

2020 Annual Report

Junee High School



8179

Introduction

The Annual Report for 2020 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.

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School vision

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. 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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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>Due to the COVID-19 pandemic, a number of planned activities were either delayed or not achieved.</p> <p>Professional Learning was able to take place at the beginning of the year focussing on HSC data.</p> <p>Professional Learning teams were established and placed into the timetable. Surveys and data analysis was undertaken throughout the year to gauge the success of these teams.</p> <p>During Semester two, further emphasis was placed on assessment (formative assessment in particular). This was achieved mainly through faculty meetings.</p> <p>Students are provided with differentiated learning. This has been achieved through professional learning and ongoing support from Learning and Support (LS) staff.</p> <p>An area for development moving forward would be to continue to further develop plans and resources to further support students require extension.</p>	<p>Support staff - Learning & Support Teacher \$110000</p> <p>Professional learning - \$25000</p> <p>Professional Learning Teams - \$20000</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>Due to the COVID-19 pandemic, a number of planned activities were either delayed or not achieved</p> <p>As we went to "Learning from home", we redirected and realigned our wellbeing team to have online wellbeing processes. Utilising platforms such as Microsoft Teams and Zoom, Year advisers would conduct year meetings and also have regular check in's with their students. We also had SLSO's making regular contact with our more challenging and vulnerable students. Whole school assemblies were also live-streamed to our community.</p> <p>Once the transition was made to return to school, a large number of well-being initiatives had to be delayed due to the restrictions that were in place.</p>	<p>Student Support Officer: \$40000</p> <p>Wellbeing officer: \$25000</p> <p>SMS for absences: \$700</p> <p>Student Wellbeing: \$25000 student assistance, wellbeing needs, nutrition, student excursions</p>

Progress towards achieving improvement measures

At the beginning of the year, functional adjustments were made to our PBL and well-being meetings to ensure a more efficient flow of information and roles.

As we were without a school counsellor/school psychologist for majority of the year, we were able to utilise those funds to employ a teacher whose focus was to be on student welfare.

We were also fortunate enough to have a student support officer appointed to the school who has been a great asset.

Everyone was very pleased that we were able to hold our annual "Day on the Green" well-being day in Term 4.

We have trained some personnel in targeted well-being professional learning courses that will further influence our school plan moving forward into 2021. We also intend on including a number of the initiatives and activities into our future school plan.

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

Evaluation	Funds Expended (Resources)
<p>Due to the COVID-19 pandemic, a number of planned activities were either delayed or not achieved.</p> <p>Once we had transitioned back to learning on campus, feedback session on formative assessment tasks that staff had implemented was conducted during whole staff professional learning activity. Peer reviewing of any task is a high quality professional learning activity.</p> <p>A review of the school's assessment policy was undertaken in which a stronger focus and emphasis was placed on record keeping and timely feedback for students. Faculty time was also strategically allocated to focus on task authenticity (ie does the task achieve what it is set out to achieve?).</p> <p>From this, KLA's were able to more strategically plan for assessment in 2021 after the reviews and stronger emphasis on the factors stated previously.</p> <p>Through the activities that have been mentioned above, assessment tasks in all KLA's have given students a range of opportunities to learn and illustrate their knowledge. KLA's will continue to refine and adjust assessment tasks to ensure that they support individual learning needs.</p>	<p>Professional learning</p> <p>Release time (built into timetable).</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)
<p>All teachers have been involved in a Professional Learning Team (PLT), with 6 different groups at the start of 2020. Innovative Learning Environments, STEAM, VET, Literacy Writing, Impacting Classroom Next Door and Beginning Teachers. These groups met once a fortnight in Term 1, 3 & 4. During the year they presented at 2 showcases, explaining their learning to other staff and involving them in tasks to build their knowledge and skills.</p> <p>During COVID interruptions, PLTs were on hold. Teachers utilised their time for individualised professional learning, developing the skills and knowledge they particularly needed at that point in time to assist them manage online learning, blended learning and technology skills. Staff reported their satisfaction with the time allocated and range of resources and PL they could access, especially online from NSW DoE.</p> <p>One period per fortnight was faculty-based PLT, with faculty utilising the time for subject specific professional learning. This time allowed teachers to be prepared for delivering online learning, then curriculum based programming, with an improvement in teacher programs showing differentiation and HSC Monitoring processes.</p>	Professional Learning

