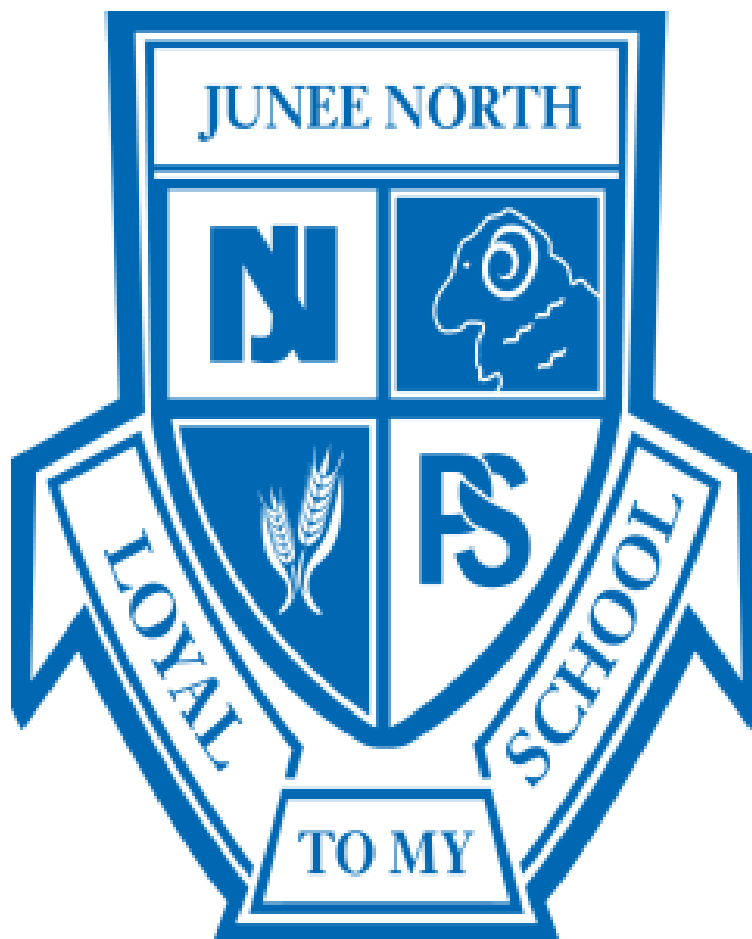


# 2021 Annual Report

## Junee North Public School



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# Introduction

The Annual Report for 2021 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 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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## 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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
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	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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To maximise the reading and numeracy outcomes of every student, all staff will use data to understand the individual learning needs of their students and support them to achieve success.

### Initiatives

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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.

- Curriculum Differentiation
- Assessment and Data Driven Practices

### Resources allocated to this strategic direction

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**Integration funding support:** \$175,667.00

**Literacy and numeracy intervention:** \$35,317.17

**Socio-economic background:** \$18,131.92

**Early Action for Success (EAfS):** \$102,907.78

### Summary of progress

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#### Curriculum Differentiation

Junee North Public School is on track to deliver an integrated approach to quality teaching, curriculum planning and delivery, promoting learning excellence and responsiveness in meeting the needs of all students. Staff are developing capacity to reflect on teaching effectiveness using student assessment data to provide differentiated learning opportunities including Essential Assessment in Years 3-6 and plotting of students using the progressions in both literacy and numeracy in Years K-2. Using the expertise of an internal staff member, staff completed professional learning (PL) in numeracy strategies focused on number talks through the use of concrete materials to build teacher capabilities and collective pedagogical practices. The process was successful as the staff member used their knowledge and skills to provide clear modeled lessons for all staff. The ongoing implementation was challenging as staff at times defaulted back to older practices and ongoing support was interrupted.

The Mathematics (Stage 2 and 3) and Science (K-6) Scope and Sequences have been developed collaboratively with staff having input in staff meetings during Semester 2. With the impending release and implementation of the new K-2 Mathematics syllabus, the 3-6 Mathematics scope and sequence was the major focus to be completed. The Executive staff identified the need to realign staffing resources to provide professional learning on teaching strategies and syllabus implementation when reviewing and updating the 3-6 Mathematics scope and sequence. Strategic allocation of funding allowed collegiate time and enabled teachers to work collaboratively with other stage teachers. Collaborative discussions were utilised to obtain teacher knowledge of syllabus use. An internal specialist staff member worked with teachers to facilitate and deliver a targeted focus on a specific aspect of the mathematics syllabus, particularly working mathematically and embedding it across the content areas. Through classroom observations, this has resulted in clarity of current syllabus and ensuring staff are using and engaging in professional discussion to improve teaching practice. Staff provided verbal feedback through staff meetings and stage meetings and one-to-one meetings with supervisors.

