

Junee High School

2019 Annual Report



8179

Introduction

The Annual Report for 2019 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.

School contact details

Junee High School

Lydia St

Junee, 2663

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

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

6924 1666

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

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	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

1. Teaching and learning are evidence-based and differentiated for individual student needs.
- 2.. Increase in students recognised through PBL and Honours system.
- 3, Enhance school-wide assessment practices to address the learning needs of all students.

Progress towards achieving improvement measures

Process 1: Curriculum: deliver a differentiated and accessible curriculum with high expectations, to meet the needs of all students.

Evaluation	Funds Expended (Resources)
<p>Programs are now stored on the Junee High School Google Drive which Head Teachers and staff have access to. Programs are either evaluated electronically or on paper copies; paper copies are scanned and filed on the drive.</p> <p>Differentiation is occurring in a systematic manner. Through the Learning Support area, students are assessed on their entry into Yr 7 and this information is disseminated to all staff. All faculties complete differentiation documentation on identified students and this is attached to each program and adjusted at the end of each unit.</p> <p>Student growth has been noticeable in student progress in NAPLAN; particularly reading and spelling. Further work is required in differentiating work for students at the top end of achievement.</p>	<p>Professional Learning time, including School Development Day and meeting time for discussion about differentiation, google drive usage and attendance at literacy and numeracy meetings</p>

Process 2: Wellbeing: implement a whole school approach to behaviour management and attendance with a focus on PBL to promote student wellbeing.

Evaluation	Funds Expended (Resources)
<p>Data from Sentral and relevant feedback through surveys.</p> <p>Well-being data is analysed on a weekly basis and presented to staff at our weekly briefing. We have also been using Sentral to produce reports for other well-being practices including student rewards, house points and progression through the honours system.</p> <p>Successful well-being events were held including Day on the Green, Make Bullying History presentation, GEO big breakfasts. These have all been possible by the support of the Junee community and the financial resource that had been budgeted to support such events.</p> <p>The financial assistance that had been allocated towards student assistance ensured that all students have a school uniform and allowed them to continue learning in subjects that they were appropriate and enjoyed. It also meant that students who face financial hardship can still attend valuable learning experiences (such as excursions) and ensures that they have the appropriate resources to achieve.</p>	<p>\$5500 Sentral licence</p> <p>\$2000 Student wellbeing events</p> <p>\$10000 student assistance for excursions, subject fees, uniforms, resources and food</p>

Progress towards achieving improvement measures

Process 3: Assessment: students and staff work together to progress student learning through a range of assessment practices

Evaluation	Funds Expended (Resources)
<p>All assessment tasks are composed using the Junee High School template which is found on the Google drive. Staff keep copies of a range of assessment tasks (low/middle/high achievement) and these are held in the faculty drive on Google. The compilation and publication of Assessment Booklets to students and parents ensures that communication of assessment task types, dates and expectations is clearly communicated. The Assessment Policy is reviewed yearly and staff are appraised of its contents annually.</p> <p>Each faculty is responsible for writing, distributing and recording of assessment tasks. Junee High School staff has participated in staff-led PL on both formative and summative assessment. The central focus for 2019 was writing quality task as well giving timely and relevant feedback. In 2019, faculties were allocated more faculty meeting times which allowed them to review assessment tasks.</p> <p>Junee High School is moving HSC Monitoring online through Google Drive which ensures accountability and appropriate record keeping; this has a corollary effect upon assessment and reporting.</p>	<p>Professional Learning time, with increased faculty meeting time for discussion and to implement processes of collection and feedback.</p>

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.

Improvement Measures

1. Teachers participate fully in collaboration, observation, Action Research and professional learning and illustrate their positive impact on their practice.
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.
3. Programmes, professional learning forums and classroom settings demonstrate teachers are confidently and explicitly incorporating literacy and numeracy strategies.

Progress towards achieving improvement measures

Process 1: Professional Growth: Strengthen our professional learning culture with explicit systems for collaboration and feedback.

Evaluation	Funds Expended (Resources)
All teachers engaged in PL opportunities through out the year in whole staff and individual PL internally and nearly all external to the school. Qualitative data from staff indicated that this improved knowledge and practice.	\$100000 extra teacher above establishment to allow all teachers to have reduced loads for professional learning, breadth of curriculum and reduced class sizes

Process 2: Effective teaching: Broaden teachers' curriculum knowledge and their capacity to explicitly teach and to use data to meet the learning needs of students.

