

# 2021 Annual Report

## The Junction Public School



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# Introduction

The Annual Report for 2021 is provided to the community of The Junction 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 Strategic Improvement 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

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## Message from the principal

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I acknowledge the homelands of the Awabakal and Worimi people and Elders past, present and emerging.

Each year I think of the year that was, and where our learning has led us. Learning is not just about our key learning areas. It is also about the way we go about our day-to-day consideration of others.

The pandemic meant that the things that we depended on weren't there; other people, our friends, our teachers, often other family members.

To begin with, Facetime, Zoom, Teams and Google classroom filled the void. We got to see each other and do our learning and communicating. But it quickly became apparent that these platforms were not the same as meeting face to face, laughing and sharing together. Physically being with others was something we missed.

We also feared that people we knew might get sick, or that we would have to wait a while to see our overseas relatives again.

We responded in a whole range of ways; sometimes we were sad and concerned, sometimes we were incredibly thankful we lived in a country that has great medical care, sometimes missing our relatives seemed too hard, sometimes we were so incredibly grateful that our families had seemed to dodge the worst.

One of the things that impressed me most with our students and teachers was their kindness. At the beginning of the pandemic, I told one of our first staff meetings that my teacher and Principal learning had not included leading and managing 40 staff and 536 students in pandemic conditions. Because of this I needed them to jump right in with me and use their flexibility and creativity to take this adventure day by day. This agreed culture also quickly transferred itself to our students, both online and at school. The only way I can describe it is that we became a bit closer to being a family than we were before. We faced considerable adversity together and our Covid family became stronger as we went along.

Structurally we lived the narrative of 2021 a bit like a risk assessment. We focused on the health of our students and our staff so the learning could continue. We supported our staff with medical conditions and those who were pregnant. We trialed different ways of working better with our students with additional learning needs, those finding remote learning a challenge, families in crisis with lost employment and those supporting ill family members.

At times it became complicated, but I think there were a couple of things we kept front of mind:

- Rules for a pandemic were vastly different - Levels began to guide all our decisions. We would find information out at the same time as everyone else and via the same platforms and media.
- We had to let go of our normal freedoms as we prioritized the wellness of our workplace.
- We were grateful for the workplace we came to each day and the staff and students' adaptability.
- We were grateful for our community's support even though they were doing it tough.

Ultimately our job was to keep learning continuing for the students, regardless of what we had to put in place to do it.

Most importantly, I recognise and admire the growing resilience of our students in the face of significant change. I believe this will be a very special adult generation because of this lived experience.

They have the right to be proud of themselves.

Catherine Larkman

Principal

## School vision

The Junction Public School strives for successful learners and leaders, embracing opportunities to shape lifelong learning and become responsible, engaged, and ethical, global citizens. Staff and parents are committed to working in partnership for ongoing academic growth and an environment where all students are known, valued and cared for.

We aspire to focus on evidence based teaching and learning strategies which support positive value add trends across our school. All students and staff learn and work in a culturally safe environment.

## School context

The Junction Public School is a progressive and dynamic educational environment. It is located in inner city Newcastle with a proud history and traditions dating back to 1860.

In 2021, the school has an enrolment of 540 students, including 23 Aboriginal students in 21 classes. Our school culture is also enriched with 28 families from a wide range of countries and cultures. There is a strong academic performance of students which is generally above state and national benchmarks in literacy and numeracy. The Junction Public School has a family and occupation education index (FOEI) of 25.

In 2021, our school's situational analysis shows the need to continue to focus on increased academic growth in Years 3, 5 and 7 and in particular, Numeracy. To achieve this the school engages in collaborative assessment practices, evidence based teaching pedagogy, staff collective efficacy and respectful relationships across the school community.

Our school is set in very attractive grounds, with the buildings blending old and new. We enjoy the advantages of an inner-city location close to the Newcastle Regional Art Gallery, Regional Museum, Conservatorium of Music, Christ Church Cathedral and a working harbour providing our students unique opportunities to greatly enrich teaching and learning programs. We enjoy a close partnership with the Conservatorium of Music which includes the provision of tutors for our Years 3- 6 band program.

