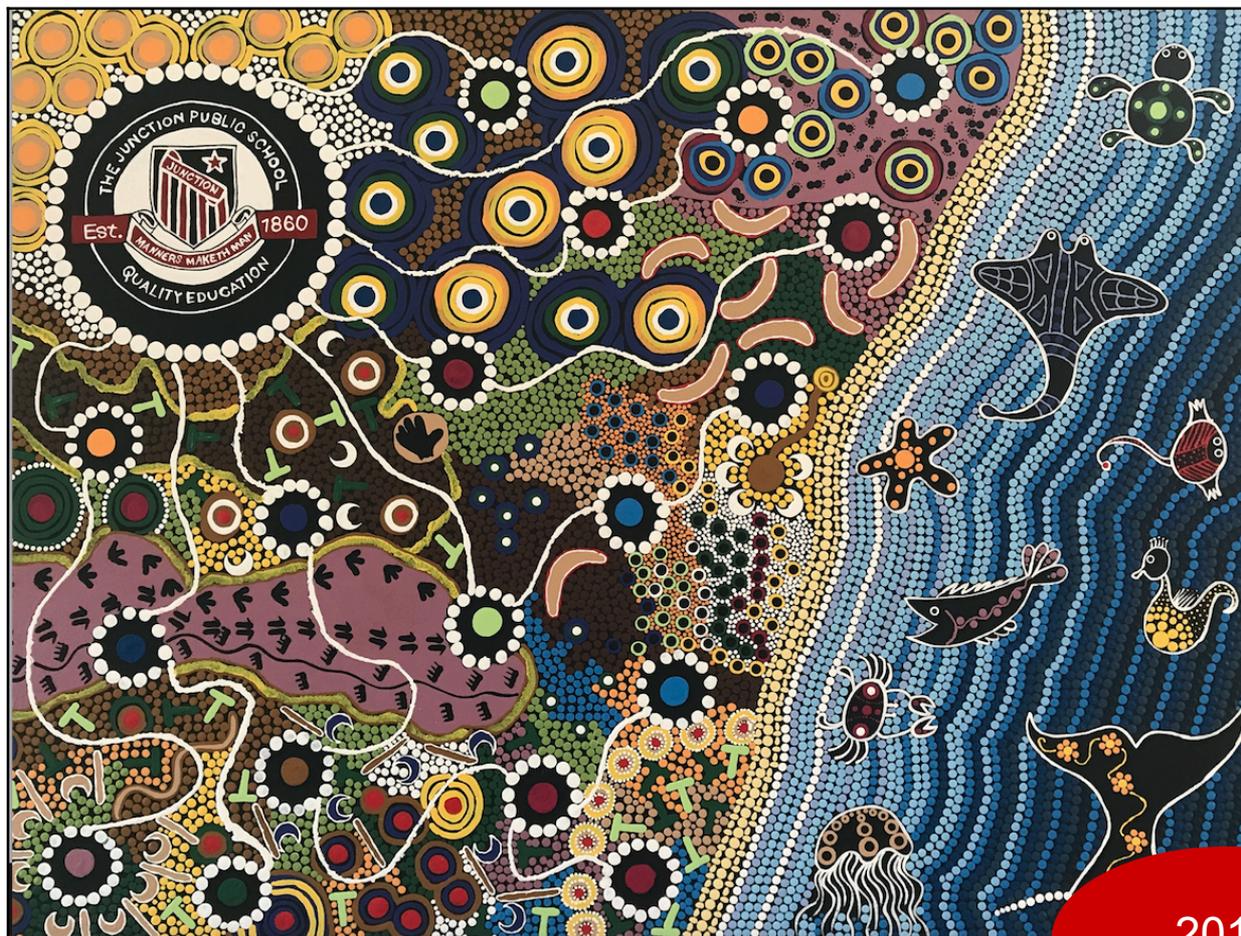


The Junction Public School

Annual Report



2018



2246

Introduction

The Annual Report for **2018** is provided to the community of **The Junction Public School** as an account of the school's operations and achievements throughout the year.

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

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Message from the school community

The Junction Public School P & C

At The Junction we have a very active and energetic P&C.

2018 was an extremely busy year for the P&C with;

- the commitment of over \$40,000 to purchase new resources and air conditioning for the future focus learning space
- works commenced on the sensory trail
- the submission of a proposal to AMU for our fitness park for approval
- the commencement of the consultation process with the school community relating to uniform changes & fundraising activities
- the advocacy for our school community on various issues

The school would like to recognise the significant work the P&C undertake to support our school and to enhance communication with our community.

School background

School vision statement

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

School context

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

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

In 2018, the school had an enrolment of 573 students, including 15 Aboriginal students in 22 classes. There is strong academic performance of students in this school which is generally above state and national benchmarks in literacy and numeracy.

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

The school has an outstanding creative and performing arts program as well as many sporting and cultural opportunities. A values framework underpins our student wellbeing practices and organisation. In 2018 – 2020 we are linking these values to the learning dispositions required for critical and creative thinking. We believe these values, skills and dispositions are essential in a rapidly changing world.

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.

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>

During 2018 our school staff have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at the beginning and middle of the year to examine the school plan using the framework to determine the elements most strongly addressed. Staff reflected on the progress being made across the school to ensure our improvement efforts aligned with high level expectations from the framework.

In the domain of Learning, our efforts have primarily focused on Learning Culture, Wellbeing, Assessment and Student Performance Measures. The strong performance of the school in updating learning and support processes and protocols has ensured more efficient and timely feedback to teaching staff catering for high needs students. Gifted and Talented students have worked through the ACER certificates and a high performing student register has been established. Attendance processes and health and safety procedures have been streamlined to ensure better compliance with Department of Education and NESA requirements. The tracking of Individual Education Plans (IEPs) and Personal Learning Pathways (PLP) have been a regular agenda item for the Learning Support team which have led to more consideration of learning adjustments in the classroom. A strong focus on formative/reflective/summative assessment has driven, in particular, our focus area of Writing in 2018.

In the domain of Teaching, Data Skills and Use, Professional Standards and Learning/Development have been our whole school focus areas however stage Assistant Principals have focused closely on Effective Classroom practice and feedback as part of their Quality Teaching Successful Students weekly time allocation. Our curriculum focus for these elements has been Writing – an area identified through NAPLAN and school internal data. A K–6 Writing Rubric has been established in order for both individual and whole school data to be tracked internally. All teaching program checklists have been updated and linked to the Australian Professional Standards for Teachers and compliant with Department of Education and NESA guidelines. A closer consideration of evaluating and recording student learning is also becoming part of the class programming process.