Staff use of assessment practices to inform teaching and learning remains inconsistent across the whole school. Lack of consistency in using student data is underpinned by lack of confidence in analysing and using the data. Historical staff Professional Learning (PL) through Early Action for Success (EAfS) was not evident in Years 3-6. Additional PL in using PLAN data to inform next steps in learning for whole staff is identified as a priority. The entitlement of the Assistant Principal Curriculum and Instruction (APC&I) position to be established in 2022 will target building whole staff capacity, specifically focusing on developing a deeper understanding of current assessment practices and assessment platforms, such as PLAN2. The interruption to school routines impacted Junee North Public School's continuity of professional learning cycles and challenged effective staff engagement. The new Scope and Sequence is now developed and in place for mathematics for Years 3-6. Staff feedback through both formal and informal discussions identified confidence in using the scope and sequence and there is clear evidence of use in class programs. As teachers are using the new documentation, adjustments are being made to reflect student needs and prior learning experiences.

Future Directions for Junee North Public School in 2022:

- Clarify role of APC&I and how it will impact the school
- English Scope and Sequence K-6 review conducted by APC&I
- Develop new scope and sequence documents for K-2 Mathematics and English to reflect the new syllabus

## Assessment and Data Driven Practices

Junee North Public School is working towards achieving school wide practices for assessment, to monitor, plan and report on student learning across the curriculum. The school focus for 2021 was to ensure that all staff completed High Impact Professional Learning in data practice (data literacy, data analysis and data use in teaching), and review and adapt current practices to ensure reliable formative and summative assessment tasks are used to analyse student progress and report on student achievement. Data needs to be analysed to gain a deeper understanding of student progress and determine appropriate teaching practices.

All teaching staff and Executive staff undertook professional learning in the What Works Best Assessment module during Term 1, and as a result it was identified there was a need to overhaul assessment planning, and create a new Assessment Schedule for Years 3-6. Whilst an Assessment Schedule for Years 3-6 was developed, upon reflection at stage meetings, it was agreed that the schedule required refining to make it more functional in practice. As part of this reflection a fluency assessment and an analysis of writing samples were introduced across Years 3-6. This additional data provided opportunities for Stage based collegiate discussions. In addition, Years K-2 followed a 5 week cycle for literacy and numeracy data collection based on the requirements for Early Action for Success. Although this data was collected for Years K-2, the analysis of this data was interrupted with the inability to staff a new Early Action for Success Instructional Leader in Semester 2. Unfortunately, due to interruptions, the school prioritised curriculum differentiation, and hence, the whole school's processes to support assessment and data were impacted. Currently there is a need to provide additional training in data analysis and using data to inform teaching and learning practices.

The existing use of PLAN2 and Essential Assessment data did allow for K-6 teaching staff to specifically identify student needs and understanding in literacy and numeracy from which COVID Intensive Learning Support (COVID ILSP) Groups were formed. This allowed targeted intervention, at point of need, to be provided to students each term. Two additional teaching staff members and one Student Learning Support Officer were employed throughout Terms 1-4 to facilitate intensive learning programs, through the use of COVID ILSP funding.

Future Directions for Junee North Public School in 2022:

- Investigate the Department of Education assessment documents, resources and high impact professional learning opportunities related to data practice.
- Create a functional assessment schedule for K-2 and review the Best Start implementation

## 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
<b>Reading</b> Improvement in the percentage of students achieving in the top 2 bands by 4.5% or more.	Data indicates that 39.2% of students are in the top 2 bands for reading showing 5.3% growth from baseline data indicating progress toward the lower-bound target.
<b>Numeracy</b> Improvement in the percentage of students achieving in the top 2 bands by 5.3% or more.	Data indicates that 22.5% of students are in the top 2 bands for numeracy showing 1.1% growth from baseline data indicating progress toward the lower-bound target.
Improvement in the proportion of Aboriginal students achieving in the top 3 bands.	42.9% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading.  50% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy.
<b>Expected Growth in Reading</b> Improvement in the percentage of students achieving expected growth in NAPLAN Reading by 10.5% or more.	The proportion of Year 5 students achieving expected growth in NAPLAN reading has decreased by 7.2% indicating some progress yet to be seen toward the lower-bound target.
<b>Expected Growth in Numeracy</b> Improvement in the percentage of	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has decreased by 8.1% indicating progress yet to be seen toward the lower-bound target.

<p>students achieving expected growth in NAPLAN Numeracy by 7.5% or more.</p>	
<p><b>1- Reading and Comprehension</b></p> <p>At the end of Year 2 75% of students are achieving reading level expectations. At the end of Year 6 75% of students are achieving State average in the Reading Comprehension Check In Assessment.</p>	<p>At the end of Year 2, 82% of students are achieving reading level expectations showing progress towards target has been made. At the end of Year 6, 67.1% of students are achieving year level expectations, according to Reading comprehension Check In Assessment results. The State average is 66.8% in Check In Reading comprehension Assessment results, showing some progress has been made towards this target.</p>
<p><b>2 - Mathematics</b></p> <p>75% of students at the end of Year 2 are achieving Facile (PLAN2 additive strategies Level 6 and 7). 65% of students in Year 3-6 achieving State average in Number and Algebra through Check In Assessment.</p>	<p>57% of Year 2 students are achieving Facile levels at end of year showing some progress has been made towards this target. 45% of students in Years 3-6 are achieving expected year level results in the Number and Algebra through Check in Assessment, indicating that some progress towards this target is yet to be seen.</p>

### Purpose

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To improve whole school practice, staff will engage in professional learning targeting effective teaching strategies to improve student learning outcomes.

