

Junee High School

Annual Report



2018



8179

Introduction

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

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

Mr Scott Frazier

Principal

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Message from the Principal

It is with a great sense of pride that I present the 2018 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.

2018 was an enormously 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 2018–2020 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
2. Teaching
3. Community Connections

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.

Change was also seen in personnel movements with several staff arriving or leaving us at different points of the year. We thank them for their commitment to the students at Junee High School, with most being able to continue at Junee HS in 2019. For teaching staff, we welcomed Mr David Fellows as Head Teacher Maths/ Science, Mr Mitchell Purton in TAS, Mr William Lea in Maths, Mr Adrian Priem in Science, Ms Diana Ganapathy in Science, Mr Jake Raves in PDHPE, Mrs Rhiannon Baxter in English and Mrs Marie Speer in the Library. In School Learning Support Officers we welcomed Mrs Alana Lesslie, Mrs Pip Honner, Mrs Janice Peake and Ms Lauren Herbert.

We also thank Ms Emma Meale for her contribution during 2018.

I thank Mrs Andrea Francis and Mr Anthony Stokes in their temporary role as Head Teacher PDHPE/ Wellbeing.

I thank Mrs Sandra Heffernan for her long time role as relieving Head Teacher Maths/ Science.

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.

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.

Mr 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, sport, technology 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 Production. 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. Wellbeing and Reporting moved from Delivering in 2017 to Sustaining & Growing in 2018. For Wellbeing, this was largely due to improvement in student relationships with peers and staff, as well as better processes for managing student wellbeing. Improvements in wellbeing structures and staff understanding their roles better to support students contributed greatly. For reporting, Half-yearly student reports were well written, with an increase in detail and specific strategies for students to improve were provided to parents. An increase in student analysis also occurred, with students reflecting on their reports before the reports were sent home, highlighting key areas of their success and areas to develop.

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. Teaching staff were also involved in an inquiry-based learning team. These teams have morphed since 2017, with staff choosing a particular focus, presenting their findings at a special professional learning evening in term 4.

Teams focused on: Project-based learning (Empower project); Literacy; Technology in a classroom; Formative Assessment; Wellbeing and Broadening & Enriching Stage 6 Curriculum. Professional learning 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. Non-teaching staff also fully implemented their professional Development Plan development, utilizing strategies to improve their ability to work effectively and efficiently.

Teachers have gathered in self-nominating teams for further effort on data, WHS and Aboriginal Education.

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. New executive members coming during the year, also allowed us to reflect and make positive changes to our structures and meetings. There was an improvement in administrative organisation, with the implementation of new SAP/ HR processes, for staffing, budgets, timetabling, student enrolments and administrative procedures. In this learning environment, the flexibility, positive nature and the ability to help others was shown. While we did not progress on some key areas, we were adjusting to new systems and still delivering on making a difference to students and staff. 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. The addition of a Multi-Categorical class was a highlight of the resource allocation and staff understanding of administration processes to further support student needs.

Our self-assessment process will assist the school to continue making improvements in 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

Learning

Purpose

To provide a whole school approach to excellence in curriculum, assessment & wellbeing to support all students to connect, succeed, thrive and learn.

Overall summary of progress

Over the past 12 months, steady progress has been made in this strategic direction.

More students are being recognised for their achievements and progressing through the school's Honours System. The Honours System was adjusted after staff, student and community consultation. This resulted in more recognition for students. It has also generated a competitive spirit through the allocation of house points which are cumulative throughout each term. The winning house receives a reward at the completion of the term.

Professional Learning is crucial if a school is to deliver positive outcomes. PL in assessment and differentiation have been delivered during the year with some staff members attending external professional learning opportunities and sharing their expertise once returning to school.

The quality and variety of the assessment tasks in the school has increased. This has increased relevance to the students and has reduced the number of N-warning letters that have been sent.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Teaching and learning are evidence-based and differentiated for individual student needs.	\$32000 Professional Learning Budget	The school has continued with providing staff with a one period allocation for Professional Learning teams. Through this, teams completed an Action Research Project of their choice. There has been an increased emphasis on differentiation of teaching and learning programs and teaching staff have been supported in this through targeted professional learning and guidance from the Learning and Support Teacher.
2.. Increase in students recognised through PBL and Honours system.	\$5000 Student Welfare	There has been a significant reinforcement of the school's PBL and Honours system. Adjustments were made to the Honours System to engage more students and ensure all students are recognised for their achievements." Fast and Frequent" tickets were recognised as part of the system thus allowing more students to progress through the schools Honours System and hence be recognised for their achievements.
3, Enhance school-wide assessment practices to address the learning needs of all students.	<p>\$32000 Professional Learning Budget.</p> <p>Staff increasing capacity of their colleagues through professional dialogue and presentations.</p>	Assessment practices across the school have developed steadily to address the learning needs of all students. Adjustments have been made to tasks when relevant. There has also been a greater variety of tasks produced including project based learning.

Next Steps

- Student input into assessment tasks and procedures.
- Continue to refine the schools formative assessment procedures through targeted PL for staff.

- Review the school's assessment policy and make necessary adjustments in light of changing practices and syllabuses.
- Continually receive feedback from students so this data can be used for future planning.
- Implement PBL lessons.
- Continue to develop differentiated tasks and adjusted learning so all students succeed.

Strategic Direction 2

Teaching

Purpose

To further develop the teaching practice of all teachers through involvement in professional learning and collaboration, with a focus on professional growth, effective teaching and literacy & numeracy.

Overall summary of progress

All teachers created Professional Development Plans which were aligned with the Teaching Standards and met twice yearly with their supervisor to ensure they were on track to meet their goals. All teachers participated in Professional Learning Groups focusing on Action Research. Projects included STEM, Integrated Curriculum, Literacy and Agricultural Education. Action research guidelines supported groups to focus their learning toward a tangible outcome. Groups presented their findings at a whole staff showcase which was also attended by our Director, other Principals and colleagues from other schools. Teachers engaged in classroom observation to support reflective practice and the implementation new ideas and strategies evolving from their Action Research. Teachers provided feedback via surveys and anecdotal discussion in review of the effectiveness of the professional learning in which they had been engaged.

