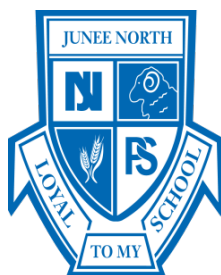


Junee North Public School Annual Report



2018



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Introduction

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

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

Justine McDevitt

Principal

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Message from the Principal

Junee North Public School is widely recognised as one that caters for the needs of every student, every day. Our school continues to provide an atmosphere of collaboration through positive engagement with our students, our families and the wider Junee community. A genuine community feel and cohesion is evident and is regularly commented upon to me by new families, and visitors to our school. 2017 has been another amazing year for our Junee North community. I would like to thank the students who have taken an active role in their learning throughout the year. The implementation of learning goals and success criteria has enabled our students to take greater responsibility for their learning and to understand the strategies needed to further their growth. Our students continue to uphold our behaviour expectations of being Respectful, Responsible and Safe. Our highly dedicated staff continually give of their best, going beyond the realms of the classroom to the whole school and wider community. Their ongoing care and concern, their passion for our school and our students, their commitment to improvement, perseverance, enthusiasm and sense of humour is what makes Junee North such a wonderful place to work and be part of. Our wonderful school community of parents and carers has continued their strong support throughout the year. We have enjoyed the privilege of a very supportive P&C, a number of helpful parents supporting students in classrooms, assisting with transport and numerous fundraising ventures. Their valuable support has enabled the purchasing of classroom guided reading sets, additional classroom Chrome books, upgrading and replacement of the softfall materials under the playground equipment, installation of shade umbrellas over the outdoor tables and supporting several of our elite athletes to assist them in attending State sporting carnivals. The partnership we share with all stakeholders ensures our growing success and our plans for continuous improvement and school excellence.

School background

School vision statement

At Junee North we will learn, teach and lead for excellence. We will ensure that EVERY student is connected and engaged. We aim to empower them to be successful learners, confident and creative individuals and respectful, responsible citizens.

School context

Junee North Public School is a school situated on the northern edge of Junee. The school has over 170 students enrolled and fosters strong community relationships and support. Within the Junee Community, Junee North Public School is viewed as a school which cares about the students and seeks the best educational outcomes for all students. Our students are all from the Junee district, with families having a very strong connection to the school and town. Our Aboriginal population continues to sit at 24% this year. The school focus is on quality educational, social and sporting outcomes for all students. An inclusive culture exists within the school, which ensures that all students are given opportunities to achieve success. The school promotes a culture which is based upon continuous student improvement and learners operating collaboratively with their classmates. Learning is becoming ever increasingly student-centred with teachers becoming facilitators ensuring that knowledge is generated not just delivered. Our students are seen as lifelong learners. Our curriculum has been reshaped so that it is progressively more connected to students' interests, experiences, talents and the real world. ICT is a growing focus in curriculum delivery with learning centring around growth mindset and visible learning practices. The school has substantially invested in new technology with class sets of Chrome books to assist in literacy and numeracy lessons and to support critical thinking and design approach towards learning. This has been done in conjunction with on-going professional learning for staff in the areas of information technology, STEM, Critical Thinking & Design and ensuring these capabilities are threaded through all learning programs. The school implements Learning, Language and Literature (L3) into the K–2 grades and Focus on Reading in years 3–6. Our school operates stage-based classes. In 2017 we became part of the Early Action for Success strategy focused on early intervention and explicit teaching practices in literacy and numeracy. A Positive Behaviour ethos is shared by all students, staff and parents.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

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

Wellbeing: Sustaining & Growing – Throughout the school there is a growing understanding of the importance of identifying the factors which contribute to enhanced wellbeing and the subsequent effect on student learning outcomes. The school has a well-established and supportive Learning Support Team and our focus for 2018 has been on strengthening student wellbeing programs, including a Breakfast Program and an update of the referral process for the referral of students to the Wellbeing team..

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

Assessment and Reporting: Delivering – Internal and external assessment and student performance data is used as the basis for school planning and priorities. Regular data collection and analysis has been a major focus through our Early Action for Success and Continued Action for Success initiatives using the literacy and numeracy learning progressions. Student reports reflect learning goals in Semester 1, and progress on learning goals in Semester 2. Students are

developing self-reflection skills and feedback to move their learning forward.