In the domain of Leading we focused on the elements of Educational Leadership, School Planning, Implementation and Reporting as well as School Resources and Management Practices and Processes. All substantive executives were trained in growth coaching by Growth Coaching International and used these processes to support a culture of high expectations across the school. From this flowed a whole school focus on the growth mindset for a range of learning dispositions. The school plan remained the centre of all school improvement with the school executive team taking an enthusiastic part in the ownership of the strategic directions and the preparation of this annual report. There were significant conversations with the wider school community around a range of school resources including building programs, tenders, out of school care and community use agreements. Technology and flexible learning concept spaces were trialled and will expand during 2019.

Strategic Direction 1

High performing and strategic learning environment

Purpose

Innovate on practice in creative and engaging ways in order to encourage, support and produce high performing students through the accurate and efficient use of data in a collaborative and supportive environment.

Overall summary of progress

Process 1 – K–6 Writing: Professional Learning (PL) throughout the year, focussing on Assessment for, of and as Learning, has enabled executive staff to guide stage teams in the accurate collation of pre and post writing data each term. Consistency of Teacher Judgement (CTJ) has been the focus during stage meetings and all rubrics have been aligned to school and Department of Education reporting practices (A–E and 1–5). A process for the efficient use of internal school data, to monitor writing growth using Year 5 2018 as the control group, has been established. Programming adjustments, IEPs and PLPs were tracked and monitored by teachers and the Learning Support Team. A high performing student register has been established and a baseline set targeting specific academic needs for all high performing students. Their learning will be tracked and monitored into 2019.

Further PL identified at the start of 2018 by staff saw them engage with a variety of assessment and metacognitive strategies, a deeper understanding of purpose/audience/grammar and the teaching of grammar through Drama. This PL was delivered by the Deputy Principal, who is a NESA accredited Lead teacher, the Learning Support Team, the Executive Team and outside providers at various staff meetings throughout the year. Collaborative Planning at the end of Semester 2 achieved the following goals: 1. Scope and Sequences updated to reflect all NESA requirements. 2. Units of work revised and updated for explicit Literacy, Numeracy and ICT skills, 3. a pro-forma created to record evidence of learning for guided teaching activities and all units updated to include greater space for recording formative and reflective assessment activities, comments and notes. 4. K–6 Writing Rubric.

Process 2 – Growth Mindset and Goal Setting: All executive have been trained in growth coaching and have been using growth conversations with team members throughout 2018. Early in 2018, PL delivered by 2 staff members, (who had attended Minds Wide Open), on Critical and Creative thinking and Learning Dispositions segued into the alignment of all learners (students, teachers and leaders) using Growth Mindset. Growth conversations are now used in all professional and classroom interactions. Achievement in this process is closely aligned with Strategic Direction 2. This process enabled stronger connections between the use of Learning Intentions and Success Criteria which teachers have been using since 2017. Year 5 teachers trialled 3-way, student led, goal setting interviews this year. They reported that this resulted in overall increased student application to learning.

Process 3 – Policy and Procedures: All teachers developing Teaching and Learning (T&L) programs and Professional Development Plans (PDP) are now using the teaching standards and are demonstrating awareness of the NESA requirements for compliance in accreditation, curriculum and programming. All K–6 Scope and Sequences have been updated to comply with Department of Education and NESA requirements. T&L Programs show a clear line of sight between student data, outcomes, content and activities, assessment and reporting.

T&L Programming Checklist and Learning Support Team Procedural documents were all updated, including developing new flowcharts and linking to the Australian Professional Standards for Teachers (APST) and compliant with Department of Education and NESA requirements.

Work began on fine tuning Attendance Procedures, Excursion Procedures and Behaviour and Discipline Procedures to reflect the changing student and community needs and to comply with Department of Education and NESA requirements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase by 10% the practice of students demonstrating above state average growth in Year 5 Writing (current baseline (2017) School 50% growth, State 55% growth)	\$650 – Professional Learning Funds for whole school drama TPL \$300 – Resources – Reference materials	GROWTH: 64% of students in Year 5 scored at or above expected growth in NAPLAN writing. This is an improvement of 14% on last year's cohort. This improvement measure has been achieved and exceeded in 2018. Our internal data reveals that in Term 1 64% of

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase by 10% the practice of students demonstrating above state average growth in Year 5 Writing (current baseline (2017)School 50% growth, State 55% growth)	<p>\$5000 – Purchasing of Quality Literature to supplement Guided Reading Programs</p> <p>\$6400 – Executive planning days funded through Principal Support Funding</p>	Year 5 students could accurately formulate simple sentence, 67% a compound sentences and only 24% could accurately produce complex sentences. By the end of Term 3 student writing samples revealed that 81% were writing accurate simple sentences, 75% compound sentences and 48% writing an accurate complex sentence. Formative data also suggests that students are able to use a variety of sentence structures for effect depending on purpose and audience.
All students who scored in the top two bands in Year 3 NAPLAN Writing maintain the top two bands in Years 5 and 7.	<p>\$7500 – Executive PL – Growth Coaching</p> <p>\$11000 – Professional Learning budget from Literacy and Numeracy funds for teacher release days to engage in collaborative planning; –embedding talking and listening, reading and writing skills explicitly into current units of work created within the key learning areas.</p> <p>Free – Partnership with ACER to road test new self-regulating learning modules resulting in access to Level 1 and Level 2 certificates for our high performing students. ACER results will help to pin-point high performing student needs and to validate against internal school data.</p>	<p>24.1% of Year 5 students scored in the top two skills bands in Writing this year including 2.5% scoring Band 9. (State 16.2% and Similar Schools Group – SSG 30.5%).</p> <p>Of the top scoring students in Year 3 2016, 16 matched students (20%)maintained the top two skills bands Year 5.</p> <p>2018 saw a concerted effort to determine the purpose behind the difference in results between our school and SSGs. School trend data over the past 6 years indicates a decline against the Similar Schools Group. This has been investigated by the executive team through an analysis of all extra-curricula content, timetabling, teaching strategies and assessment practices.</p> <p>Our school plan includes strategies which specifically aim to add value for all students but in particular high performing students. More granular data was collected in Term 4 2018 using ACER Online Certificates which will provide data to enable point of need teaching and improved differentiation for high performing students. In future internal data will be used to determine impact of programs for HP students.</p>

Next Steps

Process 1: Writing

- Embed the common writing rubric K–6 for consistency teacher judgement.
- Evidence of learning pro-formas to be implemented in 2019.
- GATS will be closely tracked and monitored by teachers and the Learning Support Team in 2019.
- Professional learning focussing on grammar strategies will be sought during 2019.