Teachers deepened their understanding of NESA courses, particularly new syllabi through their attendance at external professional learning and faculty meetings, extended staff meetings and through the provision of time release. This enabled teachers to collaborate and plan for 2019 curriculum implementation. School developed programmes were reviewed, registered and modified in consultation with Head Teachers and colleagues. Across the school, all teachers focused on designing quality assessment tasks and feedback – both formative and summative. Teachers collaborated in cross faculty teams to look closely at the design and depth of written programmes – in particular, links to resources, lesson sequencing and assessment strategies. With the advent of new Literacy and Numeracy Progressions some teachers attended introductory PL on how to read and analyse the data. All staff received information regarding the new progressions.

Teachers' engaged in Visible Learning and Quality Teaching PL both at external run sessions and in whole staff forums. The use of Learning Intentions and Success Criteria was reiterated and incorporated explicitly in teaching practice. Throughout the year, these principles guided learning. Tell Them from Me, NAPLAN and data collated from SCOUT were reviewed and used to inform teaching and learning strategies. We continue to explore data sets with a view utilising the information they provide to plan for individual learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Teachers participate fully in collaboration, observation, Action Research and professional learning and illustrate their positive impact on their practice.	\$32000 Professional Learning Budget	The Action Research focus of PL Groups was aligned to the School Plan. All teachers participated in fortnightly collaborative PL and conveyed their findings at regular whole staff forums.
2. Documented and registered programmes which reflect best practice teaching, syllabus aligned knowledge and are receptive to student learning needs (informed by data) are held electronically for all subjects.		Teachers working with new syllabi have created programmes aligned to new NESA requirements. As a result, further investigation into quality programming is occurring with a view to transition all programmes to a common template which is stored electronically in 2019.
3. Programmes, professional learning forums and classroom settings demonstrate teachers are confidently and explicitly incorporating literacy and numeracy strategies.		2018 focussed on further advancing teachers' capacity to explicitly teach literacy in their own subjects. With the advent of literacy and numeracy progressions in 2018, 2019 becomes a year for further learning and incorporation.

Next Steps

- Identify the key areas for professional growth across the staff.
- Establish six PL teams – Literacy, Numeracy, STEM, Future Focussed Learning, Early Career development and advancing leadership.
- All PLT's convey their progress and development on a regular basis throughout the year. (Staff presentations).
- The intention of and process for Classroom Observation is reiterated to ensure a robust process aids teacher improvement.
- Collect and respond to feedback provided by staff to ensure the PL programme meets our needs.
- Continue to improve teacher capacity to utilise data effectively including collection, analysis and planned response.
- Undertake further PL to support all teachers to write effective programmes.
- Ensure all programmes are developed using a common template, Programmes include teaching activities, formative and summative assessment strategies and adjustments for learning.
- All programmes are stored electronically using Google Drive.
- Undertake literacy and numeracy progression PL to increase teacher skill and knowledge.
- The Literacy and Numeracy PL Teams build capacity in others at school based PL sessions.
- Implement explicit literacy and numeracy teaching strategies in all KLAs.

Strategic Direction 3

Community Connections

Purpose

To strengthen connections within school, within the Ngumba–Dal Learning Community and with Junee and the wider community, enabling efficiency, connectedness and opportunities for all students and staff to succeed.

Overall summary of progress

All staff, including non-teaching staff and casual/ temporary teachers have implemented 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 Inquiry-based learning 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, especially through two episodes of Quality Teaching Rounds.

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. Staff were able to reflect on their professional learning at the conclusion of 2017, with that information being utilized to plan 2018 professional learning

With the implementation of Learning Management Business Reform (LMBR) turning into Business as Usual, the principal, the School Administration Manager and School Administration Officers were involved in many training days, meetings, phone calls, requests from EdConnect for assistance and general learning of the new systems. This continued to be a challenging 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
1. Improved administrative systems to consistently manage resources and deliver services.	\$33000 – Principal Support Officer, Communications Officer, Computer Coordinator	Use of one person to oversee technology resources and communications was effective in spreading the message about Junee HS events, enabling us to better deliver services as more people were away of events, deadlines and information. Timetable change to School Edge allowed timetablers to manage teacher resources better and provide accurate information that linked with Department systems (EBS and ERN) better. A school bus has been organised for a 5-year lease, enabling students to use this resource for better access to events. Changing of executive roles to modify the temporary head Teacher position from wellbeing to Administration, allowing the Deputy principal to fully oversee the Wellbeing needs of students
2. Increase in opportunities for collaboration and learning for staff & students across the Ngumba Dal Learning Community.	\$20000 Rural & Remote project \$1000 Ngumba–Dal Learning Community events	We were involved in a number of Ngumba–Dal Learning Communities to improve our communication, knowledge of skills and students and increase in resources. We were successful in gaining a grant for \$20000 for a Rural & Remote

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2. Increase in opportunities for collaboration and learning for staff & students across the Ngumba Dal Learning Community.		project. As principals, we collaborated to plan the effective use of the funding, financing teacher collaboration time, professional learning and resources in areas of literacy, maths, music, sport and technology. Students were involved in these projects, with key highlights of Stage 4 students and staff working with stage 3 students in their classrooms. Transition meetings also occurred with an increase in student enrolments from our partner primary schools
3. Increased connection to schools and organisations for learning & leadership opportunities.		10 students were successful in gaining School-Based Traineeships in the Junee area, including 4 at Junee Shire Council. This has increased over time, with local businesses valuing the students and the skill set and energy they bring to their roles. We continued to be involved in Junee community events, allowing students to develop their leadership and civility skills, including Junee Show, Christmas on Broadway, SRC, School Production, Movie night and Metal Art Auction

Next Steps

- Implementation of the Head Teacher Administration role, with all staff better understanding the role that will support them. Reallocation of the Deputy Principal's role to manage the wellbeing and discipline of students across the school.
- Implementation of a Teacher Administration Support role, with a 0.6 role allocated to complete administrative tasks that teachers delegate, freeing them up for more focus on teaching & learning activities
- Investigation of filming of parent events, enabling those that cannot attend such events to be able to view this later.
- Investigation and utilization of Sentral's tools to be fully utilized, especially Activities module.
- Use of Google classroom and forms for surveys.
- Special Interest Period option allows Stage 4 & 5 students to help at local primary schools.
- Continuation of JUMP program
- Complete combined staff meetings with ngumba–Dal LC schools, especially in areas of technology, innovative classroom furniture and assessment.
- Investigation of better system to recognize student volunteer hours
- Curriculum offering to better involve our self in Junee community. For example, VET Foundation Skills class working with Junee Community Centre
- Full utilization of Junee HS school bus