We have a dynamic staff including a deputy, 4 assistant principals, class teachers, school learning support officers and administrative staff who are focused on helping our students strive for excellence. We are able to attract teachers with a wide range of special interests to lead learning projects within the school. The high level of support and co-operation of staff and community members adds to an enriching, differentiated and diverse curriculum including outdoor adventure play, environmental projects, science, technology, education, art and mathematics learning.

The school has an outstanding creative and performing arts program as well as many sporting and cultural opportunities. A values framework, underpinned by restorative practices, forms our whole school wellbeing program. Learning dispositions required for critical and creative thinking are an integral part of this program. We believe these values, skills and dispositions are essential in a rapidly changing world.

We are well supported by a range of Department of Education officers as well as the University of Newcastle who support us in our ongoing improvement plan, Quality Teaching Rounds and Aboriginal Education initiatives. The Muloobinbah Local Aboriginal Education Consultative Group (LAECG) provide guidance and support to staff in supporting learning through Aboriginal and Torres Strait Islander culture.

Our P&C represent a highly invested community who are active and enthusiastic around support of school projects which connect to our students' wellbeing and learning.

## 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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

All student learning is underpinned by collaboratively established assessment opportunities so that every student has the opportunity to demonstrate a wide range of achievement.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading practices
- Numeracy practices

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$89,694.40

**Literacy and numeracy intervention:** \$94,179.12

**Literacy and numeracy:** \$6,484.48

**Aboriginal background:** \$9,558.90

### Summary of progress

#### Reading practices

To achieve improved outcomes in reading and comprehension, we undertook several activities in 2021. However, some were derailed by the pandemic and school closures. The reading team was established and initial training undertaken. An audit of teaching and learning strategies was discussed at executive level and the need for a leveling up between K-2 practices and 3-6 practices. The activities included professional learning for PLAN2 software and the learning progressions to improve monitoring and assessment strategies. Stage 2 staff were our target group who were trained in bench-marking reading and running records to better understand the cues students were using to decode and comprehend text. Our trend data indicates that over 88% of students are reading at sound and above, with 64% of students in the top 2 bands consistently over the last 4 years. The ease of access to the Department's Literacy and Numeracy Hub will form the basis of our ongoing literacy and numeracy professional learning experiences. All other activities planned for have been moved into the 2022-2025 School Improvement Plan (SIP).

#### Numeracy practices

Our focus for improvement was in additive and multiplicative strategies. Our improvement in this initiative has been informed through participation in professional learning associated with the Primary Mathematics Specialist initiative. We funded two teachers (Stage 1 and Stage 2) to participate and then lead professional learning for staff. Staff were paired in stages to trial number talks and Newman's Analysis. Stages were led in discussion focused on Spirals of Enquiry and other action research models. Our trend data indicates that numeracy achievement lags behind our reading and writing. We aim to close this gap through our 2022-2025 SIP. Our numeracy results in 2021, show 85% of students are in the middle bands and above, with 46% in the top two bands.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase % of students in top two NAPLAN Bands in Year 3 and 5 for:  numeracy from 47.7% (2016-2018) to 51.7% or above in 2021  reading from 61.7% (2016-2018) to 67.3% or above in 2021	% of students in top two NAPLAN Bands in Year 3 and 5 for numeracy was 46.15% .  % of students in top two NAPLAN Bands in Year 3 and 5 for reading was 64%.
Increase % of students achieving	% of students achieving expected growth for Years 3 and 5 for numeracy

expected growth for Years 3 and 5 for: numeracy to 52.4% or above in 2022 (from 49.8% 2016-2018)  reading to 72.3% or above in 2022 (from 71.4% 2016-2018)	was 57.75%. This was above our annual progress measure.  % of students achieving expected growth for Year 3 and 5 for reading was 59.46%. This was below our annual progress measure.
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## Strategic Direction 2: Teaching excellence impacting student learning

### Purpose

Pedagogy draws upon evidence-based practices to enable collective efficacy of all staff so that students are provided with the optimal environment to support them to achieve.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality teaching, curriculum and high potential students
- Embedding of information and technology skills across the curriculum
- Primary Mathematics Specialist Teacher Initiative

### Resources allocated to this strategic direction

**Professional learning:** \$32,764.73

**Literacy and numeracy:** \$6,180.00

**Unassigned Funds 6101:** \$2,970.00

### Summary of progress

#### Quality teaching, curriculum and high potential students

Quality Teaching Rounds (QTR) concluded in 2020 with the engagement of a final group of teachers. We were able to include all our permanent teachers and a number of our temporary placements. All teachers reported finding this learning extremely valuable and are continuing to use the skills to reflect on practice. In 2022, facets of this project will be reflected in performance and development plans in the implementation of learning and during our Math's Action Research project to promote sustainability of learning.

