

Junee North Public School

2019 Annual Report



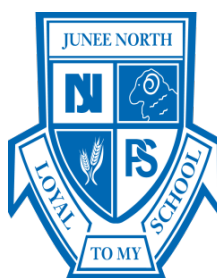
Junee North Public School

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Junee North Public School
Queen Street
Junee NSW 2663



The pathway to learning, starts with the first steps in Kindergarten



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Introduction

The Annual Report for 2019 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.

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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 150 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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

The school has identified what growth is expected for each student and students are achieving higher than expected growth in literacy and numeracy.

High levels of student engagement and sense of belonging.

Progress towards achieving improvement measures

Process 1: WELLBEING

Whole school plan is developed to implement strategies that promote student wellbeing and success.

Evaluation	Funds Expended (Resources)
<p>Learning and Support Teacher sourced for extra days out of school budget/Integration funding (rolled over funds from 2018) to over see the well being of all students and to connect with external services and parents to ensure all students are ready and able to learn, enabling maximum learning outcomes.</p> <p>This teacher was able to dedicate time, and valuable connections were made between the school and an external support service to provide lunches, clothing, access to personal hygiene services, products and support for students in need. All school supplies and excursions were sourced and supported. Family support, out of school hours was also provided to families, to assist families preparing and getting students to school and participating after school activities and dropping students home. All students attending Junee North Public School were ready and able to source all products and services needed to function at school. The attendance rate of focus students increased greatly.</p> <p>This funding allocation will continue in 2020, to allow this teacher to continue with the processes and services set up to help all students at Junee North Public School.</p>	<p>Connection with Junee Community Centre to assist students with lunches, clothing and supplies needed to function during the school day.</p>

Process 2: ASSESSMENT

Teachers systematically use formative assessment practice through the use of learning progressions and PLAN 2 to monitor student progress and provide differentiated learning at point in need.

Evaluation	Funds Expended (Resources)
<p>Instructional Leader supported students and staff across the whole school, establishing level of student growth and develop future learning. Tracked all students and developed in consultation with teachers an action plan for students to maximise learning outcomes.</p> <p>Staff – Yr 3–6 valued added support and students were able to be monitored after Yr 2 who have been on the Early Action for Success program for the last 3 yrs.</p>	<p>Funding allocation to fund Instructional Leader to remain off a classroom position to allow 2 days to support teachers and students to monitor student learning outcomes and plan for future support and learning.</p>

Progress towards achieving improvement measures

This monitoring and tracking, allowed for individual learning plans for students to increase learning outcomes of target students.

This process and procedure for tracking student learning outcomes in the Yr 3–6 area will continue in 2020 with the Learning and Support Teacher overseeing these processes and tracking target students.

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.

Improvement Measures

A whole school approach exists in embedding evidence-based practices to support student learning.

There are school-wide explicit systems that facilitate collaboration, classroom observation and feedback practices.

Progress towards achieving improvement measures

Process 1: PROFESSIONAL LEARNING FOCUS

Planned teacher professional learning in making learning visible to students, using the literacy & numeracy learning progressions and embedding IT into learning programs.

Evaluation	Funds Expended (Resources)
Instructional Leader time was extended and funded by the school to ensure support opportunities were available to the Primary classes. The Instructional leader supported teachers in the tracking and monitoring of target students and assisted teachers in using Learning Progressions as an assessment tool to plan individual learning outcomes for students. Teachers are now confident in monitoring and tracking student learning outcomes and planning learning from this data. As a result of this Professional Learning and support given by the Instructional leader all teachers are confidently and consistently recording the assessment of all students using the Learning Progressions. In 2020 the Instructional leader will continue to provide this support for teachers with collegiate staff meetings held consistently (every 5 weeks) to monitor and analyse student learning outcomes.	Access to Instructional Leader time and support. Scheduled meeting times for collegiate support and data entry & analysis Ensure all ipads have updates and are readily accessible to the Learning Progression as a planning tool and data collection tool for point of time data collection.

Process 2: MAKING LEARNING VISIBLE

Ongoing evidence of learning is systematically collected, analysed and used effectively to inform and adapt teaching. Practical strategies will include the use of learning intentions, success criteria, teacher to student & student to teacher feedback and learning goals.

Evaluation	Funds Expended (Resources)
Evidence of Visible Learning strategies being utilised within the classrooms. Language and strategies and processes clearly being used and discussed by students. All students have available to them clear learning Intentions, both whole class and individual. Many students have their own personal learning goals and can discuss their focus area. Student reports are personalised with individual learning goals and students use these to direct their learning, making their learning visible to them. Evidence of peer, teacher and self reflection and feedback strategies happening in the classrooms. In 2020, all teachers will embed Visible Learning strategies within all classroom.	Staff meeting schedule and time allocation. Time allocation to allow teachers to observe other successful classroom practices, allowing for Visible Learning to be embedded into classroom practice.

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.

Improvement Measures

There is a school-wide focus on developing effective instructional leadership and continuous performance improvement.

Increased opportunities for collaboration and learning for staff and students across our Ngumba-dal learning community.

Progress towards achieving improvement measures

Process 1: STUDENT LEADERSHIP

Students engaged in leading whole school and community initiatives.

Evaluation	Funds Expended (Resources)
Evidence of students being more equipped to participate in school and community events. Students were able to effectively present a speech for the Leadership election, meeting with executive staff to discuss the skills needed to develop themselves and to self reflect on their development. Students were able to perform leadership roles with greater confidence and direction. The implementation of the Peer Support Program to further develop leadership skills of all Stage 3 students is planned for 2020.	Time allocation and teacher availability for coaching and mentoring.