Process 2: Growth Mindset and Goal Setting

- Establish 3 way Goal Setting interviews to be trialled in Term 1 by all classes with a focus on engaging students

Process 3: Policy and Procedures

- Emphasise Highly Accomplished and Lead accreditation.
- Initiate Quality Teaching Rounds research project.

Strategic Direction 2

Dynamic and innovative learning culture

Purpose

Prepare our students for an ever changing, demanding and complex society of tomorrow through the provision of a culture which is dynamic and innovative to inspire students to take risks, be resilient, develop agency and self-reflection leading to deeper learning competencies.

Overall summary of progress

Process 1 – Personalised Learning: Several stages implemented student choice projects throughout the year. Data from one cohort indicated that 99% of students enjoyed the opportunity to select their own topic and 90% of students would like to engage with this style of project again.

A student choice component to the Creative Arts K–6 and Sport program was trialled in Stage 1 throughout the year. 97% of students in this cohort indicated that they enjoyed being given the opportunity to choose an area to further develop their skills during CA lessons and 90% of students indicated they would like to make a sport selection again next year.

High Performing students from Years 2–6 were invited to participate in providing the Australian College of Educational Research feedback on the new online learning modules in reading and maths. Sixty two students across grades 2–6 were chosen based on internal school data. The school was given access to the online certificates Level 1 and Level 2 which students completed in Term 4. In Reading, 40 students are working more than two years above current year level. In Mathematics, 52 students are working more than 2 years above current year level. Qualitative data collated from class programs will also assist with differentiation of learning for high performing students in both literacy and numeracy.

Process 2: Service Learning encompasses care for people, the environment and civic duty within the scope of the curriculum. Year 5 students campaigned to bring the issues affecting our farming families due to the drought to the community. Their efforts galvanised the student body to write letters of hope and to campaign to raise money for a farming community during Charity Day. Charity Day saw students dressing up as Farmers to focus attention on the cause. Links were established with The Sir Henry Parkes Memorial PS in Tenterfield. \$1500 raised and 200+ letters written for the school community of TSHPMPS.

Project Based Learning has included Critical and Creative Thinking incorporated into programs such as Genius Hour and Passion Projects.

Blended Learning: 87% of all class teachers have delivered lessons using a team teaching approach throughout the year and indicated they would like to continue trialling this next year. This collaborative approach supported the focus on student voice and choice which was facilitated through online educational and interactional apps such as Onenote, Google classroom, Class Dojo, ACER, Mathematics, Reading Eggs, Lexile pro–Literacy. Results from student voice survey indicate that students felt they had some control over time, place, path and pace of learning.

Process 3 – Futures Learning: A concept space was developed throughout the year which allowed for two classes to share an open learning space and experiment with developing different spaces for learning and future-focused teaching pedagogies. Professional learning was accessed by two teachers in the form of a futures learning tour and information was then shared with the whole staff.

98% of students in the new open learning classroom indicated that they have choice in where they sit to work and learn. 88% indicated that the range of furniture provided suits their learning style. Students in the concept group discussed how the new furniture allows them to have choice in how the classroom is arranged and they have particularly enjoyed the introduction of whiteboard jellybean tables and would like more of these.

82% of students in the new open learning classroom indicated that there were good spaces to use in their classroom; 80% indicating there were spaces to work collaboratively and 72% indicated there were areas where they could work independently. Students in the concept group positively discussed how the open classroom structure allows them to work collaboratively with a wider range of students across their grade.

New technology in the form of laptops and MoCOWs were purchased to enhance opportunities for students and allow teachers to expertly integrate technology into lessons.

52% of classes across the school have implemented flexible seating arrangements to cater for student learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the percentage of students per targeted cohort who score in the top two literacy as well numeracy bands to measure growth at the top end. Current cohort Year 5 2018 – baseline equals 27% (22 students) based on Year 3 2016 NAPLAN results.</p>	<p>Free – Partnership with ACER to road test new self-regulating learning modules resulted in access to level 1 and level 2 certificates for our high performing students. ACER results will help to pin-point high performing student needs and to validate against internal and external school data.</p>	<p>Of the 22 Year 5 students who sat NAPLAN in May who had scored in the top 2 bands in Year 3 for both Literacy and Numeracy, 9 matched students scored in the top two NAPLAN bands across both capabilities.</p> <p>17 students were selected based on internal school data to participate in the ACER trial. 14 of these students being in the original Year 3 group of 22. ACER results indicate that all 17 are performing more than 2 years above their peers in both Reading and Mathematics.</p> <p>Internal data has established that of the 62 high performing students in Years 2–6 chosen to participate in ACER tests, 40 students are working more than two years above current year level in reading and in mathematics, 52 students are working more than 2 years above current year level. This data will assist with more granular programming to differentiate learning for high performing students.</p>
<p>An increase to number of students who regularly include capabilities, learning disposition and values in their personal learning goals – not a current school focus – baseline to be established in 2018.</p>	<p>\$360 subscription to survey monkey</p>	<p>The language of learning dispositions and growth mindsets was introduced to all teachers at the 2018 Term 1 Staff Development Day by 2 staff members who had attended the Minds Wind Open Critical and Creative Thinking Course in 2017. This improvement measure is at implementation stage at present. Student data from Goal setting interviews to be collated in Term 1 2019. All teachers adapted the language into their Classroom Wellbeing programs with 47% of teachers using the language regularly in weekly assembly awards. Student Leaders used the dispositions in weekly assemblies and the Student Voice Team regularly spoke about dispositions on their visits to their respective classes.</p>

Next Steps

Process 1: Personalised Learning

- Professional learning on embedding the other general capabilities (soft skills) early in Term 1 will provide staff with more opportunities to implement personalised learning and assessment as learning practices.
- A school statement, based on the G&T policy, to be written which sets out the procedures for identification for High Performing students and the process for identification as gifted and or talented.

