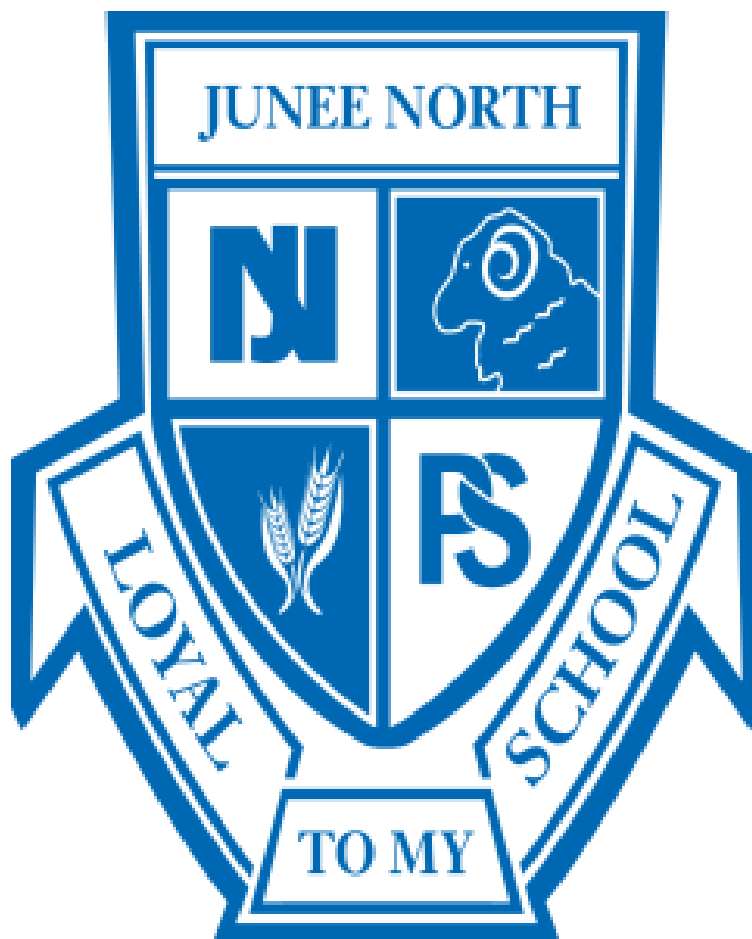


2020 Annual Report

Junee North Public School



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Introduction

The Annual Report for 2020 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 vision

Junee North Public School strives to achieve excellence and growth in all student learning outcomes, with students continually improving and challenged to learn in an inclusive and engaging environment. Our vision is to foster a culture centred around student wellbeing and effective teaching, targeting individualised learning with authentic partnerships and consultation with the community.

School context

Junee North Public School is situated on the northern edge of Junee. The school has over 130 students enrolled and fosters strong community relationships. We are a proud member of our local Ngumba-Dal learning community.

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, including our integrated funded students. Our students are all from the Junee district, with families having a very strong connection to the school and town. Our Aboriginal population sits at 14%.

Junee North Public School provides quality educational, social, cultural and sporting opportunities for all students. The school operates stage-based classes. In 2017, we became part of the Early Action for Success initiative, focused on early intervention and explicit teaching practices in literacy and numeracy for Kindergarten to Year 2.

Collegiate and whole school professional development will focus on embedding quality assessment tasks and data collection practices, creating greater consistency of teacher judgement within the school. A focus on wellbeing is maintained through training in the Berry Street Education Model. A positive behaviour ethos is shared by all students, staff and parents.

The school has substantially invested in new technology to assist in literacy and numeracy development and to support critical thinking and design approach towards learning. Extra curricula opportunities in Sport, Science, Technology, and Creative and Performing Art, enable our students to excel through a range of experiences.

The whole school community, including the local Aboriginal Education Consultative Group, students, staff, parents and local learning community was consulted in a thorough the Situational Analysis. Through our Situational Analysis, we have identified a need to use data driven practices that ensure all students have access to appropriate learning. Professional development supporting teachers to successfully plan for and deliver quality, differentiated instruction will occur. The expertise of both Departmental support staff and teaching staff will be utilised to build understanding.

The involvement of the whole school community in the delivery and evaluation of school initiatives will assist in determining future areas of need and the success of all students, school and community.

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. 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.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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>Q: The Berry Street Education was implemented across the school with all teachers trained in the model?</p> <p>D: Work samples, evidence in programs, strategies and support resources used in the classrooms.</p> <p>A: A different approach and direction - Professional Learning taken up by the school, spreading the training schedule out to allow for greater implementation and deeper embedment within all classrooms</p> <p>I: This change in model and approach will allow for deeper understanding and knowledge across the whole school.</p>	<p>4 day training cost for second teacher to complete training, started in 2019.</p> <p>Time allocation for staff training.</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>Q: Formative assessment is used by all teachers to direct learning to improve all student outcomes.</p> <p>D: NAPLAN, PLAN 2 Data, tracking and monitoring reading graphs, Instructional Leader -5 weekly reading data analysis</p> <p>A: Deeper knowledge and practices are still needed for teachers to confidently guide their teaching using formative assessment data and information.</p> <p>I: Assessment has been identified as a focus area in the development of the new Strategic Improvement Plan and will be a driving force to address the improvement of student outcomes.</p>	

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)
<p>Q: To what extent does evidence demonstrate impact on improving collaborative teacher practice?</p> <p>D: Rubrics, teacher surveys (baseline and end of year), teaching programs including focus/changed teaching practice</p> <p>A: Professional Learning Meeting sand collegiate sessions were restructured with greater focus and opportunities for improving collaborative teacher practices.</p> <p>I: Continue to develop and refine the Professional Learning model to embed effective practices and focus on improving student outcomes.</p>	Design thinking