Student Performance Measures: Delivering – This continues to be an area of focus as we strive towards our goal of a greater percentage of students achieving at or above proficiency. There has been pleasing growth as evidenced through our NAPLAN and learning progressions data for our Year 3 students; we continue to strive to see greater growth in our Year 5 cohorts. This has certainly been evidenced in the area of writing for Year 5. Overall student growth using learning progressions data has been evidenced for every student.

Teaching

Effective Classroom Practice: Delivering – All classrooms at Junee North are well managed with students productively engaged. Our teachers are providing effective, explicit formative feedback to students through learning goals. Explicit teaching practices in the area of writing have been significantly refined through focused professional learning and collegiate planning.

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

Collaborative Practice: Sustaining and Growing – Fortnightly stage meetings and regular collegiate time ensure that teachers are able to effectively collaborate to improve teaching practice and outcomes for their students. A key focus during 2018 has been on the continuation of weekly collegiate sessions as well as focused professional learning around data analysis during stage meetings.

Learning and Development: Sustaining and Growing – All professional learning is aligned to school priorities and strategic directions. Teachers actively share their learning with colleagues, with several staff taking leadership roles in the delivering of professional learning. This has been particularly evident in the areas of student wellbeing, writing, visible learning and Critical Thinking & Design.

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

Leading

Leadership: Delivering – Our school regularly gathers and responds to feedback on our performance. Several staff have had the opportunity to lead professional learning in Visible Learning & Assessment, PD/H/PE syllabus implementation & Writing. Our students are offered a variety of leadership opportunities through our Student Representative Council, captains and House captains, as well as participation in the Premier's Sporting Leadership program (this involved all Year 5 and 6 students. All students in Stage 3 participate in the Better Buddies program where they lead their Kindergarten buddies through a variety of learning experiences. Our association with the Ngumba-dal Learning community ensures strong and productive relationships between schools to improve the educational opportunities of our students. Our strong Student Wellbeing team has been a main focus during 2018.

School Planning, Implementation and Reporting: Sustaining and Growing – Our school plan monitoring and evaluation is the result of collaboration and consultation among staff, parents and students. Our school is responsive to changing needs and all staff share a commitment to high expectations for learning for every student. We have been involved with the Early Action for Success initiative which has enabled a much greater understanding and use of student data monitoring and analysis. This will continue to grow and assist us in reviewing our performance, providing clear directions for the future. All staff are aware of our collective responsibility to ensure strategic directions are our focus and their role in attaining identified improvement measures.

School Resources: Delivering – School resources are used effectively and innovatively. Additional support staff has been put in place to provide greater support to students, along with an improved delivery of individualized learning programs. Resource expenditure ensures equitable access to all learning opportunities for every student. The continued investment in mobile technologies has supported this move. The move to the new LMBR financial platform is an ongoing area for continued professional learning.

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the

delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Excellence in Learning

Purpose

Inspire, challenge and engage ALL students to be successful, creative and active partners in learning. The learning needs of all students are catered for through a school culture that focuses on high expectations, meaningful learning and ongoing improvement. Students are encouraged to take responsibility for their learning in an environment that supports their overall wellbeing.

Overall summary of progress

A major focus throughout 2018 was in the continued upskilling of staff and implementation of explicit grammar, editing & writing strategies throughout the school, as well as reading comprehension strategies. The continuation of the Early Action for Success (EAFS) program saw the major focus on early intervention and the whole school use of student monitoring and tracking using the Literacy and Numeracy Learning Progressions. The embedding of learning intentions and personal learning goals into all classrooms with subsequent success criteria or rubrics being developed by teachers. This development will continue next year, to ensure greater consistency, and also to enable students to reflect on their learning and identify areas for improvement. Accompanying this focus on formative assessment has been the development for all students of individual learning goals. Our school reports were further refined to include student goals; with the semester 2 reports identifying future goals. All staff commenced tracking of student progress using the Literacy and Numeracy Learning Progressions using PLAN 2 software with data being submitted and analysed every five weeks. By the end of 2018 all students had been plotted on these Progressions in the areas of , providing teachers with starting points for 2019. Learning support groups were revamped with individualised packages developed to cater for student needs. Additional School learning Support Officer time was funded to provide support from K–6 with particular intensive support going into the K–2 classrooms to support the EAFS initiative. Looking to develop this initiative across whole school K–6. School learning support officers met weekly with our Learning Support Teacher to discuss learning activities and student progress. Significant new classroom resources were purchased to support our focus. Classroom guided readers were purchased for Stage 1 classes, with all classes K–6 now having substantial guided reading books enabling explicit comprehension teaching. Additional laptops for all Stage 2 and 3 classes has enabled greater individualised literacy and numeracy support during group sessions.