Process 2: Service, Project Based and Blended Learning

- Explicit teaching in how to set learning goals that include the capabilities, learning dispositions and values.
- Learning dispositions and Growth Mindset to be incorporated into the whole School Wellbeing and Discipline Program. Student baseline data on learning dispositions to be collated from Goal Setting interviews.
- 100% of teachers engage in team teaching in at least one subject area.

Process 3: Futures Learning

- Develop areas within all classrooms that provide students with opportunities to work collaboratively and independently. Purchase furniture to suit the learning styles of students and allow students to have a voice in this process. Increase the number of classrooms using flexible seating arrangements. This may involve teachers visiting other classrooms where this is being implemented to observe how it works.
- An Assistant Principal will work with K–2 in an Instructional leader capacity in 2019 following reflection on the success of the concept space 2018. This work will be based on the new science curriculum in particular STEM

concepts. A registered course has been written by the school for this work, *Science and Design TJPS*.

Strategic Direction 3

Positive school and community relationships

Purpose

Build trust inspired through positive and inclusive relationships between students, teachers, parents and the broader community, meeting reciprocal needs for the benefit of all the students in our care.

Overall summary of progress

Process 1 – Individualised Learning: The Learning Support Team (LST) processes needed to be updated and streamlined to comply with department policy and to the reform Every Student Every School. A new LST flowchart is now in every program and teachers are able to articulate purpose and process. Attendance and Discipline procedures have been revised and updated procedures are in place.

Process 2 – Cultivating Cultural and Community Partnerships: The school leadership team analysed Aboriginal education within the school and put in place different projects to incorporate throughout the year. These included Personalised Learning Pathways (PLP) meetings, NAIDOC and history celebrations, an Aboriginal Art project, Aboriginal language maps in all classrooms and improved embedding of the 8 ways into History and Geography units of work. The school employed a Student Learning Support Officer (SLSO) from our local feeder high school who worked with First Nation students within the school each week. The school expanded our NAIDOC celebrations to include a smoking ceremony, Aboriginal didgeridoo and dance, and local community speakers. First Nation students were given leadership opportunities during NAIDOC celebrations. Our Aboriginal Education team streamlined our PLP process, involving members of our local First Nation people. A simplified and targeted PLP pro forma was developed and included one social, one cultural and one individual learning goal for each student.

Process 3 – Excellence and Equity: Baseline data will be collected in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of impact on students through observable and measurable Individual Education Program (IEP) and Personal Learning Pathway (PLP) goals	Teacher planning days for IFS students on IEPs = 10x500 = \$5000	<p>2018 data has focussed on implementation due to the new LST and programming procedures introduced.</p> <p>25 students at The Junction Public School required IEPs supporting their learning needs in class. 6 of these students were further supported through Integration Funding Support (IFS).</p> <p>6 School Learning Support Officers were employed by the school to specifically support these students in class and on the playground.</p> <p>80% of students with IEPs received further targeted support through the Learning Support Teachers throughout the year.</p> <p>14 students identifying as Aboriginal or Torres Strait Islander had 2018 PLPs written in consultation with parents and Aboriginal community members. Of these students, 10 were also supported through the Learning Support Team.</p> <p>IEPs were maintained and evaluated by teachers at the end of the year, with all students making academic progress against their SMART goals as recorded by their class teachers. Where formative data indicates that students have not fully achieved the SMART goal, updated goals have been drafted for review in early 2019.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of impact on students through observable and measurable Individual Education Program (IEP) and Personal Learning Pathway (PLP) goals		<p>Specific Learning Adjustments were made for students which were tabled and monitored through the learning support team.</p> <p>Impact on learning for all students on IEPs and PLPs to be determined Semester 1 2019 through yearly diagnostic testing and reported on at the end of the year.</p>
30% of our Aboriginal Torres Strait Islander (ATSI) students scoring in the top two NAPLAN bands in Writing from a current baseline of 25%	Whole school program explored in staff meetings and stage meetings and reinforced in PLP Meetings (funding from Aboriginal Background – reported in Key initiatives)	This improvement measure is in line with the NSW Premiers Priority. There was only 1 student in the Year 5 cohort this year who identified as ATSI. Due to low numbers this improvement measure will be ongoing with an aggregated result reported at the end of the three year period.
Increase student performance between Year 3 and 5 who scored just below the top two proficient bands in Writing	See low level adjustment for disability funding.	<p>In Year 4 the Bump It Up Writing groups 8 of the 13 students who achieved the middle bands in Year 3 have achieved results at or above grade expectations.</p> <p>In Year 5 the Bump it Up writing groups, 12 of the 14 students targeted in the Year 5 cohort who were in the middle bands in Year 3 experienced higher than expected growth in Year 5. Internal school data indicates that these students are at or above grade level with one student achieving a result indicating two years above grade expectations.</p> <p>In Year 6 the Bump It Up writing group all 32 students achieved results at or above grade level with 13 students at least 1 year above and 2 students working two years above grade expectations</p>

Next Steps

Process 1: Individualised Learning

- Teachers will require revisiting all new procedures early in 2019. All T&L programs clearly reflect Teaching standard 1; Know your student and how they learn.
- 2019 will focus on Standard 4, *Creating and Maintaining Safe Environments*, to support teachers to better implement and monitor Individual Behaviour Programs which in turn support teaching and learning within the classroom and playground.
- A focus on Restorative Practise will be pursued in 2019 to improve the School's Discipline Procedures with MAPA training booked for Staff Development Day Term 1, 2019.
- A review of current diagnostics used to be undertaken by the Learning and Support Team of 2019 with updated selections to be incorporated into the school's Scope and Sequence schedule by the end of 2019.

Process 2: Cultivating Cultural and Community Partnerships

- An improved collaborative planning and implementation process for NAIDOC Week.
- A streamlined process including guided questions and scaffold for Personal Learning Pathways meetings.
- All classes embed 8 Ways pedagogy in teaching and learning programs.
- Sharing diverse cultural Identity of students in classes through story telling.
- Curriculum focus with more access to community members in classrooms.