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$5000 cultural activities</p> <p>\$16000 SLSO staffing</p>	<p>In-class support from SLSO 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 the opening of the Yarning Circle. We had Aboriginal guest speakers and cultural activities for students on cooking and art, 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 2019.</p>
English language proficiency	<p>\$6000 SLSO staffing</p>	<p>In-class support from SLSO allowed 7 students to access additional support for their language needs. Each student was assessed bi-annually by a teacher about their EAL/D levels, with information about their needs passed on to teachers to increase their awareness and ability on differentiating tasks for them.</p> <p>Two students classed at Developing levels, were given additional support from the allocated teacher to complete assessments and understand the work provided. This allowed them to submit completed work on time with an increased understanding</p>
Low level adjustment for disability	<p>\$34000 SLSO staffing</p>	<p>June HS continued to monitor students with disabilities, re-evaluating the data collection of students.</p> <p>In-class support from SLSO allowed students to access additional support for their needs.</p> <p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies.</p> <p>The Learning Support teacher completed the data collection for students with disabilities after presenting to teaching staff on three occasions about differentiation, data collection and maintaining records in programs of the adjustments made.</p> <p>Students needing specific literacy support were involved in Multi-Lit in-school tutoring program.</p> <p>Stage 4 students needing specific numeracy support were involved in the Dejhuti program as part of the overall maths program.</p> <p>To further support students, the introduction of a Multi-Categorical class occurred in Term 4. Students with additional needs were supported by classroom teachers and</p>

Low level adjustment for disability	\$34000 SLSO staffing	<p>SLSO's, thus allowing greater support for students from other SLSOs and their teacher for students with low-level needs.</p> <p>By examining Scout data individual student learning needs were identified. As a result of these findings, the area of grammar and punctuation was targeted in a literacy recovery program for Year 7 and 8 students who we considered needed a 'Bump Up' in their learning. These students were our mid range students who we felt would gain a fairly quick refresher or fill a gap in learning. this program had substantial success and so has been continued into 2019.</p> <p>Students were also supported on an emotional and social level to gain self confidence and improve relationships with others.</p>
Quality Teaching, Successful Students (QTSS)		
Socio-economic background	<p>\$20000 for Multi-Lit SLSO</p> <p>\$5000 Student assistance</p> <p>\$10000 SLSO</p> <p>\$180000 Teaching staff</p> <p>\$20000 School building and grounds upgrades</p>	<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>\$20000 teacher release for beginning teachers, in terms of a days release for professional learning or as part of weekly professional learning teams.</p> <p>\$2000 resources</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$20 000.00) 	<p>Four early career teachers benefitted from additional Beginning Teacher funding in 2018. These funds were largely used to provide time release and to fund their attendance at a range of professional learning events. During time release, teachers' collaborated with colleagues to write and review programs and to develop assessment tasks. They were supported by a mentor or Head Teacher and reported that the time release was an invaluable opportunity. During release, they also referenced the Standards. All beginning teachers worked on selecting and annotating evidence of their proficiency with two teachers submitting their documents in 2018.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	107	98	102	108
Girls	111	106	102	104

Student attendance profile

School				
Year	2015	2016	2017	2018
7	90.2	92.3	91.8	91.7
8	90.1	87.4	87.8	89.8
9	85.3	88.2	84.2	88.1
10	84.1	83.3	82.2	80.6
11	81.5	79	80.2	86
12	87.6	84.1	88.1	86.2
All Years	86.5	85.8	85.3	86.9
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

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.

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 2018 Presentation evening with a certificate.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2	0	10
Employment	8	9	40
TAFE entry	0	9	20
University Entry	0	0	30
Other	0	0	10
Unknown	10	0	0

Year 12 students undertaking vocational or trade training

During Year 12, 55% of students undertook vocational or trade training

During Year 12, 0% of students undertook an SBAT

Year 12 students attaining HSC or equivalent vocational education qualification

100% of the 2018 Year 12 students attained the HSC. In the 2018 HSC cohort, one student was an early commencer of Stage 6 for one subject. They completed this vocational subjects in 2017 as a part of their SBAT requirements. They completed the remaining HSC subjects in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	14.5
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	5.78
Other Positions	1

*Full Time Equivalent

All Junee High School teaching staff are qualified as teachers and accredited as Proficient in the Australian Professional Standards for teachers.

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, teaching staff were actively 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 made literacy teaching a focus, building on the work already done in this area in 2017. This small group format Professional Learning (PL) aligned with and further explored aspects of teaching and learning deemed high priority areas in our Strategic Plan. These included Strategies to teach Literacy, Formative Assessment, Visible Learning, Quality Teaching and Differentiation and making adjustments.

Teachers were also allocated one period a cycle where they met in Action Research teams to explore a pedagogical or whole school area of interest. Topics

included Inquiry Learning, Literacy, Formative Assessment and a review of well-being programs offered at school. Through professional reading, collaboration, trialling and reviewing new and existing teaching strategies, they broadened their understanding of their area of focus. Each team presented the findings from their Action Research at a 3 hour professional learning session scheduled in Term 4. Special guests who attended included current Director Russell Graham, previous Director Jenene McGrath, Junee North PS principal Justine McDevitt and Bardia PS principal, Brett Moseley. Mr Moseley had previously invited Junee HS staff to attend his staff's professional learning presentations and it was fantastic to be able to continue sharing with him.

The Professional Learning Committee reviewed PL applications each week, supporting many teachers to attend a range of DET and subject association provided professional learning on topics pertinent to the school plan.

These included:

- Aboriginal Education
- VET Training
- Quality Teaching
- Managing challenging behaviours

During Term 4 many teachers attended PL specifically designed to develop their understanding of new syllabi. Subjects included Mathematics, TAS, Science and PDHPE. Teams of teachers applied for additional time-release and enable the development of new programmes and assessment tasks.

Teachers elected to undertake four afterschool professional learning sessions – one each term on topics such as Teaching students with Autism, Working with School Learning Support Officers and Formative Assessment. Teachers' noted that these sessions, embedded during term time, lead to the likelihood of the PL being incorporated in their practice.

A review of the whole of year 2017 PL program revealed that faculties wanted more dedicated time to meet. This was incorporated in the 2018 program with faculties reporting the time was mostly utilised to program and plan, moderate, share resources and discuss/resolve student management and behaviour issues.