Evaluation	Funds Expended (Resources)
Curriculum handbooks completed. Teachers curriculum knowledge was improved with staff accessing professional learning. This improved their capacity to explicitly teach meeting syllabus requirements. More staff completed the SCOUT training and training provided on how to access and interpret data to inform practice. JHS key data sheet was distributed for further analysis and discussion, informing decision making. The plan for the future is to analyse ATOMI data and analyse student learning. Continue to use Quality Teaching Rounds to improve explicit teaching and allocation of funds to allow for more staff to be trained and more rounds to be conducted in the school.	Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Process 3: Literacy and Numeracy: Whole school proficient teaching of literacy and numeracy strategies occurs in all subjects to collectively contribute to student growth.

Evaluation	Funds Expended (Resources)
Multiple staff completed training on literacy and numeracy progressions. PL was approved for training in improving literacy/writing across the school to multiple staff. PLG groups led discussion and demonstrated strategies at the PLG showcase to assist and support teachers on how to incorporate L & N into their programs. Teachers have a greater focus and understanding of the importance of L&N across all subjects in the school. This will continue into	\$2000 teachers attending professional learning meetings about literacy & numeracy progressions

Progress towards achieving improvement measures

the future with more time given to PL and PLG group focus on improving L&N, especially writing in 2020, across the school.

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.

Improvement Measures

1. Improved administrative systems to consistently manage resources and deliver services.
2. Increase in opportunities for collaboration and learning for staff & students across the Ngumba Dal Learning Community.
3. Increased connection to schools and organisations for learning & leadership opportunities.

Progress towards achieving improvement measures

Process 1: School: Implement streamlined, flexible processes to deliver services and information, supporting parental engagement and satisfaction.

Evaluation	Funds Expended (Resources)
Increased use of google classroom allows parents access to class learning. Staff increasing their use of the Student & Parent Portal to engage parents with events as well as class learning.	\$48000 Teacher Administration assistant
Inceased use of communication methods (Facebook, Skoolbag, Sentral Portal) to assist parents knowledge of events	\$24000 Communications Officer and principal support
Online sessions are still being investigated about filming and having available for parents, but there has continued to be a strong number of parents attending sessions.	
Teacher Administration assistant has been utilised well by staff, allowing more time for teachers to focus on their teaching. This has also increased the communication to parents about events.	

Process 2: Ngumba–Dal Learning Community: Consolidate and develop strategic partnerships that enhance the quality of teaching and learning, transitions and professional learning throughout the Learning Community

Evaluation	Funds Expended (Resources)
Successful transition of students, with access requests completed if needed, class groupings organised to minimise issues and teachers understand their cohort. Smoother process throughout the year, as year Advisor appointed early with communication with feeder schools often occurring.	Learning & Support team time Learning Support teacher time Year Advisor and principal meetings
Year 7 2020 information booklet completed in term 4 and distributed to staff to assist with their planning	

Process 3: Junee and the wider community: Encourage and facilitate students' involvement in leadership, educational, cultural and community events, strengthening learning between school and the wider community

Evaluation	Funds Expended (Resources)
Increased attendance at events and student satisfaction of their involvement in school. Utilising the Communications Officer has meant an increase in	

Progress towards achieving improvement measures

publicity of events, especially through online methods. This did not always translate into increased attendance at all events, as we had also increased communication and worked with parents. they may have felt better prepared without needing to attend the actual meeting.

An increased number of students participated in Junee events, volunteering their time and being recognised for this through certificates by the organisations and points in our Honours System.

Looking into our efforts with the Junee community Network and their Community Liaison Officer