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)
<p>Term 1 School Development Day session focused on data: Key Data review; How to make improvements, move kids along, increase top grades (As & Bs, Band 4, 5 & 6); Program adjustments; Student Adjustments. This provided time and collaboration for reviewing data sources and needs of students.</p> <p>All 2020 teaching staff have been provided access to Scout and have completed the Scout training. There were 490 Scout usage activities in the year, an increase of 418 activities from 2019 with the main areas analysed being finance, NAPLAN, Best Start Year 7, Schools Dashboard and VALID performance. With no NAPLAN in 2020, there was an increased spread of reports accessed, as well as an increase in teachers looking for different data</p>	<p>Quality Teaching Rounds Coordinator: \$11000</p> <p>Quality Teaching Rounds teacher release: \$3500</p>

sources other than NAPLAN.

All staff engaged with the Strategic Improvement Plan, they utilised resources and opportunities to develop the situational analysis. This increased staff's ability to look for a variety of data across the school and previous school plan and to collaboratively analyse the data. Executive staff who completed the majority of the Situational Analysis indicated their increased use of data and improved skills in analysis and application of the data. This has led to a robust Strategic Improvement Plan, rich in data.

Quality Teaching Rounds (QTR) - Junee HS - 2020 Evaluation & Feedback

Quality Teaching Rounds (QTR) have been embedded into Junee High School's Professional Learning practice since 2019, with the implementation of a whole school QTR Co-ordinator. The QTR Co-ordinator has collaborated within and across school networks to provide opportunities for staff to observe, model, record, and report on teaching practice in order to raise student outcomes and enhance quality teaching strategies at whole school levels.

The successful implementation of QTR at Junee High School has been aided through targeted professional learning evaluation from participants. Prior to their involvement in QTR, participants complete a survey which measures their attitudes towards professional observations; peer feedback; and student engagement in their classroom. Following their participation in QTR, participants complete another survey which measures the same aspects. In doing so, Junee High School's QTR participants reflect the increase of teacher morale following participation which are consistent with the findings of the University of Newcastle in their report to the NSW Department of Education, 'The Impact of Quality Teaching Rounds: Report on the Results of a Randomised Controlled Trial' (2016).

In addition, the analysis of participant data indicated that, between Term One, 2019 & Term Two, 2021, 67% of Junee High School teaching staff have volunteered to participate in QTR. The majority of staff indicated that the reason they volunteered was because their colleagues had participated and spoke highly of the professional learning. The most valuable perceived aspect of the professional learning was time to discuss and engage in professional dialogue across teaching faculties, scaffolded by the Quality Teaching Framework. The feedback following QTR has been overwhelmingly positive at Junee HS, with 100% of staff surveyed indicating that they would recommend QTR to others in the school and 100% of staff surveyed believed that QTR had made a difference to their teaching practice:

I spend more time thinking about the whole of my lesson and areas that require deep thinking; it made me really contemplate student voice/connection in my teaching.

I am now more mindful of students' cultural backgrounds and try harder to address some aspects of them during my lessons… I think of the elements more when I plan upcoming lessons.

It has increased reflective practice on the way teaching/learning occurs.

Participant feedback has also allowed the QTR Co-ordinator to effectively modify the QTR Professional Learning to reflect the needs of Junee High School staff. For example, some participant feedback in 2019 indicated that participants of QTR would benefit from a wider knowledge base regarding the Quality Teaching Framework prior to their participation. As a result, the QTR Co-ordinator has delivered numerous whole school presentations to staff on QTR, the Quality Teaching Framework, and Quality Teaching for Assessment.

Thus, participant data has allowed QTR to effectively engage teachers

Progress towards achieving improvement measures

across Junee High School in order to effectively meet the needs of teaching staff and promote quality and explicit teaching practices to improve student outcomes.