Professional learning was also organised for non-teaching staff. The majority of learning for office-based staff centred around the LMBR tasks and understanding of new systems, with a number of events held for staff at Wagga. SLSO professional learning focused on developing their skills working with teachers to support students, and understanding more about the students they support.

All staff had the opportunity to participate in CPR training, with the majority of the staff undertaking.

Several beginning teachers received additional funding allocation to support them to develop their proficiency. These teachers, and a teacher mentor or Head

Teacher, were provided additional release time to enable time to collaborate, undertake observation and to focus on developing areas of their teaching practice. The additional funds also funded some high cost professional learning experiences which might otherwise have been impossible to fund. Eg. 2 day technology conference in Sydney.

1:1 mentoring was provided for early career teachers seeking proficiency accreditation. They received advice relating to the required process and procedures, guidance to select evidence and feedback on the quality of their annotations. Head Teachers were also supported to write the accompanying report ensuring that the format and content of their statements was in accordance with both DET and NESA expectations.

The total budget spend for professional learning in 2018 was \$35000

Support for beginning teachers

Four early career teachers benefitted from additional Beginning Teacher funding in 2019. These funds were largely used to provide time release and to fund their attendance at a range of professional learning events. During time release, teachers' collaborated with colleagues to write and review programs and to develop assessment tasks. They were supported by a mentor or Head Teacher and reported that the time release was an invaluable opportunity. During release, they also referenced the Standards. All beginning teachers worked on selecting and annotating evidence of their proficiency with two teachers submitting their documents in 2018.

Teacher accreditation

As NESA rolled out their Proficiency accreditation to all teachers who had been teaching pre-2004, 9 teachers were given Proficiency accreditation. 19 teachers were deemed proficient by the end of 2018, with a number seeking accreditation in 2019.

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	472,248
Revenue	4,403,462
Appropriation	4,287,939
Sale of Goods and Services	3,638
Grants and Contributions	111,350
Gain and Loss	0
Other Revenue	0
Investment Income	535
Expenses	-4,237,150
Recurrent Expenses	-4,237,150
Employee Related	-3,689,522
Operating Expenses	-547,627
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	166,312
Balance Carried Forward	638,560

June High School follows rigorous financial practices and governance structures which meet Departmental and legislative requirements in administering funds across the school throughout 2018. The Principal plans and implements an annual school budget that:

- Plans to maximise the operation of the school within available physical and financial resources.
- Ensures appropriate application of existing resources to identified areas of need including school buildings and grounds.
- Identifies and addresses occupational health and safety issues.
- Maintains appropriate records in accordance with Audit requirements.

Throughout 2018, substantial funds were expended in equity funding. Specifically, the school supported our students and their families through subsidising and providing resources in the key areas of: Geographic Location, Aboriginal Education, Socio Economic Disadvantage, English as Another/Additional

Language, and Disability Provisions.

Students and families were supported through Breakfast club and meals during school days, purchase of uniforms, books and learning resources, excursion assistance and payment of elective fees.

Governance of this expenditure included the School Executive team, including the School Administration Manager, Parents and Citizens Association and the June High School Finance Committee.

As 2018 saw the introduction of the EFPT and the SAP HR tool with the continuation of SAP reforms, financial reconciliation throughout the year was a difficult process. In line with good governance, separate spreadsheets were held to understand the financial status of the school and budget for staffing, facilities and resources. Significant finances were rolled over into 2019 due to a number of factors:

- unavailability of teaching staff to take on rolls and casual teaching duties
- unavailability of Student Learning Support Officers during the year, leading to time being spent recruiting staff and training them
- Beginning Teacher funds not being able to be allocated as beginning teachers came into the staffing mix after the timetable was produced
- unwillingness to spend finances on new facilities until feedback from students, families and staff
- resources being unable to be committed until 2019

2019 will see an improvement in the EFPT tool, with better knowledge on budgeting processes and allocation of funds in key areas.

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	3,163,634
Base Per Capita	39,447
Base Location	18,934
Other Base	3,105,252
Equity Total	388,700
Equity Aboriginal	21,652
Equity Socio economic	232,738
Equity Language	6,563
Equity Disability	127,747
Targeted Total	156,393
Other Total	182,111
Grand Total	3,890,838

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

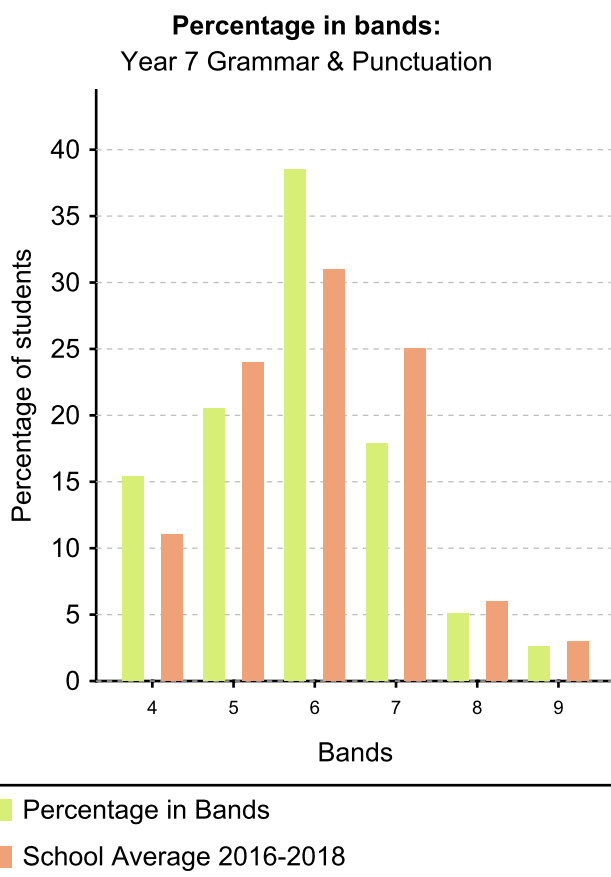
NAPLAN

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.