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$10000 – 0.1 teacher support	<p>A teacher was allocated one day a fortnight to support students. This involved working with the student on their classwork, homework and assessments. The teacher also collaborated with school staff, assisting them with adjusting work and developing appropriate resources for the student to access the learning. A year 12 student in the developing ESL phase successfully completed her HSC, gaining university placement as well as a Junee GEO scholarship for highest achieving female student.</p> <p>Students commented about the support made them feel more comfortable with answering set questions as well as their conversations in class.</p>
Low level adjustment for disability	\$34000 Student Learning Support Officer	<p>Junee HS employed a number of Student Learning Support Officers to support students learning in the class. it was the first full year of our Multi-categorical class, with 11 students placed from mainstream into this class. The Head Teacher was able to effectively allocate SLSOs to classes to best support students, without doubling up on resources and having gaps in support.</p> <p>Staff professional learning covered adjustments and differentiation, allowing staff to improve their ability to program and effectively teach a range of students. This was evident in faculty programs and adjustment sheets, collected for the national Consistent Collection of data for students with a Disability.</p>
Quality Teaching, Successful Students (QTSS)	nil	Program only for primary schools
Socio-economic background	\$200000	<p>Funding was spent on supporting students across a range of areas:</p> <ul style="list-style-type: none"> – additional teacher and Head Teacher (higher duties) to decrease class sizes, increase teacher capability of building relationships with students, diversity of curriculum offerings – Additional Student Learning Support Officers to support student's needs, especially on Mondays to manage issues from the weekend and Fridays to prepare students for the weekend. – School Bus to allow students access to excursions, opportunities and local travel at a reduced to no cost. – Student wellbeing activities and financial assistance, allowing more students access to excursions, curriculum, food, uniform and resources.
Support for beginning teachers	\$30000 for additional teaching staff, professional	Each beginning teacher benefited from their involvement in a professional learning team,

Support for beginning teachers	learning and teaching resources	<p>being allocated a professional learning period once a week. the group met to support each other, discuss teaching and school, collaborate on activities and participate in professional learning. Learning included sessions on literacy & numeracy, data, differentiation and adjustments, communication, policies and procedures through a mix of discussions, activities and current readings. The group presented to a whole school meeting regarding differentiation, leading learning about specific strategies to support our students.</p> <p>2 beginning teachers participated in a Quality Teaching Round, joining with 3 others in their round to specifically discuss teaching practice. they used the feedback and the learnings from the discussions to improve thier own teaching and develop their confidence.</p>
---------------------------------------	---------------------------------	---

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	98	102	108	115
Girls	106	102	104	106

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.3	91.8	91.7	86.8
8	87.4	87.8	89.8	87
9	88.2	84.2	88.1	83.9
10	83.3	82.2	80.6	85.3
11	79	80.2	86	79.2
12	84.1	88.1	86.2	84.3
All Years	85.8	85.3	86.9	84.6
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	5
Employment	7	26	32
TAFE entry	0	2	21
University Entry	0	0	42
Other	11	12	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

56.00% of Year 12 students at Junee High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Junee High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	17.8
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	7.78
Other Positions	1

*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	638,560
Revenue	4,616,344
Appropriation	4,509,552
Sale of Goods and Services	1,582
Grants and contributions	104,537
Investment income	672
Expenses	-4,752,398
Employee related	-4,071,850
Operating expenses	-680,548
Surplus / deficit for the year	-136,053

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	565,640
Equity Total	409,300
Equity - Aboriginal	19,290
Equity - Socio-economic	250,430
Equity - Language	9,072
Equity - Disability	130,508
Base Total	3,255,158
Base - Per Capita	49,743
Base - Location	20,169
Base - Other	3,185,246
Other Total	311,377
Grand Total	4,541,475

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.