#### Embedding of information and technology skills across the curriculum

The Stage 3 science, technology, engineering and mathematics (STEM) program concludes our 3 year focus across the whole school on embedding information and technology skills across the curriculum. Teachers are now confident to co-plan, co-teach and co-assess STEM practices. This is evident in class programs and class practice.

#### Primary Mathematics Specialist Initiative

In 2020, we applied for the Primary Mathematics Specialist Teacher Initiative run by the Department of Education. We were invited to professional learning to assist us to address our mathematics targets. Two teachers were involved with this professional learning and provided feedback and guidance to the rest of the staff which will evolve into mathematics action research in 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
12 teachers participated in QTR and 80% of them reported improvement in teaching practice.  The 2021 professional learning program will be evaluated to inform planning for 2022.	All teachers are evaluated and reflected on professional learning and practice using the Quality Teaching Framework, elements of quality teaching and associated research articles.
Staff build on the work on the 3 forms of assessment from the last school plan to more explicitly interpret data using the learning progressions and PLAN2	All teachers are using PLAN2 software and the learning progressions to explicitly interpret data. They are implementing monitoring and tracking outliers in order to better cater to the range of class needs.

software. Baseline 2020: Less than half of the staff are familiar with PLAN2software and the learning progressions.

Teachers have a deeper understanding of the three forms of assessment due to a focus on goal setting (reflective assessment), tracking and monitoring for formative assessment, and the use of diagnostics and NAPLAN for summative assessment.

## Strategic Direction 3: Equitable community engagement impacting student learning

### Purpose

Respectful, high trust relationships exist across the school community to ensure communication, collaboration and cooperation provide the best opportunities for students to succeed and thrive.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Inclusive education
- Aboriginal and Torres Strait Islander Culture, Language and Traditions

### Resources allocated to this strategic direction

**Sustainable Schools Grant:** \$11,300.00

**Aboriginal background:** \$7,129.09

**Unassigned Funds 6101:** \$9,000.00

### Summary of progress

#### Inclusive education

The learning of Aboriginal culture at TJPS continues to expand through environmental education and sustainable projects, our learning leading into NAIDOC week and Staff Professional Learning on country at sites such as Murrook, Awabakal Environmental Education Centre and the continued partnership with Yamuloong. We continue to consult with the AECG and local elders to enhance our practices for staff and students.

Our communication procedures continue to evolve in streamlining the myriad of technologies in use as a result of having to quickly adapt to online learning and communication during the pandemic. This is an identified focus in 2022.

#### Aboriginal and Torres Strait Islander culture, language and traditions

A sustained school focus on writing and on the tracking and monitoring of Aboriginal students enabled the granular focus on equity groups' inclusiveness. Our Year 5 NAPLAN results showed that our Aboriginal students exceeded peers in writing results by 5 full points. The focus on a granular approach with this group of students was a request which came from our consultation with local parents of Aboriginal students.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase community voice for equitable access and feedback to school planning. Baseline - regular communication with a small group at P&C Meetings and parents who attend annual PLP yarn-up.	Parents' feedback was maintained throughout the pandemic to ensure inclusivity and wellbeing were sustained at a difficult time for families. This occurred through regular phone contact with vulnerable students and families, and information was uploaded to school records.
Streamlining of communication platforms to the wider community through the finalisation and successful use of the Parent Sentral Portal for two way communication	No progress in 2021 due to pandemic.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$317,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at The Junction Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external providers for the implementation of behaviour strategies (trauma and autism) and health procedures (diabetes, epilepsy)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Ten students were directly funded through integration funding support in the areas of academic success, health and safety and well being and additional needs. during COVID lock downs School Learning Support Officers (SLSO) were our frontline phone support for the families of these students. Needs identified were relayed back to the learning support team for action. SLSOs were also involved in ongoing professional learning including health procedures, literacy (supporting teaching staff with COVID writing programs) and technology training. Non funded students (5) with high needs were also supported indirectly in small groups both on the playground and in class.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>We will continue with the current model in 2022.</p>
<p>Socio-economic background</p> <p>\$16,397.99</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Junction Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement CELF 4 screening to support identified students with additional needs</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• professional development of staff through PETA, MANSW and OARS (PAT-M PAT-R) subscriptions to access online professional learning and resources to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>the equitable access to quality resources for teaching and learning activities to target specific needs (New Arrivals and EAL/D, Disability and Aboriginal students), to target improved assessment practices through quality diagnostics, and to target students who require financial support to access</p>