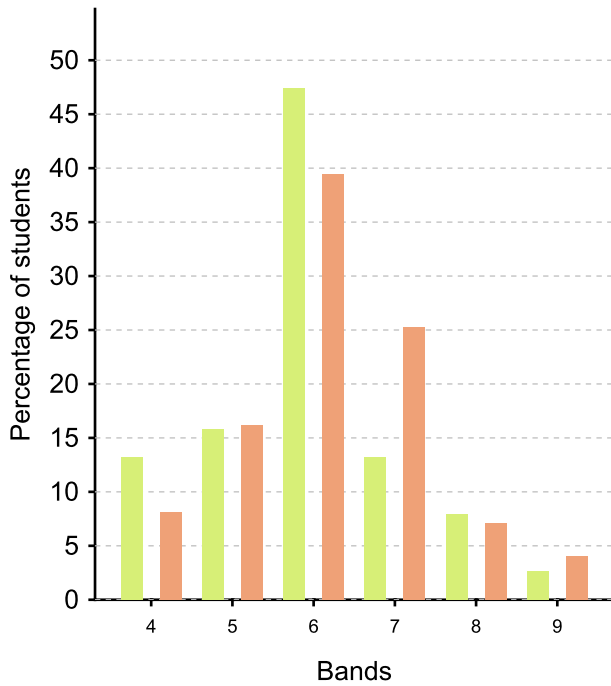
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

The majority of Year 7 and 9 students at Junee High School completed the NAPLAN Literacy tests without incident. Some families chose to withdraw their children from the tests.



Band	4	5	6	7	8	9
Percentage of students	15.4	20.5	38.5	17.9	5.1	2.6
School avg 2016-2018	11	24	31	25	6	3

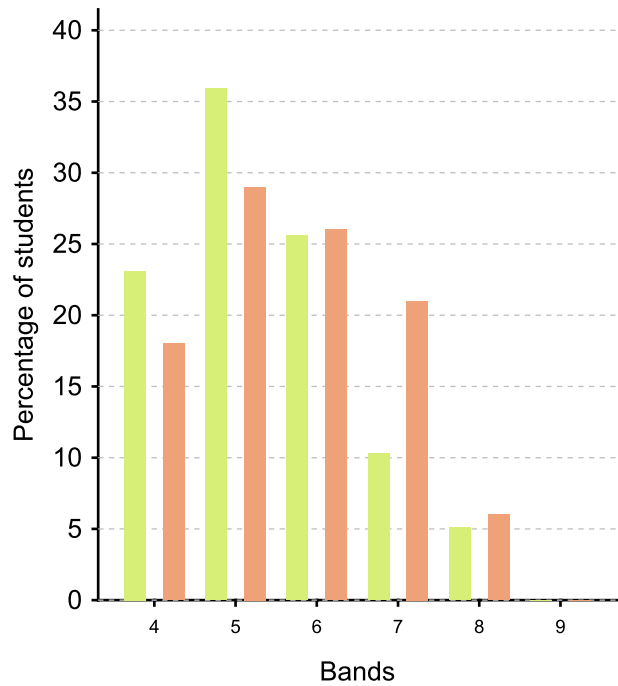
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	13.2	15.8	47.4	13.2	7.9	2.6
School avg 2016-2018	8.1	16.2	39.4	25.3	7.1	4

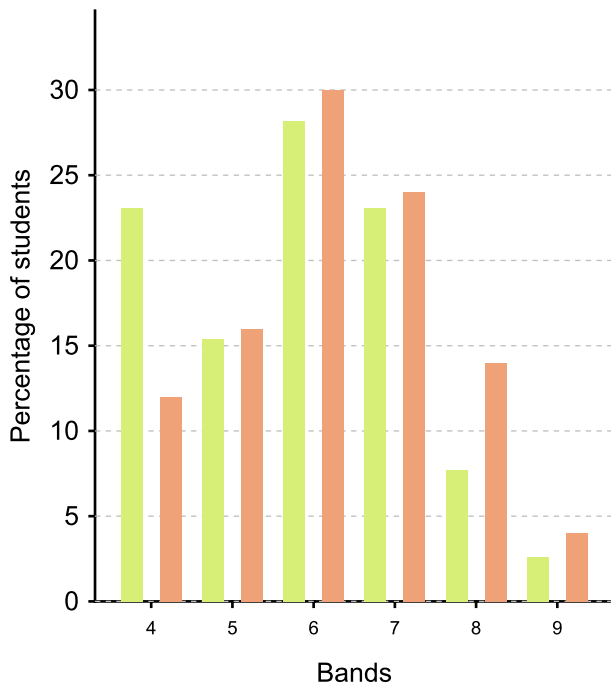
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2016-2018

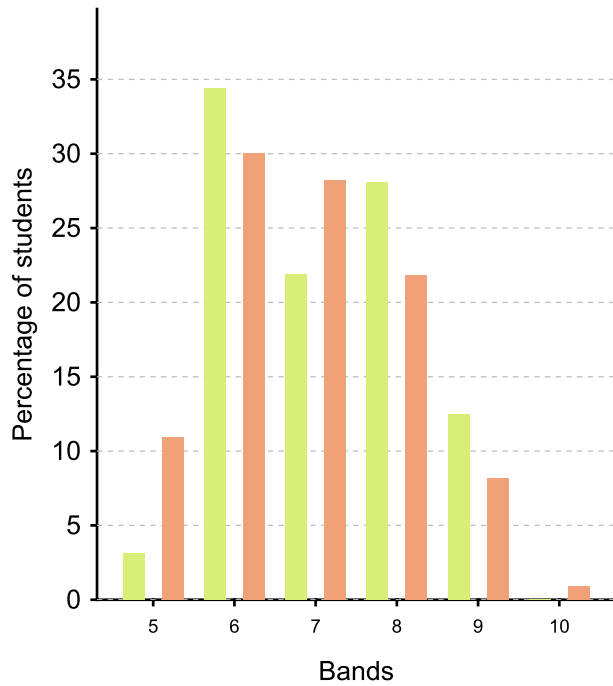
Band	4	5	6	7	8	9
Percentage of students	23.1	35.9	25.6	10.3	5.1	0.0
School avg 2016-2018	18	29	26	21	6	0

Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2016-2018

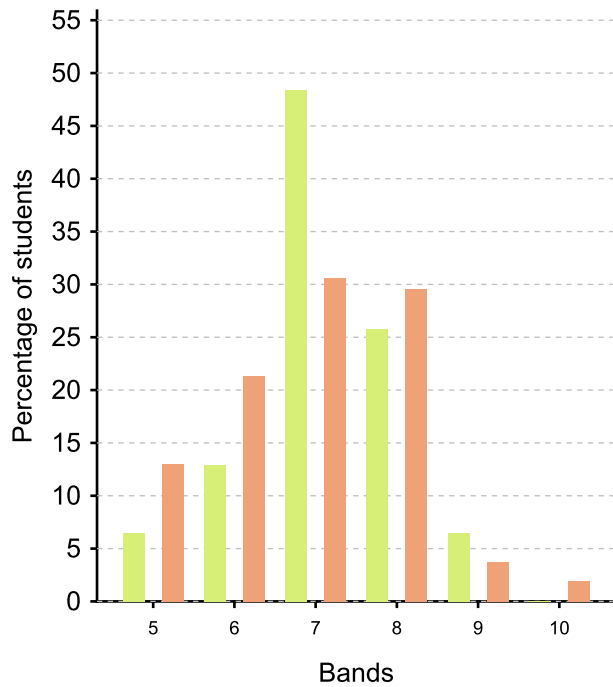
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	3.1	34.4	21.9	28.1	12.5	0.0
School avg 2016-2018	10.9	30	28.2	21.8	8.2	0.9

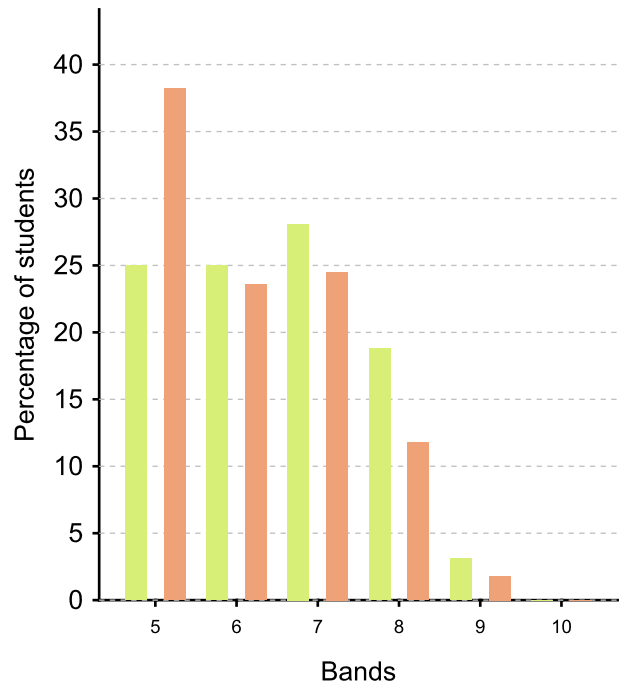
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	6.5	12.9	48.4	25.8	6.5	0.0
School avg 2016-2018	13	21.3	30.6	29.6	3.7	1.9

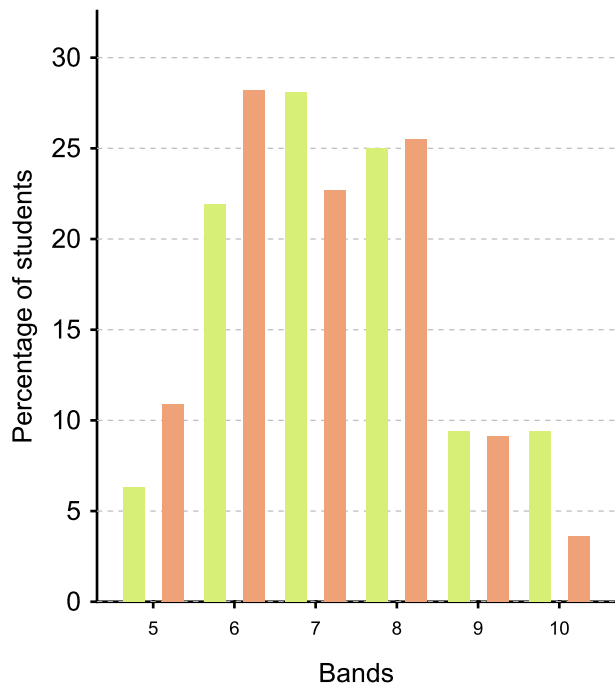
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	25.0	25.0	28.1	18.8	3.1	0.0
School avg 2016-2018	38.2	23.6	24.5	11.8	1.8	0

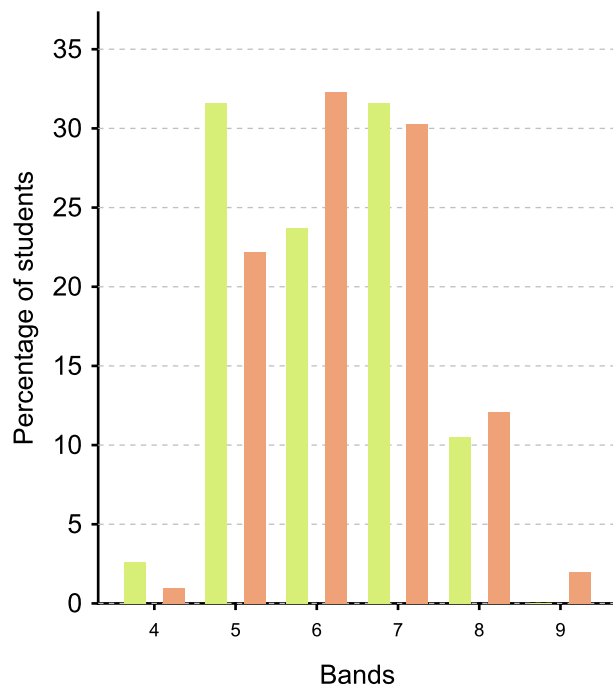
Percentage in bands:
Year 9 Spelling



■ Percentage in Bands
■ School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	6.3	21.9	28.1	25.0	9.4	9.4
School avg 2016-2018	10.9	28.2	22.7	25.5	9.1	3.6