Process 3: Excellence and Equity

- A focus for 2019

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$13216	<p>Australia's first people was a focus in SD3 for our school this year. Personal Learning Plan (PLP) processes improved through relationships built with our local high school including their Aboriginal Education Worker attending our PLP meetings. The vast majority of parents reported increased satisfaction for this increased involvement with community. In addition we employed an Aboriginal SLSO one session per week to support transition to our local high school and liaise with staff re Aboriginal and Torres Strait Islander perspectives and culture. This team also supported us with our NAIDOC Ceremony and use of our language maps purchased for all classrooms. An Art project, depicting our Aboriginal families and the local context, was facilitated by a local artist in conjunction with our Aboriginal students and their friends. This artwork now proudly hangs in our front hall.</p> <p>Tell Them From Me (TTFM) results have indicated that approximately 65% of students feel good about their culture in 2017/2018. Students also indicated an increase of 17% in Teachers understanding culture from 2017 to 2018.</p>
English language proficiency	<ul style="list-style-type: none"> English language proficiency (\$12 577.00) 	<p>This year, our EAL/D teacher supported 9 students at varying levels of English proficiency: We were excited to welcome 6 New Arrivals students, increasing our NAP allocation to 0.4. This year, our EAL/D teacher became part of the Learning Support Team meetings, to provide information and insight about referred students from language backgrounds other than English. It has been very exciting to witness our 2 New Arrivals students from Korea make outstanding progress, moving from Beginner to high Emerging in the space of the year. Our focus on writing for our LBOTE non-funded students has seen very pleasing progress in the quality and quantity of writing they are producing in class. Most rewarding has been seeing our school community embrace and support our new multicultural families. Diversity has been celebrated in classrooms, the different cultures our EAL/D students have brought to our school have been valued, and our wider student base have witnessed first-hand how languages and customs vary between countries and cultures</p>
Low level adjustment for disability	<p>\$83,290 .8 Permanent LAST entitlement – Sally .6 lain .2 \$45,219 .4 temporary LAST entitlement – lain .4</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$128 510.00) 	<p>The Learning and Support Program saw LS teachers focussing on in-class support of students K–6 through collaborative planning and team teaching in both Reading and Mathematics as well as targeted learning in Writing and Phonics through small group intensive work. Students working just below grade level in writing in Years 3 and 5 were also targeted by LS Teachers during semester 1 and provided with intensive</p>

<p>Low level adjustment for disability</p>	<p>\$83,290 .8 Permanent LAST entitlement – Sally .6 lain .2 \$45,219 .4 temporary LAST entitlement – lain .4</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$128 510.00) 	<p>targeted teaching in grammar.</p> <p>Staff were provided with one to one support by the LS team teacher allocated to their stage when planning specialist interventions programs in both behaviour and academic interventions and or accommodations</p> <p>Wellbeing and Behaviour needs were supported through lunch time intervention programs and targeted social skills programs such as Bounce Back and Zones of Regulation.</p> <p>Tracking and monitoring of all students and data management coordinated through the LS team including funded and out of home care students.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>QTSS funding .8 Executive Release .1 Technology Support .1 held for future needs this year.</p> <p>(0.957 staffing entitlement)</p> <ul style="list-style-type: none"> • (\$0.00) 	<p>QTSS Funding in 2018 has been allocated to 4 Assistant Principals one day per week. The additional day has been used to support identified staff with the use of technology for a variety of purposes including: formative, reflective and summative assessment processes and analysis of data using excel spread-sheets. Assistant Principals have used team teaching, collaborative observation and reflection based on teacher identified PDP goals. They have also enabled shared expertise by releasing other class teachers for observation purposes where teacher expertise matched PDP goals. All staff have reported this additional support has added to collective efficacy and increased conversations around quality practice.</p>
<p>Socio-economic background</p>	<p>\$16523</p>	<p>Socio Economic funding has encompassed two distinct areas during 2018. Funding was allocated to the CELF 4 Speech Assessment for Early Stage 1 in order for early identification of speech issues which could impact early reading and writing development. As a result ten per-cent of ES1 students' parents were notified to follow up with specialist intervention.</p> <p>The second allocation has been, and is continuing to fund equipment for our new learning space including items of furniture identified through procurement as part of a design challenge for Stage 1 students, initial sound-proofing around doors and openings, computer charge trolley and storage for resources.</p>
<p>Support for beginning teachers</p>	<p>\$6893</p>	<p>During 2018 our beginning teacher received extra RFF both on a regular basis and as the need arose for team teaching, report writing, collaborative assessment and class programming. Attendance at professional learning included the Beginning Teacher Conference, and best start training.</p> <p>We also received an additional instalment of \$6893 to cover 2019.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	296	316	314	305
Girls	301	309	293	271

Student attendance profile

Year	School			
	2015	2016	2017	2018
K	95.2	94.8	95.1	95.7
1	94.7	93.8	95.5	94.8
2	95.4	93.4	93.9	93.7
3	95.3	94.6	95.6	94.1
4	93.8	93	94.3	94.6
5	94.3	92.2	95	94.3
6	93.9	93.7	93.9	93.3
All Years	94.7	93.6	94.8	94.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

School practices for recording late arrivals / early departures, following up absences, amending errors, requesting medical certificates, shared enrolments, leave passes, flexible timetables, special circumstances register, marking register destination, removal from attendance register and retaining attendance records are in accordance with policy and are outlined in 'The Junction Public School Attendance Procedures.' Individual attendance concerns are tabled at Learning Support Team Meetings and procedures are outlined in a Flowchart which clearly documents sequence of actions and key personnel for ongoing monitoring to manage attendance at school level and when needed with HSLO involvement.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.94
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration and Support Staff	4.06

*Full Time Equivalent

In 2018 our school had one identifying Aboriginal class teacher. We welcomed this teacher as a beginning teacher at the start of the school year. During the year we increased our workforce composition by employing an Aboriginal school learning support officer for 2 hours a week, sharing with other local schools. We are able to increase this to one day per week in 2019.

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	13

Professional learning and teacher accreditation

Our Deputy Principal is a NESAs Lead Accredited Teacher.

All teachers engaged in the Department of Education mandatory training in Child Protection, Health Care (CPR and anaphylaxis) and Work Health and Safety.

