal students to share their experiences and ideas with classmates in a respectful learning environment.

Stage 5 Geography –students have been learning about how the elements linked to wellbeing highlight the differences between Indigenous and non-Indigenous Australians (as well as many other countries around the world). Students were encouraged to consider what needs to be done to enable wellbeing

of Indigenous Australians to be improved –awareness that there is no single one solution fits all.

Stage 5 Commerce –have been thinking about how people's needs and wants differ and what influences this – cultural background being an element.

Stage 6 Business Studies –undertook a marketing unit which entailed learning about advertising / promotional techniques to accommodate cultural differences, respecting use of Indigenous images.

Science: Murrumbidgee River as a water local catchment area and the cultural significance it has for the Wiradjuri people. Stage 6 Biology and Senior Science students studied the cultural significance of Berry Jerry Nature Reserve with the help of the Riverina Environmental Education Centre and local Indigenous leaders. It was aimed at promoting awareness of connection to land and country, traditional foods, shelter, hunting and significant Aboriginal sites.

In stage 4 students studied forces and motion using Aboriginal weapons as examples.

History: students have learnt about early contact history between indigenous peoples and European settlement, the impact of colonisation, the exclusion or disadvantage experienced as a result of the constitution and various legislation, reconciliation practices, ancient human remains and indigenous artefacts.

English: Reading texts with Aboriginal content and discussing meanings. After reading text, talked about prejudice towards Indigenous peoples.

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. Aboriginal culture in looking at a sense of identity/connectedness. PASS covers traditional indigenous games in practical lessons, and researched Indigenous athletes in sport. Included in the Aboriginal Cultural Day, students were involved in traditional Aboriginal games. Students rotated around a series of games supported by the staff Riverina Environmental Education Centre.

Music: Analysing music by Indigenous artists– Studying features of Australian art music, including indigenous influences– Using and or making indigenous instruments such as clapping sticks and aerophones– Identifying the links between music, dance and country– exploring lyrics, particularly of protest songs.

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. With the introduction of new syllabi across the school, Multicultural education and multiple perspectives were further implemented into programs.

- Japanese into the LOTE curriculum. This allowed students to learn about a different culture, language, traditions and experiences, fostering tolerance and understanding.

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

Junee HS had a number of new students attending from different countries, including Zimbabwe and the Netherlands. This allowed more students to hear from them about different cultures. An increase in awareness raising of our customs and traditions allowed students to reflect on their preconceived ideas of being Australian and how to treat others respectfully.

For the Rugby League World Cup, the staff were led by the Sports Organiser to get involved in supporting different countries. Roll call classes were decorated, quizzes were completed and activities were organised to increase understanding of different countries around the world.

Junee HS participated in Harmony Day activities, led by the Student Representative Council.

Other school programs

Surf Trip – Sun, Sand and Salt Water

This year's Surf Excursion was the biggest group yet to hit the waves with 47 students and 5 staff attending. The lessons were delivered by experienced instructors from The Pines Surfing Company at The Farm, which is located in the pristine area of Killalea State Park. This year our more experienced students were offered the chance to develop their skills on the unbroken green waves, whilst beginner surfers enjoyed catching the less intense waves closer to shore. It is always impressive to see the skill development of the students over the two days increase, as well as individual confidence in the water.

Night time was filled with plenty of fun and games around the camping area and a night-time walk down to Mystics Beach. A kayaking tour down the Minnamurra River was also included this year as our final excursion activity. This was a great test of character and resilience, as some groups battled the current whilst others enjoyed the relaxing time cruising along the water and exploring the mangroves. Special thanks must go to Mrs Francis, Mr Stokes, Miss Hounsell, Mr Hands and Mrs Crane for enabling our students to experience this fantastic excursion.

Physical Activity and Sport Studies (PASS) Excursion

This year's PASS excursion saw the introduction of a trip to Sydney to attend the State of Origin Excursion. Students enjoyed the atmosphere of the live game, and were also able to visit the elite training facilities at the Sydney Roosters headquarters. It was a valuable experience for all involved and provided the students with knowledge and information that they are now able to apply to their studies. Thanks to Priests Buses, Sydney Roosters, Terry Williams and the NRL museum and the SCG Trust for their assistance and support. Thanks to Mr Stokes, Miss Hounsell and Mr Hands for their involvement in this excursion.