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)
<p>All students in Years 10, 11 and 12 were given access to the HSC minimum standards tests.</p> <p>Yr 10: 83 out of 96 minimum standards were met</p> <p>Yr 11: 51 out of 54 minimum standards were met</p> <p>Yr 12: 67 out of 69 minimum standards were met</p> <p>Students who did not meet the standards were provided with extra support based on individual needs which led to more students meeting the standards.</p> <p>The Professional Learning Team (PLT) literacy strategy was implemented with professional learning provided regularly to teachers, focus areas of literacy each fortnight and support given during the project. Each teacher provided with literacy resources to help them in future lessons, support in embedding literacy across all subjects, with a range of questions to ask themselves as they implement.</p> <p>Targeted small group literacy support for students, based on data, enhanced student literacy skills; with teachers able to support work being done with the students in their classes.</p> <p>We did not have a PLT group on numeracy in 2020 but will be a focus for 2021.</p> <p>Staff need more time to familiarise themselves with the progressions and how they can be implemented. Having multiple teachers in a secondary setting has made this more challenging.</p>	

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)
<p>Majority of staff utilise the Google Classroom set up of administrative systems. Have spent time expanding the file storage that is accessible for people, including Google file stream, allowing documents to keep their formatting. Needing to work on the updated storage of documents, considering we have used Sentral Documents, T / Faculty Drive and other storage drives.</p> <p>We have improved induction about administration, including the thorough discussion of the Staff handbook at staff meetings. Staff have been giving feedback to update the handbook and include relevant information in one source.</p> <p>Further exploration of Sentral for plans and activities to be streamlined and better utilised, especially the promotion of activities and notes online.</p> <p>Parent feedback: Due to COVID Learning From Home and Physical distancing changes, our communication with parents was enhanced, with more video messages, online assemblies, phonecalls, notes home and surveys.</p> <p>24 April Parent & Student Google form survey: Communication from school has been: 47% Excellent; 33% Very good, Fair 10% and Poor 10%. Following survey analysis, there was follow up with parents and school processes to make improvements, especially taking on the feedback about "What could the school be doing better during this time of COVID-19?"</p> <p>To support Year 12 students and families, we ensured additional communication and meetings were held to ascertain their thoughts and ideas for how we celebrate Year 12 achievement. Through collaboration, all families were able to access online assembly and we gathered feedback for other events in Term 4.</p> <p>Unfortunately we had zero responses for the Tell Them From Me Parent Survey.</p> <p>Anecdotally, there was much feedback from parents and families about the year that we had, with many expressing their satisfaction with caring for their children and appreciating the role school had in continuing learning during a difficult time.</p>	<p>Sentral Online System:</p> <p>Student & parent Portal: \$1700</p> <p>SMS credits for messaging: \$700</p> <p>Licence: \$</p> <p>Skoolbag messaging: \$</p> <p>SASS Additional Staffing 1.6 staffing.</p> <p>1.0 = Teacher Administration Support</p> <p>0.6: Communications and ICT support</p>

Progress towards achieving improvement measures

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)
<p>Due to COVID restrictions, majority of Ngumba-Dal LC events did not occur, with limited opportunity for teachers to visit other schools. Events that did occur were:</p> <ul style="list-style-type: none"> - Principal meetings and phone calls to support each other and have consistency in messaging and expectations during the year. - Connection poles with Junee Shire Council, with the 5 schools painting and having poles planted at new recreation park - Transition activities with Year 6 into 7, with staff sharing knowledge and 2 transition days occurring. <p>In 2021 with less restrictions and a different school strategic directions, this are will not be subject to the same level of focus. However, the importance of staff collaborating will be important, with opportunities to share and visit other schools, as well as transition activities still occurring.</p> <p>Careers advisor is organising careers lessons with primary schools, with Stage 5 student running lessons</p>	

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)
<p>Due to COVID restrictions, a large number of community events were unable to be held.</p> <p>These events were impacted:</p> <ul style="list-style-type: none"> - Special Interest period of visiting other schools and places - Work Experience program - Junee community events: Christmas on Broadway - Gundagai network of schools combined School Development Day - SRC organising guest speakers for assemblies - Volunteering events - Playgroup running at school - Leadership opportunities eg School captains visit to Parliament House, REROC <p>Student Honours System was able to include student volunteering to add points for students when they volunteer in the community. This can be promoted and discussed more with students</p> <p>Due to changes with COVID, there was the increased opportunity for people to access online our events. We will continue making available some assemblies and meetings through online presentations.</p>	