Percentage in bands:
Year 7 Numeracy

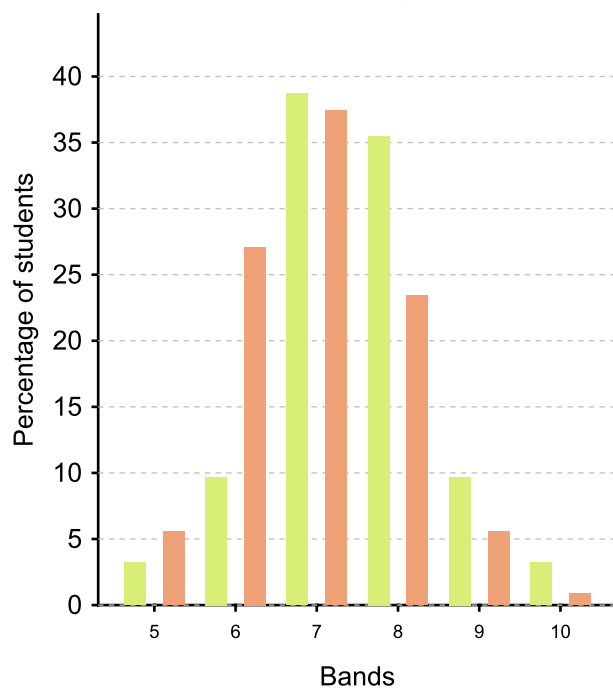


■ Percentage in Bands
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	2.6	31.6	23.7	31.6	10.5	0.0
School avg 2016-2018	1	22.2	32.3	30.3	12.1	2

The majority of Year 7 and 9 students at Junee High School completed the NAPLAN Numeracy tests without incident. Some families chose to withdraw their children from the tests.

Percentage in bands:
Year 9 Numeracy



■ Percentage in Bands
■ School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	3.2	9.7	38.7	35.5	9.7	3.2
School avg 2016-2018	5.6	27.1	37.4	23.4	5.6	0.9

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

In 2018, 10.14% of results were in the Top 2 Bands for reading and numeracy across Years 7 & 9.

NAPLAN Year 7 Numeracy: 10.5%

NAPLAN Year 9 Numeracy: 12.9%

NAPLAN Year 7 Reading: 10.5%

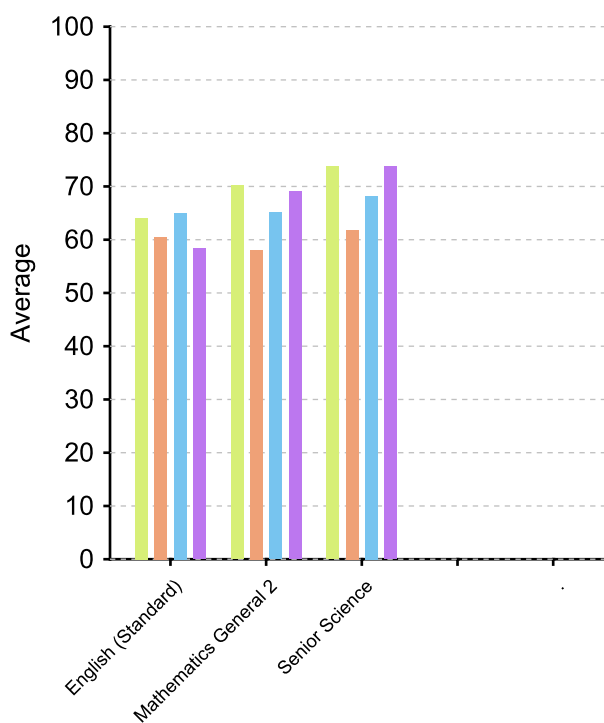
NAPLAN Year 9 Reading: 6.5%

There were less than 10 Aboriginal students who completed NAPLAN in Year 7 and less than 10 Aboriginal students who completed NAPLAN in Year 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).

There were 20 students completing courses in 18 subjects, with some students undertaking subjects through Aurora College and Karabar Distance Education.



School 2018	SSSG Average 2018
State Average 2018	School Average 2014-2018

Subject	School 2018	SSSG	State	School Average 2014-2018
English (Standard)	64.1	60.5	65.0	58.4
Mathematics General 2	70.2	58.1	65.1	69.1
Senior Science	73.7	61.9	68.2	73.7

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

137 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: 52%

NSW Norm: 66%

Positive relationships

JHS: 74%

NSW Norm: 78%

Each of the results above were very similar results to the 2017 results. There was however a large discrepancy in the NSW norm for sport participation which dropped 12% from the previous year. However, there is a slight trend down in most of the figures from 2017.

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: 66%

NSW Norm: 72%

Attendance:

JHS: 87%

NSW Norm: 90%

Positive behaviour

JHS: 73%

NSW Norm: 87%

Homework and study habits

JHS: 48%

NSW Norm: 54%

Each of these figures were similar to the 2017 results. School outcomes and positive behaviour statistics are trending down. This possibly could be due to a

challenging year 7 cohort in which a large number of negative behaviours have been recorded. We are very pleased with a 10% increase in positive homework and study habits and a 5% in attendance. These could possibly be attributed to a very popular home learning centre being established. Attendance increases may be as a result of better responses by the school for unjustified leave and increased communication with the school community on the importance of school attendance.

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: 28%

NSW Norm: 28%

Effort:

JHS: 52%

NSW Norm: 66%

The results show an increase in interest & motivation but a decrease in effort.

Parent satisfaction:

Unfortunately, due to no responses being received by the school in 2018, no comparative data was able to be used for this section.

Junee HS welcomed community participation on a number of occasions and gratefully appreciates the support from the Junee Shire community. We held a "Thank You" morning tea to the vast numbers of volunteers who had donated their time and energy in a plethora of student activities. For example: AgVision, excursion transport, canteen support, Junee Police fitness sessions, Men's shed and Illabo motor sports youth mentoring.

At times, when parents wanted to raise an issue about the school, we were able to hold parent meetings and individual meetings to discuss the issues. On occasion, a parent complaint was raised, with the use of the complaint handling procedures to manage the issue.

Teacher Satisfaction

The focus on learning tool is a self-evaluation tool for schools and teaching staff. JHS completed this in September 2018. 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: 7.1

NSW CESE project: 7.1

Collaboration:

JHS: 7.8

NSW CESE project: 7.8

Learning culture

JHS: 7.8

NSW CESE project: 8

Data informs practice:

JHS: 7.1

NSW CESE project: 7.8

Teaching Strategies

JHS: 7.4

NSW CESE project: 7.9

Technology

JHS: 6.9

NSW CESE project: 6.7

Inclusive school

JHS: 7.6

NSW CESE project: 8.2

Parent involvement

JHS: 6.0

NSW CESE project: 6.8

All of the above have produced results that vary from the previous year's data with some trending slightly down and others increasing. JHS continued the time and emphasis given to teaching strategies, especially concerning literacy teaching strategies, as well as collaboration. Each teacher was provided one extra period as a Collaboration period to be involved in inquiry based learning in a team. There was also a substantive investment in upgrading classroom technology with additional laptops and data projectors in rooms. JHS continues to strive for high teaching staff satisfaction.