Whole staff Professional Learning was undertaken in Growth Coaching, Assessment Practices – for, of and as Learning, Integration of Literacy (Grammar) into the Dramatic Arts and Evaluative Thinking processes.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	177,368
Revenue	5,014,588
Appropriation	4,682,619
Sale of Goods and Services	24,721
Grants and Contributions	303,279
Gain and Loss	0
Other Revenue	0
Investment Income	3,969
Expenses	-4,626,686
Recurrent Expenses	-4,626,686
Employee Related	-4,237,481
Operating Expenses	-389,205
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	387,902
Balance Carried Forward	565,270

During 2018 significant funds were allocated to flexible learning spaces and furniture, Aboriginal education and professional learning.

In 2019 additional funds are allocated to staffing and infrastructure for flexible learning and for professional learning.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,818,446
Base Per Capita	117,375
Base Location	0
Other Base	3,701,071
Equity Total	170,825
Equity Aboriginal	13,216
Equity Socio economic	16,523
Equity Language	12,577
Equity Disability	128,510
Targeted Total	187,778
Other Total	302,663
Grand Total	4,479,712

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The graphs and tables below show the bands our students achieved within the four domains of Literacy..

Overall the results indicate that in Year 3 Literacy approximately 62% of students are in the top two skill bands (Band 5 and 6) with Grammar & Punctuation and Spelling at 67.5% and Writing at 49.4%.

In Year 5 literacy approximately 46% of students are in

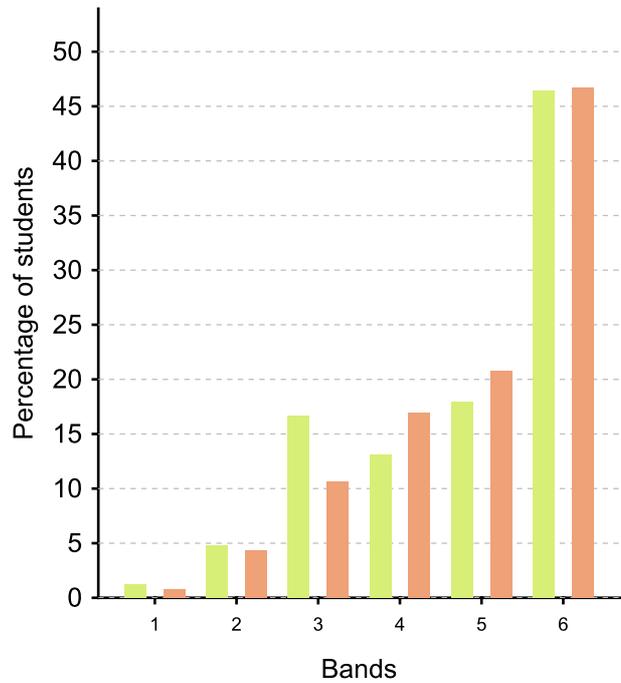
the top two skills bands (Bands 7 and 8) with Reading being at 58.2% and Writing at 24.1% – this result inclusive of 2.5% (2 students) scoring a Band 9.

In 2018 teachers sought professional learning in the functional varieties of language in order to focus students on the learning of sentence structures in writing across the Key Learning Areas.

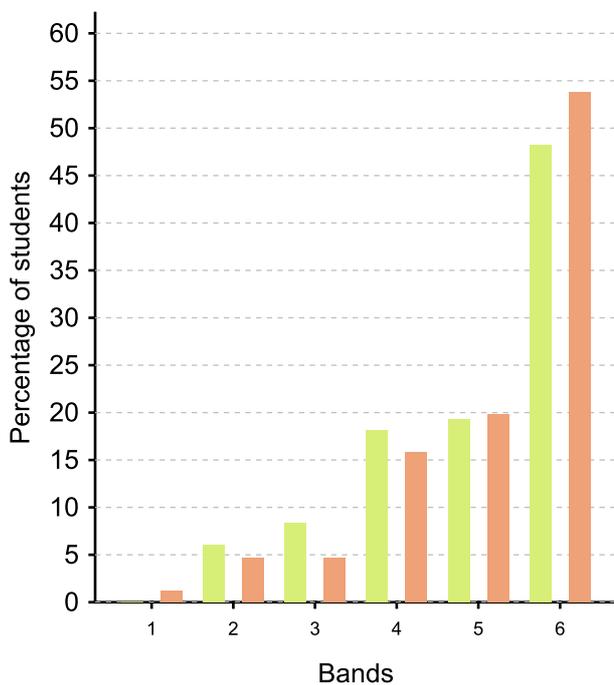
GROWTH: In Year 5 Writing 64% of students are at or above expected growth, 15% of students are below expected growth and 22% of students experienced negative growth. Expected growth is equal to two skill bands. Note: students who achieve high results in the base year (Year 3) often report as having negative growth in the following. Our current 2018–2020 school plan aims to address growth through the analysis of internal data with 2018 being our baseline.

Internal school data indicates that 62 students across grades 2–6 are working one year above their year level in both Reading/Comprehension and Mathematics (all three strands). In Reading, 40 of these students are working more than two years above current year level. In Mathematics, 52 of these students are working more than 2 years above current year level. Internal data collated and analysed this year in these two areas will assist with more granular programming to differentiate learning for high performing students into 2019.