Progress towards achieving improvement measures

A positive of less activities and restricted travel, did result in more time to focus on teaching & learning in schools, with in-class face-to-face teaching occurring.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$24212 Student Learning Support Officer</p> <p>\$2000 Student assistance for uniforms, excursions, subject fees, well being initiatives</p>	<p>Attendance for Aboriginal students in 2020 was 83.3 % compared to average of all students of 83.9%.</p> <p>One student was the recipient of the Elsa Dixon Memorial Scholarship, being employed as a School based Trainee. The student works one day as a School Learning Support Officer at Junee PS.</p> <p>All Aboriginal students were supported in class by School Learning Support Officers, assisting with classwork, homework, assessments, social and friendship issues as well as wellbeing activities. The activities included Year 7 & 11 outdoor education camp and Connection poles for Junee HS and Junee Adventure park.</p> <p>Staff have participated in professional learning in staff meetings, while also having access to "Your Mob": Online Indigenous Cultural Awareness Courses.</p> <p>The Aboriginal Education team met twice a term to plan for activities and to support students. This was successful in that students were supported to participate in a range of activities, funding was used to help their learning and access to food when needed</p>
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>
Low level adjustment for disability		<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> <p>Due to COVID Learning From Home, a number of students requested modified</p>

Low level adjustment for disability		<p>workbooks and learning packages which the learning Support team was able to develop to support differentiation and targeted learning.</p> <p>Understanding the growing need to support a variety of learners, a third MC class was created, with the additional staffing of a Head Teacher, permanent SLSO and temporary staff.</p>
Quality Teaching, Successful Students (QTSS)		No funding supplied as targeted at Primary Schools
Socio-economic background		<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		<p>Each beginning teacher benefited from their involvement in a professional learning team, 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>During COVID, the learning teams were paused, with staff given time to organise learning activities and collaborate with colleagues to allow for online and at-home learning. This allowed more independence for students and staff to have time to connect with students as well.</p> <p>3 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 their own teaching and develop their confidence.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	102	108	115	121
Girls	102	104	106	115

Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.8	91.7	86.8	90.1
8	87.8	89.8	87	88.4
9	84.2	88.1	83.9	91.3
10	82.2	80.6	85.3	86.2
11	80.2	86	79.2	84.2
12	88.1	86.2	84.3	89.4
All Years	85.3	86.9	84.6	88.4
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	11
Employment	5	31	66
TAFE entry	0	5	5
University Entry	0	0	16
Other	0	0	0
Unknown	3	6	2

Year 12 students undertaking vocational or trade training

43.24% of Year 12 students at Junee High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

95.8% of all Year 12 students at Junee High School expected to complete Year 12 in 2020 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)	19.5
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.18
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, 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	502,506
Revenue	5,068,279
Appropriation	4,989,469
Sale of Goods and Services	11,007
Grants and contributions	67,148
Investment income	125
Other revenue	530
Expenses	-5,187,372
Employee related	-4,509,722
Operating expenses	-677,650
Surplus / deficit for the year	-119,093
Closing Balance	383,413

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	53,001
Equity Total	448,738
Equity - Aboriginal	20,810
Equity - Socio-economic	290,441
Equity - Language	3,924
Equity - Disability	133,563
Base Total	4,053,034
Base - Per Capita	55,427
Base - Location	21,940
Base - Other	3,975,667
Other Total	291,486
Grand Total	4,846,259