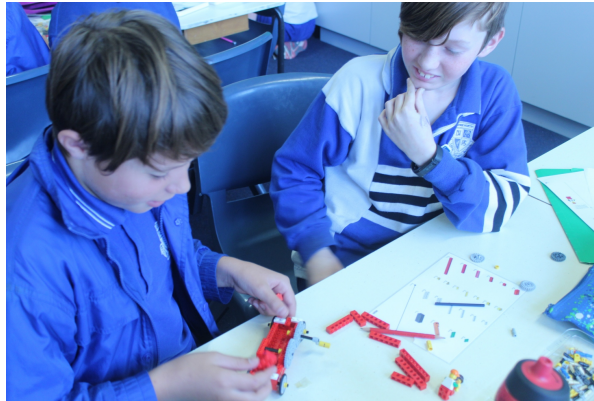
Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school has identified what growth is expected for each student and students are achieving higher than expected growth in literacy and numeracy.	Time allocation for Professional Learning and collegiate analysis of student data and assessment. Professional Learning expenditure: \$16024	Staff is developing a greater understanding of the tracking and monitoring of students against the Literacy and Numeracy progressions as well as the syllabus standards.
High levels of student engagement and sense of belonging.	School Development Days and Staff meetings. Professional Learning led my Instructional Leader and Leadership team.	Differentiating teaching directed at students' point of need has translated into higher levels of personalised learning and student engagement. A strong evidence on cultural days, community connections as well as a wellbeing focus has ensured high levels of belonging throughout our students and their families.

Next Steps

Continued focus will be on Learning progressions for 2019 all learning domains to be addressed, with observations, evidence and data collection and data recorded and collaborated . There will be continued focus on data entry, monitoring and analysis once the learning progressions and PLAN 2 is implemented fully within the school and staff are further trained in their use. The areas of Reading Texts and Comprehension will be a focus, with Writing continuing to be a major focus for our whole school explicit teaching practices. Professional learning for staff in the Numeracy area will

also be sought to ensure our students achievements continue to grow. Our school will continue to participate in the online NAPLAN so the data from this should provide valuable individualised information to guide our teaching and learning programs.



Strategic Direction 2

Excellence in Teaching

Purpose

Quality teachers committed to developing the skills and talents of EVERY student in our care. Embed and sustain a culture of continuous school improvement through evidence-based and data-driven practices, personalised professional learning, high expectations and collaboration.

Overall summary of progress

Continued focus was placed upon teacher professional learning throughout 2018. All K–2 staff received professional learning training in L3 (Language, Learning and Literacy). Staff in Year K –6 received professional learning in Writing, Grammar and Editing, conducted by our school-based trainer. Professional learning in effective Writing practices has been a focus. Two staff attended professional learning in Sydney; these teachers then subsequently led the whole staff in effective strategies learned. All staff subsequently reviewed their current practices and more explicit teaching has been a result. Continued implementation of formative assessment strategies took place, with all staff focusing on using effective feedback practices and developing ongoing student goals. Professional learning was conducted in the implementation of PD/H/PE syllabus. A staff members attended professional learning around these and then presented to all teachers. Two staff were trained in STEM, Technology & Critical Thinking & Design, making connections and links with Charles Sturt University to access expert support within the classroom, working with teachers and students. All staff completed their individual Professional Development Plans with goals linked to both our School Plan and to the National Teaching Standards. Partner observations were conducted focusing on formative assessment strategies including establishing learning intentions. Collegiate meeting sessions were established enabling staff to work together weekly to develop programs and assessment tasks. Greater consistency in teacher judgement has commenced through the development and implementation of writing rubrics. Assessment rubrics have also been developed and reviewed for Writing and Mathematics.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A whole school approach exists in embedding evidence-based practices to support student learning.	As detailed previously from professional learning expenditure.	Our high quality professional learning is backed by evidence and research rigour. The Instructional Leader ensures there is alignment between student performance data and learning needed by staff to ensure they are continually meeting the needs of all learners.
There are school-wide explicit systems that facilitate collaboration, classroom observation and feedback practices.	EaFS Strategy and allocation. QTSS Allocation	Collaborative practices are thriving across the school captured through formal and informal measures. The PDP processes has been strengthened through partner work, which has also enhanced classroom observation processes across the school. Reflective feedback has also ensured there is a cycle of constant improvement in teaching practice.