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)
<p>Q: Visible learning strategies are embedded and evident in all classrooms and students are confidently using strategies.</p> <p>D: learning intentions, success criteria, feedback sessions and notes & individual learning goals accessible and utilised by all students</p> <p>A: Strategies are increasingly becoming evident across the whole school with skills and strategies moving with students as they move into different stage groups. Common strategies and language being used by the students.</p> <p>I: Visible Learning is embedded in most classrooms and is a common thread between the learning of all students.</p>	

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)
<p>Q:</p> <p>D:</p> <p>A:</p> <p>I:</p> <p>Delayed due to the COVID 19 situation - Program rescheduled to start in Term 4 - if restrictions permit.</p> <p>This development of student leadership will be of a big focus in 2021.</p>	<p>The Peer Support Program Training and resource and support materials.</p>

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)
<p>Q: Are procedures and opportunities in place to encourage and support the growth teachers and school leaders?</p> <p>D: Professional Development Plans, collegiate and coaching opportunities and feedback, time tables and roles & responsibilities.</p> <p>A: All staff are regularly reflecting on self practice and discussing with school improvement team directions and opportunities to develop on skills to ensure the best practice approach is maintained.</p> <p>I: Continue on with current approach to embed a learning & teaching culture to ensure best practice for all students to achieve their best learning outcomes.</p>	

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 (Resources)
<p>Q:</p> <p>D:</p> <p>A:</p> <p>I:</p> <p>Program was rescheduled to start in 2021</p> <p>The Action Team continues the process of sourcing online services and support that can be available through an online platform, reaching out to families and the wider community.</p>	<p>NGUMBA-DAL Meeting agendas and minutes.</p> <p>Parent attendance data for parents attending information sessions.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		\$24,901 flexible funding used for Aboriginal Education and cultural awareness - staffing \$21,877 to engage and reconnect the use of learning pathways for Aboriginal students. Engagement and sense of belonging and a greater awareness of the aboriginal culture increased greatly with the evidence of data from the Tell Them From Me surveys. \$3,024 allocated the development of an inclusive cultural area within the school grounds.
Low level adjustment for disability		Staffing & Flexible funding - \$78,354. Funding used to top up Learning and support teacher to a FTE - 1.0 Funded casual staff to relieve teacher off class to train and implement the Berry Street Education Model to assist all students within the classroom. Funding also used to top up the COVID casual teacher from 3 days to 5 days to assist teachers and students during the Home Learning and return to school periods.
Quality Teaching, Successful Students (QTSS)		Funding - \$ 28,549 used to top up staffing to allow for greater teaching time and consistency on classes to aim for optimal learning and student learning outcomes.
Socio-economic background		Flexible Funding - \$149,629 used for additional staffing to reduce class sizes to aim for premium and quality learning time. Topped up a teacher allocation to a 1.0, provided extra teacher support in Kindergarten on the return to school after the COVID home learning period and allowed for area SLSO time in classrooms focused of student learning.
Early Action for Success		Funding for staffing \$100,401 used for an Instructional Leader to work in classrooms to provided added support to the students and teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	74	80	70	70
Girls	88	93	89	72

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.3	91.3	94	93.2
1	96	94.5	92.5	92.8
2	95.4	93	92.1	93.4
3	91.8	92.4	90.2	94.1
4	94.3	91.3	89.6	91.7
5	93.6	92.8	92.8	93.5
6	94.2	90.9	91.2	94.7
All Years	94.1	92.2	91.8	93.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	5.86
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	267,840
Revenue	2,092,448
Appropriation	2,072,517
Sale of Goods and Services	13,749
Grants and contributions	6,160
Investment income	23
Expenses	-2,135,869
Employee related	-1,833,698
Operating expenses	-302,171
Surplus / deficit for the year	-43,421
Closing Balance	224,419

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.

	2020 Approved SBA (\$)
Targeted Total	138,349
Equity Total	258,035
Equity - Aboriginal	24,901
Equity - Socio-economic	149,629
Equity - Language	5,152
Equity - Disability	78,354
Base Total	1,438,973
Base - Per Capita	38,240
Base - Location	15,694
Base - Other	1,385,038
Other Total	197,051
Grand Total	2,032,408

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2020 our school utilised the Tell Them From Me & a school generated survey to gather responses from students, staff and parents. Responses were very positive. Their responses are presented below.

Parent responses indicated that the school was performing above the NSW Govt Norms, using the Tell Them From Me Survey

- *Parents feel welcome - school norm 8.3, NSW Govt norm - 7.4
- * Parents are informed - school norm 7.7, NSW Govt norm - 6.6
- * Parents support learning at home - school norm 7.2, NSW Govt norm - 6.3
- * Parents felt that the school supports learning - school norm 7.8 NSW Govt norm - 7.3
- * Parents felt that the school supports positive behaviour - school norm 8.0, NSW Govt norm - 7.7
- * Parents felt that students were safe at school - school norm 7.4, NSW Govt norm - 7.4
- * Parents felt that the was an inclusive school - school norm 7.4 NSW Govt norm - 6.7

Student responses were taken from the Tell Them From Me & a school generated survey. Their responses are presented below:

- *80.4% of students felt part of a class or year group.
- * 92.9% of students felt that school was important
- * 92.9% of students felt that school would help them in the future
- * 58% of students felt that they would use the learning from school at home
- * 78.6% of students were interested in their learning at school
- * 94.6% of students felt that they tried hard at school to achieve

Teacher responses were taken from a school generated 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.