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

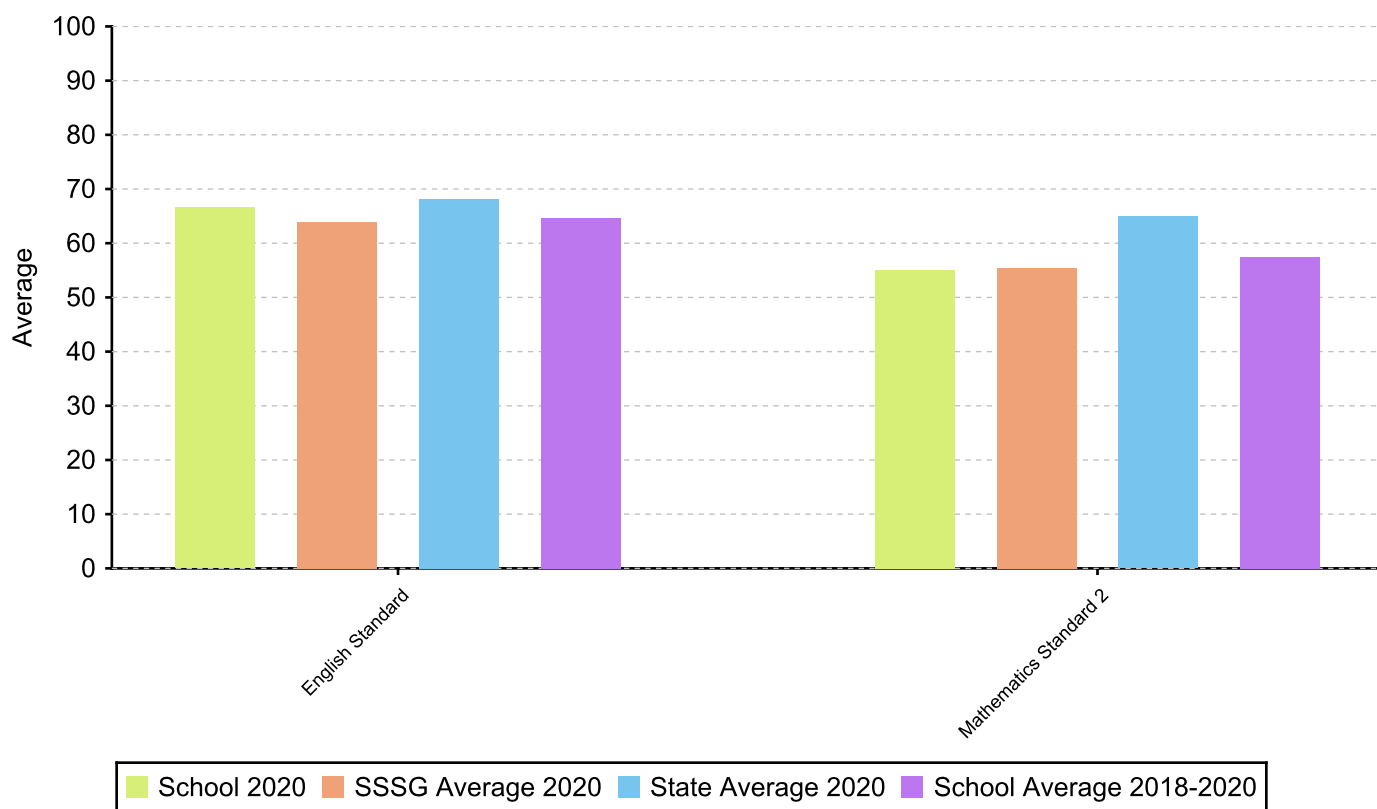
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

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 2020	SSSG	State	School Average 2018-2020
English Standard	66.6	63.9	68.1	64.7
Mathematics Standard 2	55.1	55.4	64.9	57.4

Parent/caregiver, student, teacher satisfaction

Due to COVID Learning From Home and Physical distancing changes, our communication with parents was enhanced, with more video messages, online assemblies, phonecalls, notes home and surveys.

24 April Parent & Student Google form survey: Communication from school has been: 47% Excellent; 33% Very good, Fair 10% and Poor 10%. Following survey analysis, there was follow up with parents and school processes to make improvements, especially taking on the feedback about "*What could the school be doing better during this time of COVID-19?*"

To support Year 12 students and families, we ensured additional communication and meetings were held to ascertain their thoughts and ideas for how we celebrate Year 12 achievement. Through collaboration, all families were able to access online assembly and we gathered feedback for other events in Term 4.

Unfortunately we had zero responses for the Tell Them From Me Parent Survey.

Anecdotally, there was much feedback from parents and families about the year that we had, with many expressing their satisfaction with caring for their children and appreciating the role school had in continuing learning during a difficult time.

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.

The school Aboriginal Education Team met twice a term to discuss and plan support mechanisms for students.

Junee HS became a member of the Wagga AECG, attending meetings for the first time and being welcomed in as there is no established AECG in Junee.

Students completed 4 Connection poles for the new Junee Adventure Playground and 3 Connection poles for Junee HS. A fourth pole is being completed during 2021 to be installed in term 1 2021.

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.