<p>Socio-economic background</p> <p>\$16,397.99</p>	<p>learning on the same basis.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to provide access to quality subscriptions to online resources and professional learning.</p>
<p>Aboriginal background</p> <p>\$16,687.99</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Junction Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Inclusive education</li> <li>• Aboriginal and Torres Strait Islander Culture, Language and Traditions</li> <li>• Reading practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• creation of school literacy resources embedding local language</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Our Year 5 Aboriginal students achieved above their peers in NAPLAN Writing. The allocation has also enabled all students to experience a range of Aboriginal and Torres Strait Islander literature as part of our Library program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to fund a Yarning circling to build greater connections across the community.</p>
<p>English language proficiency</p> <p>\$13,057.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at The Junction Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All classroom teachers were upskilled by our EALD teacher in differentiating for language proficiency for students who are developing and consolidating English language skills</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to use funds to access specific professional learning in English language acquisition and to support the needs of Aboriginal and Torres Strait Islander</p>

<p>English language proficiency</p> <p>\$13,057.00</p>	<p>students to access greater support (1:1) in literacy</p>
<p>Low level adjustment for disability</p> <p>\$137,882.45</p>	<p>Low level adjustment for disability equity loading provides support for students at The Junction Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention program to increase learning outcomes</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Equitable access to the curriculum by student with disabilities and for disadvantaged (low SES) students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue with the current model in 2022.</p>
<p>Professional learning</p> <p>\$32,764.73</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at The Junction Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality teaching, curriculum and high potential students</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Rounds based on the Newcastle University model for all staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Quality Teaching Rounds has built on the co-teaching process by giving teachers a structure to analyse their teaching and the teaching of others in a non-confronting way. All our permanent teachers and a number of our long term temporary teachers were able to experience this process. Additionally we sent 5 teachers to the Quality Academy Masterclass (15/9/2021) to refresh skills across our K-6 staff.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> All teachers continue to use the Quality Teaching Framework for observation, self-reflection and collective efficacy.</p>
<p>Beginning teacher support</p> <p>\$14,845.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at The Junction Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Beginning teacher support</p> <p>\$14,845.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• collaborative planning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> One beginning teacher had access to a mentor to support accreditation and well being. They also had access to extra days for identified Professional Learning from their Professional Development Plan as well as time for programming, assessment and report writing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> We will continue to build the capacity of our beginning teachers in order for our students to experience quality teaching at all times.</p>
<p>Literacy and numeracy</p> <p>\$12,664.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at The Junction Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading practices</li> <li>• Numeracy practices</li> <li>• Embedding of information and technology skills across the curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher release to engage staff in STEM team teaching</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All Stage 3 teachers participating in team teaching with a STEM trained Classroom Teacher for an hour per week over a 12 month period and gained skills in connected and integrated learning across STEM. This incorporated the explicit and systematic addition of relevant literacy and numeracy skills at the planning stage so that learning intentions and success criteria were made explicit to students in every lesson. Approximately 180 students were involved in experiencing connected learning across STEM through hands-on tasks and projects.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After a three year focus on integrating literacy and numeracy into STEM activities and rich tasks, all teachers K-6 will continue to build and resource this area through collaborative planning of units and assessment tasks and team teaching.</p>
<p>QTSS release</p> <p>\$101,691.03</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at The Junction Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• Assistant Principals provided with additional release time to support classroom programs</li> </ul>