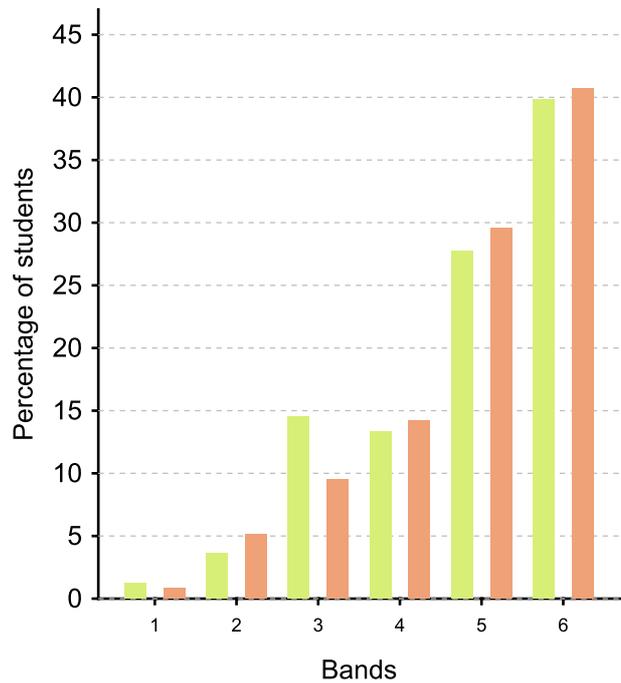
**Percentage in bands:
Year 3 Reading**



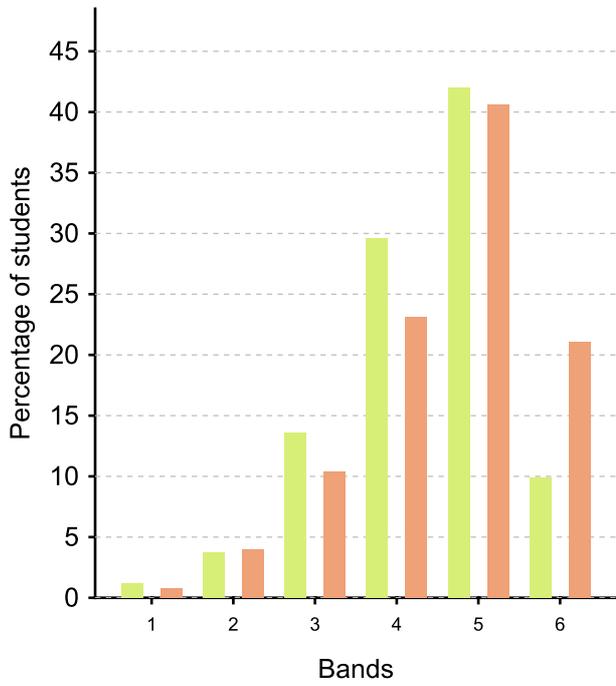
**Percentage in bands:
Year 3 Grammar & Punctuation**



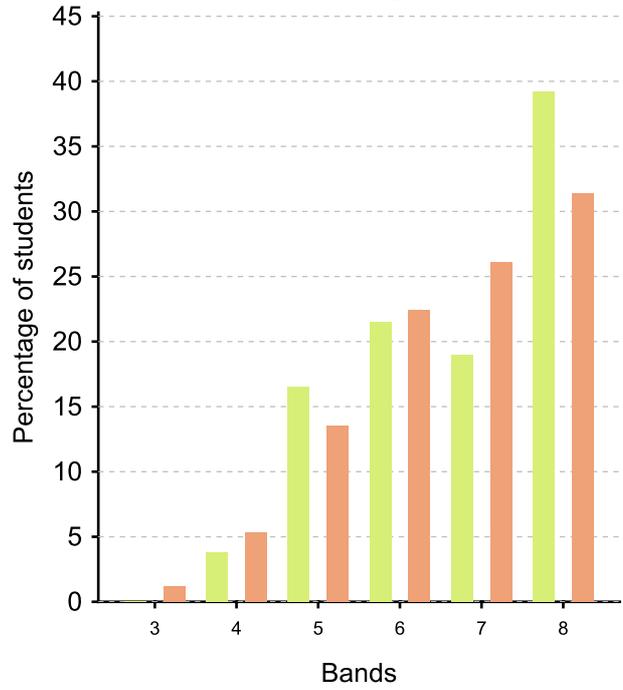
**Percentage in bands:
Year 3 Spelling**