Policy requirements

Aboriginal education

Aboriginal student meetings held in 2018 provided direction to what they would like for our school and themselves educationally and culturally. These ideas assisted in structuring our support for Aboriginal students and the wider community and for our major annual cultural event. All Aboriginal students developed a Personal Learning Plan that assisted in directing their learning and personal goals.

There was an increased use of a variety of teaching and learning strategies to accommodate different learning needs / styles. Staff promoted a respectful inclusive learning environment to encourage understanding and appreciation for cultural diversity.

A staff member attended professional learning on cultural proficiency in our school and what we can do to improve this. Two staff attended PL (in Sydney) to expand understanding of importance of Aboriginal Education and how to address needs of Indigenous students in school. These ideas will be shared with other staff at an extended staff meeting in 2019. The learning included the identification of relevant resources, interpretation of information, assessment and evaluation of learning and more.

Our students enjoyed participating in the NAIDOC Debating challenge at the Riverina Environmental Education Centre. This year's topic was the importance of Aboriginal women.

The school added valuable signage to prominent areas of the school that were written in English and translated in Wiradjuri language.

The school P&C and the school kindly offered financial support towards the creation of a yarning circle on the school grounds. In collaboration with the indigenous community and a local landscape architect, plans were developed and approved. The construction of the yarning circle was completed with the help of students putting in the plants in the gardens surrounding the circle. As part of our major annual cultural event, we held an opening of the yarning circle with a traditional smoking ceremony and activities for Stage 4. Activities included art, wood burning, damper and biscuit making and cooking using Kup–Murrie oven. This culminated with a special lunch which had been prepared during the activities where students, staff and visitors came together to share the traditional meal.

In a link with the Cootamundra Youth Liaison Officer, 3 students were offered the opportunity to participate in 5 free driver lessons. 2 students who had their "Learners" permit were able to take up the opportunity. Another student will be offered the opportunity in 2019.

Stage 4 Geography – units on Water in the World, Landscapes and Landforms, Place and Liveability incorporated different perspectives – European and Indigenous. Excursion to Riverina Environmental Education Centre provided direct interaction with a Wiradjuri elder to learn more about indigenous

practices and beliefs.

Stage 5 Geography – Units on Human Wellbeing and Changing Places provided insight into differences between Indigenous and non-Indigenous standards of living and challenges faced in a changing (increasingly urbanised) world. Units on Sustainable Biomes and Environmental Change and Management enabled exploration of different ways land and water is viewed, used and managed by different groups in society. Learnt about the increasing inclusion of traditional Aboriginal practices in modern farming and environmental management.

Stage 5 Commerce – unit on Personal Finance provided insight into different forms of "payment", access to financial support and socio-economic disparities between Indigenous and non-Indigenous people. Units on Law enabled students to gain awareness of different forms of law, its intent and application and issues related to equity and fairness.

Stage 6 Legal Studies – students learn about customary law and statute law. Understanding evolution of legal system to recognise and respect Indigenous Australians. Application of laws in different cases.

Stage 6 Business Studies Marketing unit where students learn about accommodating cultural differences, respecting use of Indigenous images etc in advertising and promotions.

Music– Analysing music by Indigenous artists; studying features of Australian art music; including Indigenous influences; using and/or making Indigenous instruments like clapping sticks and aerophones; exploring lyrics, particularly of protest songs.

Japanese– explored the idea of nationality and Indigenous cultures.

Visual Arts – different Aboriginal artists and their work. They will be learning about Aboriginal art making tools and techniques in the near future. Teaching Stage 4 about Aboriginal Art signs and symbols and they will be using this knowledge to add symbols to their artworks.

English– Stage 4 have looked at Dreamtime stories as ideas for plays and writing our own Dreamtime story. Looked at clips from the 'DustEchoes' website for a range of purposes (e.g. character, plot, music, suspense/tension). Learning about the Myall Creek Massacre.

In Stage 5 – looked at the similarities and differences between prejudice and segregation for African Americans in USA and for Aboriginal Australians historically.

Stage 6– discussed different cultures and identities represented in Australia in the study of Australian texts, such as 'Strictly Ballroom' and will be studying the Aboriginal poet, Oodgeroo Nonuccal.

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. Some examples include the cooking of world food in Technology classes and the use of African Djembes in Music.

- * facilitating positive learning experiences in Stage 4 Japanese classes. Students were guided through lessons on speaking, listening, writing and cultural practices and this fostered new tolerance and understanding of other people.

- * having one staff member trained as an Anti–Racism Contact Officer. This role was promoted at assemblies and in the newsletter and is designed to support students, staff and parents in addressing any racism related concerns.

- * supporting student participation in Rotary exchange programs. Junee High School was fortunate to have a Taiwanese student attend Junee High School, and in return, one of our students was able to study in Taiwan. This opportunity allowed students to learn more about others, and to reflect on their pre–conceived ideas regarding their own nationality and how they view and treat people who have different cultural backgrounds.

- * successfully gaining additional ESL support for our students with non–English speaking backgrounds.

Other school programs

Surf Trip – Sun, Sand and Salt Water

This year's Surf Excursion hit the waves with 43 students and 4 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. Again 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 Windang Beach. A visit to Jamberoo Action Park was a great way to finish the trip with the students spending their time between the funnel web and the perfect storm rides.

Physical Activity and Sport Studies (PASS) Excursion

This year's PASS excursion saw the introduction of a trip to Melbourne to attend the grand final rematch in

the NRL, Storm v Cowboys or the opening round of the AFL with a sell-out crowd at Richmond v Carlton. Other highlights included a tour of the MCG, touring the Storm's facilities at AAMI Park and going out on the ground minutes before kick off as well as testing our nerve on the Melbourne Star Wheel.

School Sport

Throughout 2018, Junee High School was again able to provide a varied assortment of sports for students thanks to the fantastic support from the Junee community. Students were able to utilise the fantastic facilities at the Junee Recreation & Aquatic Centre, the Junee Bowling Club, Junee Golf Club, Laurie Daley Oval and Junee Tennis Club at reduced costs for their weekly sport. Our whole school sporting carnivals (swimming, athletics and cross country) were each attended by a growing number of enthusiastic students and the continued evolution of these carnivals has ensured all events were well contested and high spirited.

Representative Sport

Junee High School 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.

2018 was another 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.