Next Steps

In 2019 a greater emphasis will be placed on developing mentoring and coaching skills of executive staff. All teachers will have the opportunity to be observed, be an observer and share observation sessions within and across stages. In order to strengthen staff knowledge of and whole school use of formative assessment and growth mindset practices, 2019 will see the further professional learning and implementation of visible learning strategies – in particular a focus on effective feedback and formative assessment practices, developing critical thinking and design & collaborative teaching and learning.



Strategic Direction 3

Excellence in Leading

Purpose

Effective leadership fostering a school-wide culture of high expectations and shared responsibility. Maintain our focus on student-centred, future-focused priorities. Strong whole school, student and community engagement and genuine opportunities for collaboration and feedback will strengthen our collective responsibility and continued school improvement.

Overall summary of progress

This year we have focused on reviewing and restructuring the student wellbeing and leadership support systems and networks within the school to better prepare and support our student leaders across the whole school. Students were provided with opportunities to attend a GRIP leadership conference and workshops to develop leadership skills and network with other school student Leaders. Student leaders also participated in the Premier's Sporting Leadership training and established a coaching mentoring program with Junee High School. Senior students from the high school regularly provided training, coaching and teaching sessions within the school with our student leaders. These leaders then were responsible for developing, organising and running structured sporting activities for younger students during the lunch breaks. These leaders were able to use leadership skills to work on improving and developing skills of younger students and increase the participation rate of students in physical and structured activity. Staff members and students were identified as leaders in technology, making connections with and working in consultation with Charles Sturt University to develop skills and participate in workshops, using and implement technology into the classrooms to promote critical thinking, design and problem solving. The aim is to use these leaders to conduct learning workshops for other students within the school. Our officer worked one day per fortnight and provided a key to link in with several of our families requiring social, emotional and financial support. Greater focus on whole school attendance tracking and monitoring procedures was another priority with systems now in place for better communication, monitoring and follow-up

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There is a school-wide focus on developing effective instructional leadership and continuous performance improvement.	Executive Meetings School Development Days Collegiate meeting sessions	The leadership team is continuing to develop skills around Instructional Leadership in the pursuit of continuous performance improvement across the school.
Increased opportunities for collaboration and learning for staff and students across our Ngumba-dal learning community.	Network days. Combined Network School Development Days.	Continue to strive for excellence with the partnerships developed.

Next Steps

Our wellbeing focus for students will continue into the next school plan. A greater emphasis on consistency in program implementation using the 'Bounce Back' resilience program will be monitored. The training and implementation of the 'Be You' Well Being Program will be a focus in 2019.. Greater emphasis on cultural recognition and acknowledgement will be planned with the formation of an Aboriginal committee and their focus on gaining external contacts to be a resource for both staff and student learning opportunities. The Wellbeing team will also be implementing a whole school Peer Support program, as well as investigating ways to further engage our families in school events.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$24758 from RAM Funding	
Low level adjustment for disability	Held within RAM Equity which has a total combined spend of \$231791	
Quality Teaching, Successful Students (QTSS)	Staffing allocation	
Socio-economic background	Held within RAM Equity which has a total combined spend of \$231791	
Early Action for Success	\$95563	

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	87	80	74	80
Girls	84	84	88	93