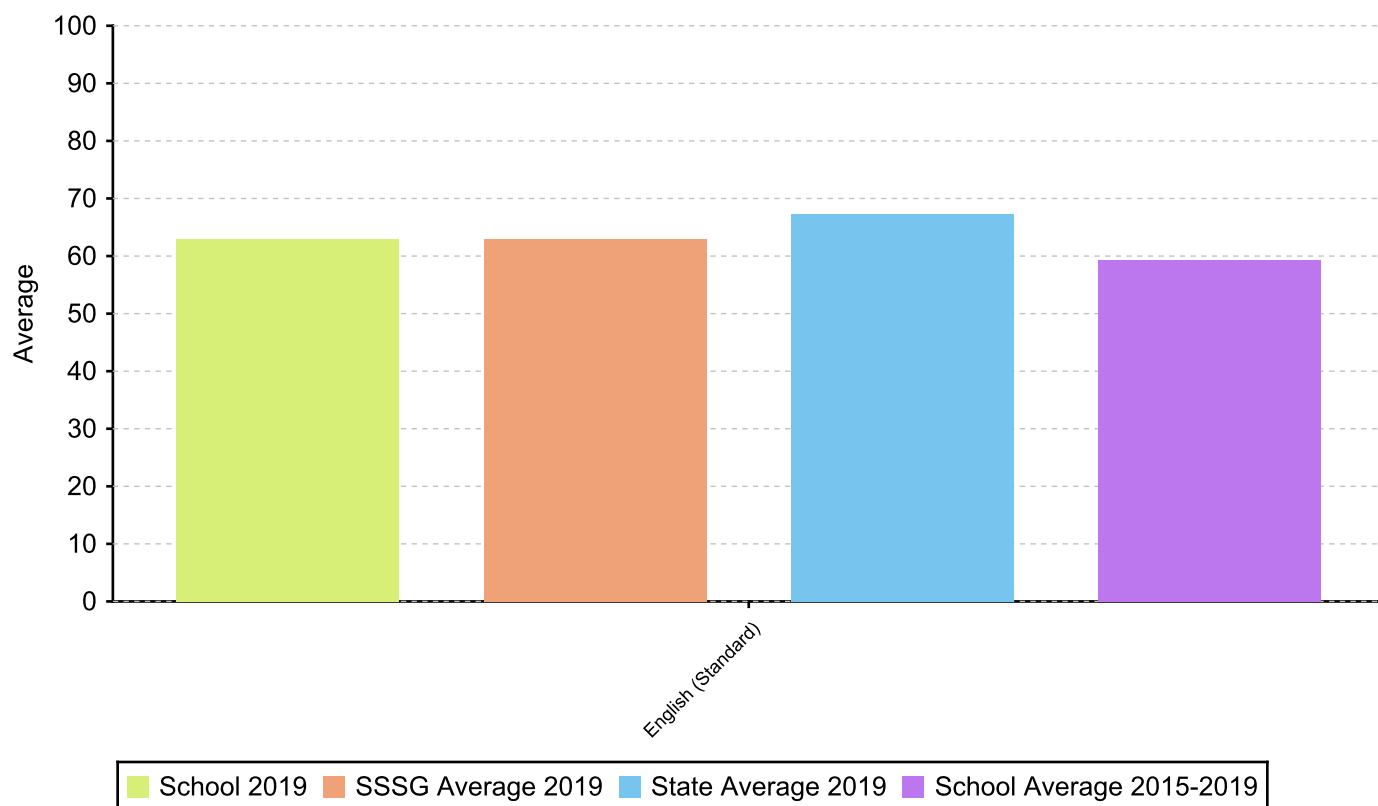
NAPLAN Online

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 website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
English (Standard)	62.9	62.9	67.3	59.3

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Student satisfaction

143 students (70%) completed the Tell Them From Me survey in Term 1, 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.

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: 60%

NSW Norm: 66%

Positive relationships

JHS: 81%

NSW Norm: 78%

Each of the results above were higher than the results of the 2018 survey by approximately 7%. Participation in school sport is 20% above the NSW norm. There has been a positive trend in results across the board from 2018 to 2019.

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: 76%

NSW Norm: 72%

Attendance:

JHS: 87%

NSW Norm: 90%

Positive behaviour

JHS: 82%

NSW Norm: 87%

Homework and study habits

JHS: 44%

NSW Norm: 54%

Each of these figures varied as compared to the 2018 survey results. The school is very pleased with the 10% increase in student positive behaviour and students value school outcomes. Attendance has remained steady from the previous year at 87%. Homework and study habits results revealed a trend down from the increases that were achieved in 2018.

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: 62%

NSW Norm: 66%

The survey results show that interest and motivation has remained steady at 28% from the previous year. Effort however has increased by 10%.

Parent satisfaction: Unfortunately, due to no responses being received by the school in 2019, 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. This has included many activities such as excursion transport, canteen support, Junee community 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.

The leasing of a school bus resulted in parent satisfaction as they were not called upon to

Teacher Satisfaction

The focus on learning tool is a self-evaluation tool for schools and teaching staff. JHS completed this in September 2019. 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: 7.2

NSW CESE project: 7.1

Collaboration:

JHS: 7.6

NSW CESE project: 7.8

Learning culture

JHS: 8.1

NSW CESE project: 8.0

Data informs practice:

JHS: 7.7

NSW CESE project: 7.8

Teaching Strategies

JHS: 7.7

NSW CESE project: 7.9

Technology

JHS: 7.4

NSW CESE project: 6.7

Inclusive school

JHS: 8.1

NSW CESE project: 8.2

Parent involvement

JHS: 6.2

NSW CESE project: 6.8

The survey results indicate that there has been an increase in every aspect of teacher satisfaction. The school is very pleased with this positive trend.

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 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.