Process 2: EDUCATIONAL LEADERSHIP

Collective growth of teachers & principal using AITSL self-assessment tools and professional standards.

Distributed leadership through delegation, coaching and mentoring processes.

Evaluation	Funds Expended (Resources)
Staff participated in Professional training, to develop leadership skills and knowledge guided by the feedback from the self reflection tool. Staff were able to identify expertise and direct their skills into further Professional Learning and Development. Leadership Training Modules have been introduced and staff are taking up the opportunity to access these to direct their leadership journey. All teachers and executive staff will continue to conduct regular professional self assessment procedures of their skills and needs to continue to provide the best practice and learning for all students.	Access to support staff and training modules. Time allocation for PDP goal setting and evaluation.

Process 3: COMMUNITY CONNECTIONS

Build an awareness and understanding of new innovations and curriculum through workshops, forums and information bulletins.

Further develop our partnerships with Ngumba-dal schools, university and community groups to support pedagogy and promote inclusivity.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Engagement with the wider community has increased in the learning sector with plans to develop these further in 2020.</p> <p>An action plan is in the progress of development to involve greater parent consultation in school Planning and policy development. Involvement is increasing but a wider range of the school community need to have input into the management of the school.</p> <p>Parent surveys were reintroduced this term with the return rate of the surveys increasing by 60 %. The feedback was positive and helpful in planning the future direction of the school.</p>	<p>Time allocation and access to services and available programs.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Budget allocation – \$33,201 Professional Learning Aboriginal Language Camp Fees for Guest support people – dancers, artists, Cultural educator Resources for NAIDOC DAY and Cultural workshops. K–2 Excursion – Cultural Education Centre Teacher support time/class/casual teachers.	All students had access to cultural awareness workshops, activities and excursions, with value and awareness increasing for all students. Students were engaged and continued to develop on the language. Some classes followed up with the introduction of language within the classroom. A sista speak program was developed and these meetings were well attended by all students. Planning is in place to develop a Yarning Circle for all students to access and visit, exposing the aboriginal culture to all students.
Low level adjustment for disability	\$76,528 – School Allocation Allocation of Learning and Support teacher – additional time	Additional Learning and Support Teacher time allocation, resulted in the tracking and monitoring of all students K–6, with individualised learning plans developed for target students.
Quality Teaching, Successful Students (QTSS)	\$29,560 – school allocation	Staff regularly and consistently worked together in collegial situations, providing support, planning and consistent judgement for all students. Teacher were able to implement and plan for best teaching practices within the classrooms.
Socio-economic background	\$166,826 – school allocation	Successful and consistent monitoring and tracking of student learning outcomes and learning progress. All students were assessed, data entered for and tracked, learning analysed and planning completed to ensure effective practice within each classroom.
Early Action for Success	\$97,953 – school Salary Allocation.	Instructional Leader teacher provided support in Literacy and Numeracy for students and staff, consistent planning and monitoring of student learning outcomes.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	80	74	80	70
Girls	84	88	93	89

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.2	94.3	91.3	94
1	94.4	96	94.5	92.5
2	92.3	95.4	93	92.1
3	94.2	91.8	92.4	90.2
4	92.9	94.3	91.3	89.6
5	94.8	93.6	92.8	92.8
6	93.4	94.2	90.9	91.2
All Years	93.7	94.1	92.2	91.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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	1.95

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	261,520
Revenue	2,113,020
Appropriation	2,065,029
Sale of Goods and Services	12,973
Grants and contributions	34,681
Investment income	137
Other revenue	200
Expenses	-2,106,700
Employee related	-1,887,367
Operating expenses	-219,333
Surplus / deficit for the year	6,320

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	159,869
Equity Total	279,186
Equity - Aboriginal	33,201
Equity - Socio-economic	166,826
Equity - Language	0
Equity - Disability	79,159
Base Total	1,391,435
Base - Per Capita	40,592
Base - Location	16,364
Base - Other	1,334,479
Other Total	199,984
Grand Total	2,030,474

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2019 our school utilised a school generated survey to gather responses from students, staff and parents. Whilst we only had 22 parent respondents, responses were very positive. Their responses are presented below.

- * 95% of parents feel very welcome when they visit our school
- * 96% of parents feel teachers listen to concerns they have
- * 89% of parents feel that the school has high expectations around learning.
- * 90% of parents feel that the school has high expectations around behaviour.
- * 86% of parents feels that the school provides them with opportunities to be involved in the school.
- * 38% of parents feel that they help their child with learning at home.

Student responses were taken from a school generated survey, with 77 in Years 3—6 completing the survey. Their responses are presented below:

- * 71% of students knew someone that they could go to at school when they needed help.
- * 56% of students feel that their teacher knows them and how they learn
- * 69% of students feel that they try hard with their behaviour every day.
- * 61% of students feel that they enjoy learning at Junee North Public School.
- * 52% of students feel that they make good use of their learning time at Junee North Public School.

Teacher responses were taken from a school generated survey, with 11 teachers completing the survey. Their responses are presented below:

- * 100% of teachers feel that they always or mostly have the skills to help students to overcome obstacles to learning.
- * 97% of teachers feel that they always or mostly use data to help make decisions around what students need to learn.
- * 98% of teachers feel that leadership teams helps them and their professional learning.
- * 100% of teachers feel that their classrooms demonstrate conditions that are conducive to learning.
- * 99% of teachers feel that the feedback given to students leads to improvement in their understanding and learning outcomes.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.