<p>QTSS release</p> <p>\$101,691.03</p>	<p><b>The allocation of this funding has resulted in:</b> a school wide focus on the skills of numeracy using the Quality Teaching Framework for teacher reflection and collegial discussion of quality scaffolded numeracy tasks.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> An Assistant Principal funded by the Fast Stream Project (2022) to lead action research across the stages to apply additive and multiplicative learning to improve student mathematical outcomes. PLAN2 will be used as a tracking system to monitor student progress.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at The Junction Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> targetted learning for individualised adjustments K-6 in reading and mathematics, supporting class teachers in the writing of Individual Education Plans, Personalised Learning Plans, Behaviour Plans, and Student Safety and Risk Assessments.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue funding an additional full time Learning and Support Teacher in 2022 to provide targeted, individualised teaching and learning programs in reading, mathematics and behaviour.</p>
<p>COVID ILSP</p> <p>\$59,983.22</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• employing staff to provide online tuition to student groups in literacy/numeracy</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> individualised teaching and learning in writing skills to support all identified students who were working a basic level during and post COVID lockdown.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022 students who are working at a basic level in writing will continue to be supported by a classroom teacher for 1 hour per week on specific and targeted skills in writing.</p>
<p>School support allocation (principal support)</p>	<p>School support allocation funding is provided to support the principal at The Junction Public School with administrative duties and reduce the</p>

\$28,389.20

administrative workload.

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

- Other funded activities

**Overview of activities partially or fully funded with this initiative funding include:**

- Employment of School Administrative Officer to manage student health care plans and mandatory training for staff

**The allocation of this funding has resulted in:**

a more streamlined and efficient administrative team in the front office with specific administrative tasks related to the tracking and monitoring of, for example, Mandatory Training, Student Health Plans, the administering of medicine, etc by a member of the administrative team

**After evaluation, the next steps to support our students with this funding will be:**

to continue to employ an extra School Administrative Officer (2 days per week) in the front office to support student health and well being.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	305	317	299	297
Girls	271	256	246	238

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.7	94.5	93.1	95.2
1	94.8	93.6	91.8	93
2	93.7	95.5	94.1	94.2
3	94.1	93.6	90.8	93.9
4	94.6	92.2	93	93.8
5	94.3	93.7	90.7	92.5
6	93.3	93	93.3	90
All Years	94.3	93.7	92.3	93.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.69
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration and Support Staff	3.96

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	532,598
<b>Revenue</b>	5,134,253
Appropriation	4,953,366
Sale of Goods and Services	24,492
Grants and contributions	155,578
Investment income	449
Other revenue	368
<b>Expenses</b>	-5,098,474
Employee related	-4,565,176
Operating expenses	-533,298
<b>Surplus / deficit for the year</b>	35,779
<b>Closing Balance</b>	568,377

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	302,665
<b>Equity Total</b>	183,635
Equity - Aboriginal	16,298
Equity - Socio-economic	16,398
Equity - Language	13,057
Equity - Disability	137,882
<b>Base Total</b>	3,848,996
Base - Per Capita	134,352
Base - Location	0
Base - Other	3,714,645
<b>Other Total</b>	438,117
<b>Grand Total</b>	4,773,414

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

During 2021, parents were provided with regular updates regarding COVID safe procedures and school news using Skoolbag app. The Newsletter was suspended during this time as teachers were developing online material and communicating regularly with parents using other online platforms such as Class Dojo and Seesaw. The school newsletter will be relaunched in 2022 with a new format.

15 % of families responded to the Parents as Partners survey and 10% of families wrote additional comments. From this information we conclude that parents supporting learning at home was strong. Participants also felt that information and support coming from the school during the pandemic was not as informative about learning as it could have been. The biggest concerns were about communication procedures and a feeling of isolation.

Students in Years 4-6 (168) responded to Tell Them From Me survey which was issued at a school level. There were slight variations from 2020 which were mostly due to online learning and separation from friends and peers when working from home.

13 staff completed the Focus on Learning Teacher survey. Two of the 8 drivers of student learning showed significant changes from the 2020 results in the areas of parent involvement and technology. Analysis supports the conclusion that these two drivers were all encompassing for staff and were impacted by:

- additional demands in technology skills and time taken to up-skill and update learning programs,
- significant time supporting parents with differing needs to access online learning and successfully engage children at home.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.