School Sport

Throughout 2017, 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 utilised 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 whole school sporting carnivals (swimming, athletics and cross country) were 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.

Representative Sport

Junee High competed in a range of team sports. Our participation and enthusiasm at these carnivals was always impressive, with our students striving to be competitive and give each game their best effort. Our

Lawn Bowls team made it to the Riverina finals, and our U/13's Rugby League team were successful winners in the NSW Small Schools competition.

2017 was an outstanding year for student and staff involvement in Riverina Representative Sport pathways. These opportunities provide a pathway to state and national competitions, high quality coaching and broaden students networks by meeting new people from both across the region and the state.

Congratulations to the following students and staff:

- Riley Makeham – Riverina Representative Open Boys Hockey
- Damon Jackson – Riverina Representative Open's Rugby League
- Bryton Parkhurst – Riverina Representative U/15s Rugby League
- Sebastian McDermott – Riverina Representative U/15s Touch Football
- Abby Foley – Riverina Representative Open Girls Soccer, Riverina Representative Swimming
- Jasmine Phillips – Riverina Representative Swimming
- Kirra Duck – Riverina Representative Swimming
- Bella Passlow – Riverina Representative Swimming
- Tamsyn Scott – Riverina Representative Open Girls Cricket
- Kaitlin Russell – Riverina Representative Lawn Bowls
- Ineka Hart – Riverina Representative U/15s Girls AFL
- Mae-Rose Harrison – Riverina Representative U/15s Girls AFL
- Mr Matt Hands – Riverina Rugby League Open Boys Coach
- Mr Andy Bedford – Riverina Open Boys Rugby Union Manager
- Mr Brent Heydon – Riverina Open Boys Basketball Coach
- Miss Melinda Hyland – Riverina U/15s AFL Coach
- Mrs Andrea Francis – Riverina Open Girls Touch Coach, Riverina School Sport Vice-President
- **EMPOWERPM**

On Wednesday evenings, the JHS Learning Centre is opened to any student who wishes to seek assistance, work on assessment tasks or catch up on work missed due to illness or misadventure. Now entering its 4th year, EMPOWER PM has grown from initial numbers of 3–4 students per night to an average of 30 each Wednesday with students ranging from Years 7–12. In 2017 numbers at EMPOWER PM regularly topped 35 and peaked at 58. Staff give up their free time to invest in the students and have seen a reduction in N warning letters and an increase in engagement in assessment tasks particularly.

Ski Trip 2017

This year's Annual Ski Trip saw 35 students and 4

am and set off for Mt Selwyn hoping for some good snow. The season was quite late this year but we were blessed with a big dump of snow the night before and it snowed nearly all the way from the top of Talbingo. Students participated in lessons in skiing and snowboarding; some first-timers and others who were honing their skills. It snowed all day which made for some interesting skiing and boarding but the students showed their mettle and stayed out in the cold despite the lure of hot chocolates. They were rewarded on the way home with a stop off at McDonalds and returned home weary but having had a great day!

Old Macbeth Had a Farm – JHS Production

In 2017, Junee High School students performed in the annual production "Old Macbeth had a Farm"; an interpretation of Shakespeare's Macbeth. Macbeth killed the CEO of Colonel Duncan's Chicken Shack and his fortunes went downhill from there. The production featured the talents of actors, dancers and musicians from every year group and our fantastic crew made sure the lights and music were on cue. Again, production was a whole school affair with the TAS and CAPA faculties applying their skills in painting backdrops and creating our new music stage; staff assisted in creating costumes, rehearsing dances and running lines with actors. Our production was enhanced significantly with our new wireless headsets which allowed every actor to be heard and the audiences appreciated the new system. We had sell out shows across the course of our week and we were thrilled to share 'Old Macbeth had a Farm' with our local primary schools, pre-school and members of the Coinda Court community. Special thanks go to Miss Hyland for her organisation and commitment to the Creative and Performing Arts at Junee High