Student enrollments grew in 2018. The usual intake of Kindergarten students remained constant. Changes to school zoning will eventually have an impact on the school.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.9	94.2	94.3	91.3
1	92.9	94.4	96	94.5
2	94.6	92.3	95.4	93
3	92.9	94.2	91.8	92.4
4	94.7	92.9	94.3	91.3
5	93.8	94.8	93.6	92.8
6	92.9	93.4	94.2	90.9
All Years	93.5	93.7	94.1	92.2
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

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

generated when required and services to support regular attendance are accessed through the HSLO.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.87
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.96

*Full Time Equivalent

In 2018 we had 3 Aboriginal staff members – two temporary teachers and one School Learning Support Officer.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

In 2018, all K–2 staff received professional learning training in L3. Staff in Year K –6 received professional learning in Writing, Grammar and Editing.

Professional learning in effective writing practices has been a focus with distributive leadership seeing two teachers train externally, then lead professional learning within our school.

Continued implementation of formative assessment strategies took place, with all staff focusing on using effective feedback practices and developing ongoing student goals.

New learning around the implementation of PD/H/PE syllabus, STEM, Technology & Critical Thinking & Design was a whole school focus. Strong links with Charles Sturt University enhanced professional

learning at the school.

All teachers are now in a cycle of either accreditation of maintenance of accreditation at the proficient level. Early discussions around accreditation at higher levels for some staff have started.

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	259,917
Revenue	2,031,391
Appropriation	1,966,899
Sale of Goods and Services	13,874
Grants and Contributions	49,980
Gain and Loss	0
Other Revenue	0
Investment Income	640
Expenses	-2,029,788
Recurrent Expenses	-2,029,788
Employee Related	-1,831,944
Operating Expenses	-197,844
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,603
Balance Carried Forward	261,520

Analysis of the Funded Program View section of the Schools Overview Report showed that significant unspent balance in total available funds from last year carried over for allocation to this year's Annual expenditure budget for Funded Programs. These funds have been allocated in the budget plan to be used in 2019..

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	1,380,976
Base Per Capita	31,326
Base Location	14,950
Other Base	1,334,701
Equity Total	235,530
Equity Aboriginal	25,146
Equity Socio economic	135,157
Equity Language	0
Equity Disability	75,227
Targeted Total	157,608
Other Total	157,532
Grand Total	1,931,646

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.

Both Year 3 and Year 5 students performed above National Standards level in writing in a band 4 & 5. Both Year 3 & Year 5 performed in a band 4 for Reading. Year 3 were in a band 4 for Conventions of Print and Year 5 students were in a band 5.

Both Year 3 & 5 performed in a band 4 for Numeracy. Year 5 at the National average and Year 3 just below

the National level in 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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The My School website includes a variety of graphical and tabular formats for further information.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017 our school utilized the 'Tell Them From Me' online survey to gather responses from students, staff and parents. Whilst we only had 15 parent respondents, responses were very positive. Their responses are presented below.

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

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

- * 72% of students had a high sense of belonging
- * 86% of students had positive relationships
- * 91% of students value schooling outcomes
- * 86% had positive behaviour (100% of girls)
- * Students find their classrooms well organised, with immediate & appropriate feedback that helps them learn

* Teachers have high expectations for students to succeed

* There are clear rules and expectations for behaviour at Junee North

Policy requirements

Aboriginal education

Our school is strongly committed to improving and enhancing learning outcomes for indigenous students and their wellbeing. Aboriginal perspectives are embedded into units of study in many subject areas at our school.

We value the connections we have with our Aboriginal families and the wider community and are continually striving to strengthen this link. Aboriginal parents and students worked with class teachers to develop and implement Personalised Learning Pathways. These plans are reviewed throughout the year, with input from parents and students to discuss progress on goals, establish future goals and evaluate their learning.

The acquisition of quality resources, ongoing staff professional learning and the celebration of significant days have promoted quality teaching and learning opportunities for all students.

Multicultural and anti-racism education

Multicultural education outcomes are included within each key learning area where appropriate. Whilst we limited students with a language background other than English, our school has a strong commitment to providing inclusive educational opportunities and ensuring all students are provided with a range of cultural opportunities.

Harmony Day is celebrated annually to instill in students a sense of cultural respect for everyone who lives in our country and how Australia's multiculturalism enriches our nation. The school has a fully trained staff member who holds the position of Anti-racism contact officer.