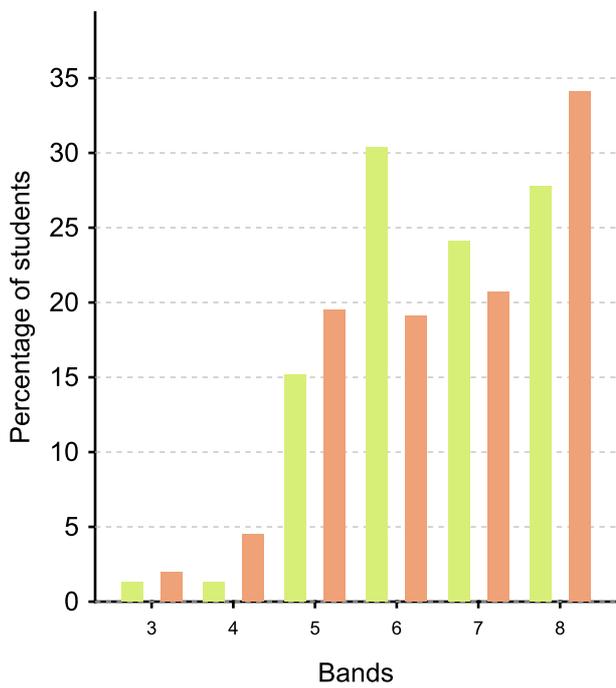
Percentage in bands:
Year 3 Writing



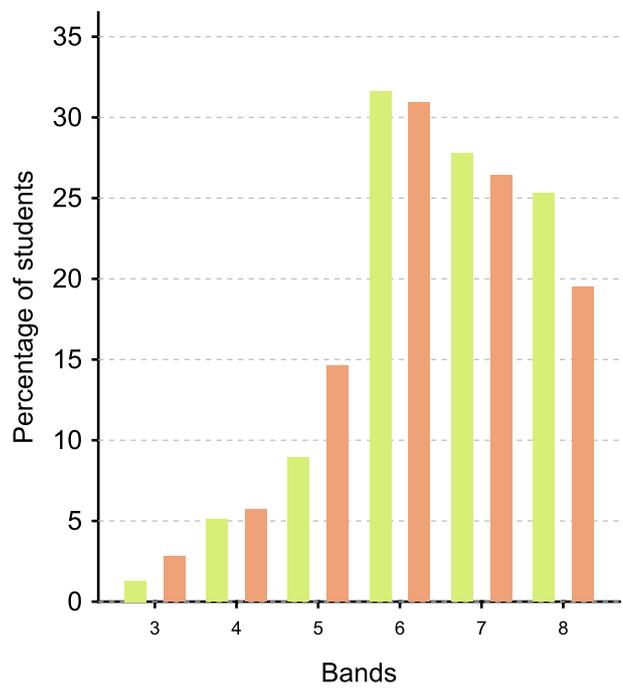
Percentage in bands:
Year 5 Reading



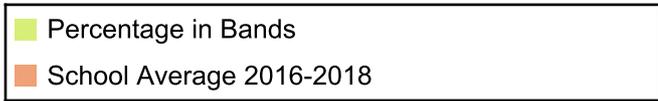
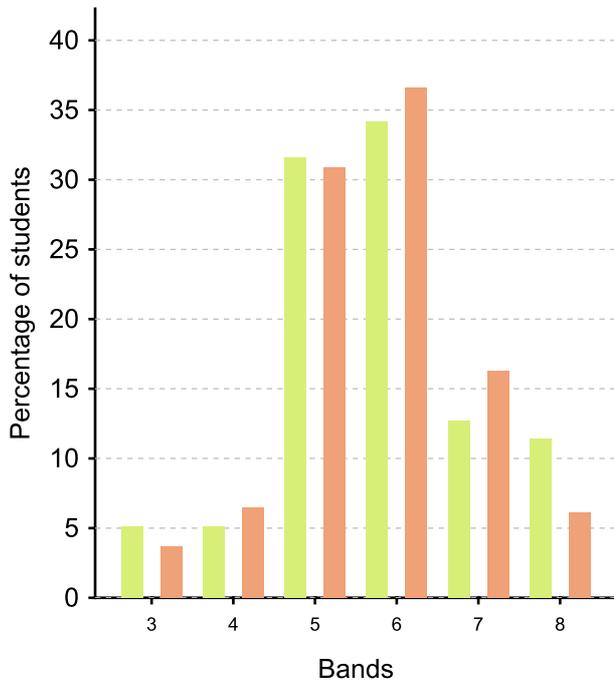
Percentage in bands:
Year 5 Grammar & Punctuation



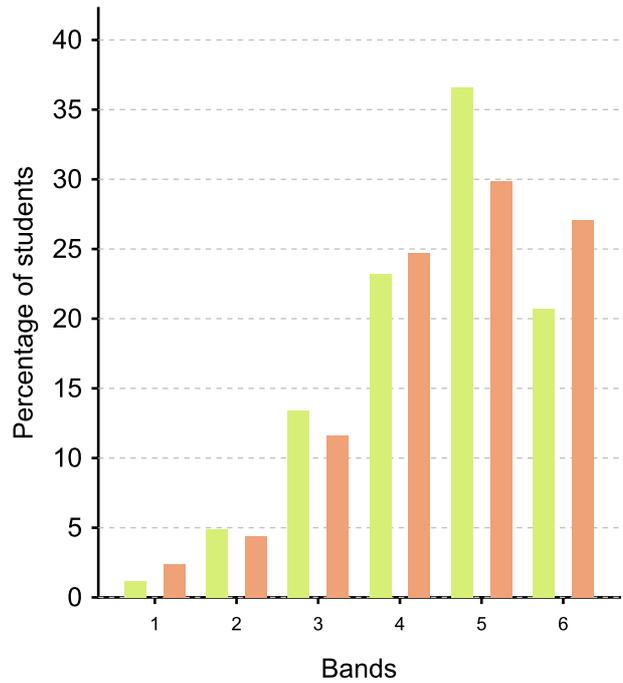
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



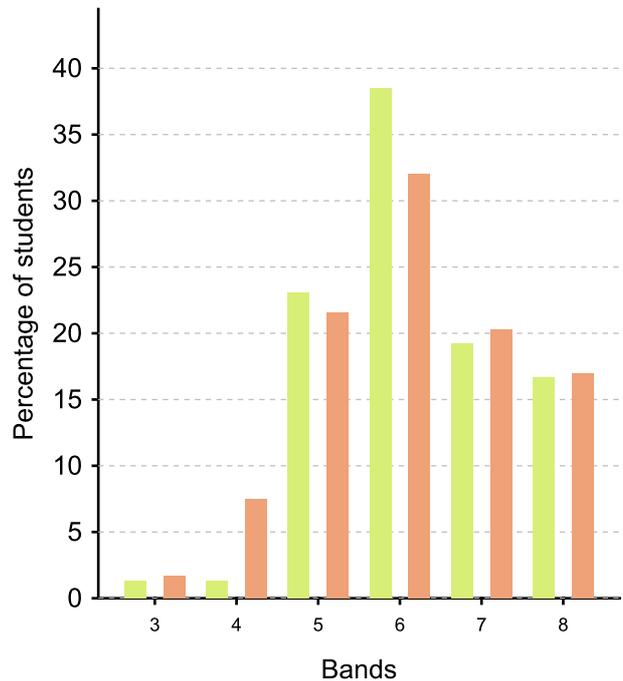
The graphs and tables below show the bands our students achieved within Numeracy.

Overall the results indicate that in Year 3 Numeracy approximately 57% of students are in the top two skill bands (Band 5 and 6).

In Year 5 Numeracy approximately 35.9% of students are in the top two skills bands (Bands 7 and 8). The majority of students 61.6% are in the middle bands. This is in keeping with school averages over the last 5 years.

In 2018, Stage 3 teachers' focussed on differentiated maths groups based on formative internal data and utilising explicit instruction to target needs in order to impact student learning. This has been achieved through the support of a team teaching approach similar to the approach used in Stage 1. This pedagogical approach will be used by all Stage 2 teachers in 2019 as well. A key measure of success will be the bumping up of the students in the middle bands.

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.

This school does not have any additional state reporting requirements.

Parent/caregiver, student, teacher satisfaction

Students from Year 3–6 took part in the Tell Them From Me Survey. Significant snapshots included students identifying an increased involvement in physical activity in school break times. Students also identified there was a need to address students' motivation and interest – especially in the senior years. This will be further explored with the student voice team in 2019.

Staff members responded to a survey which enabled a sliding scale response from rarely – mostly – always. Thirty staff members responded to the survey.

Staff;

- feel that TJPS is an inclusive school – on average; 83%
- value the role of leadership across all staff and students – on average; 76%
- value parent and community involvement – on average; 77%
- value collegial trust and collaboration – on average; 76%

Community members responded to a survey which enabled a sliding scale response from rarely – mostly – always. Two hundred and six community members responded. The schools' current enrolment is 573 students.

Parents and carers;

- feel welcome and informed – on average; 67%
- are confident to support learning at home – on average 69%
- participate at school – on average; 57%
- believe school supports learning – on average; 75%
- believe school supports positive behaviour – on average; 77%
- believe school supports safety – on average; 85%
- believe school supports inclusivity – on average; 75%

Policy requirements

Aboriginal education

The school had a significant focus in this area during 2018. Please refer to the Key Initiatives table.

Multicultural and anti-racism education

All classes address multicultural education and anti-racism as part of their Teaching and Learning programs and through our values education program. Please refer to the Key Initiatives Table.