### Initiatives

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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.

- Explicit Teaching and Feedback
- Effective collaborative practice

### Resources allocated to this strategic direction

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**Low level adjustment for disability:** \$57,026.55

**Per capita:** \$35,005.39

**QTSS release:** \$26,235.61

**Literacy and numeracy:** \$5,228.05

**Aboriginal background:** \$1,045.18

### Summary of progress

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#### Explicit Teaching and Feedback

Junee North Public School is working towards developing the capacity of teachers to identify, understand and implement explicit teaching methods and effective feedback. The school focus in 2021 was to provide high impact professional learning in Explicit Teaching methods and effective feedback strategies. Additionally, there was a focus on the reflection of explicit teaching practices in classroom teaching and learning programs and eliciting student feedback. Through collaborative staff meetings during Term 1, staff engaged in professional learning in Explicit Teaching based on the What Works Best document through Hopkins' 5-week Professional Learning Cycle. In Term 2 the focus of professional development was the mathematical strand of Working Mathematically and appropriate strategies to differentiate learning. Additional staff Professional Learning was completed in stage groups led by school executive which added value to the collaborative discussions for all teaching staff. This was evidenced by increased staff engagement in collaborative professional discussions about explicit teaching practices during meetings. Executive provided clear expectations and agendas each term for weekly staff and stage meetings and allowed time for staff to complete professional learning and collaborative discussions.

Due to interruptions to the continuity of learning for both staff and students, it was difficult to maintain a focus on both explicit teaching and the development of student feedback skills. From supervisors sitting with staff during collaborative stage meeting discussions, there was evidence of staff embedding explicit teaching into teaching and learning programs. Whilst student feedback was not prioritised, staff undertook peer observations and discussed feedback on embedded explicit teaching strategies and were provided with both formal and informal feedback and aspects of self-reflection.

Future directions for Junee North Public School in 2022:

- Identify and implement appropriate Professional Learning in new K-2 syllabuses - Mathematics and English.
- Identify and implement Professional Learning in Feedback and continue to focus on 'Explicit Teaching' with What Works Best PL and resources

#### Effective Collaborative Practice

Junee North Public school has explicit systems for collaboration across the school to assist and sustain quality teaching practices. The school is working towards developing staff expertise in evidence based teaching practices. Throughout 2021, the school continued to embed the practice of collegiate time focusing on lesson observations that identified effectiveness of teaching practices and different approaches to student learning. The release of staff to attend collegiate time was a significant enabler of this approach. High impact professional learning included a focus on What Works Best self-assessment, Berry Street (BESM) and working mathematically researched based approaches. This provided staff with the capacity to implement different teaching strategies responsive to student needs. Collegiate time was resourced to cover staff release and complete collaborative discussions and observations. Early Action for Success staffing (Instructional Leader) provided professional learning to K-2 in literacy and numeracy explicit teaching practices. School executive, through executive feedback and observation of staff classroom practices and Performance Development Plans (PDP)s have identified the need to prioritise PL opportunities designed to increase knowledge about how to



support the identity and diversity of Aboriginal students and how they learn.

Future directions for Junee North Public School in 2022:

- Building teacher capacity through collegiate practices to utilise an increased range of teaching approaches to increase student engagement.
- Sourcing and delivering professional learning opportunities for all staff designed to increase knowledge about how to support the identity and diversity of Aboriginal students and how they learn.

### Progress towards achieving improvement measures

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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
Within the element of 'Learning and development', in the Teaching domain, the school completed self-assessment in the theme of 'Professional Learning' remains at Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of 'Professional learning' indicating this target was achieved.
Positive response in internal survey data generated from self-reflection in school generated High Impact Professional Learning self-assessment tool.	Delay in implementing initiatives in Term 3 has required this to be postponed until 2022.
Increasing positive responses in our teacher's Tell Them From Me survey data in the area of collaboration.	We are in line with NSW Government Norm (7.8). Teachers acknowledged that "I talk with other teachers about strategies that increase student engagement." (8.8) is impacting student engagement as seen in Tell Them From Me Survey data, where we are significantly above state norms.

### Purpose

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Build a strong culture of high expectations and community engagement through embedding a school-wide collective responsibility for student learning and wellbeing.

### Initiatives

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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.

- Student Engagement
- Effective Partnerships

### Resources allocated to this strategic direction

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**Aboriginal background:** \$22,424.00

**Low level adjustment for disability:** \$22,694.00

**Location:** \$14,263.57

**Socio-economic background:** \$133,632.42

**School support allocation (principal support):** \$13,604.80

### Summary of progress

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#### Student Engagement

Junee North Public School prides itself on building positive relationships between teachers, students and the community, through fostering a positive learning environment. The focus in 2021 was to embed strategies to build positive learning environments in classrooms, develop a shared responsibility with parents and carers for student learning and success and, work with the Aboriginal Education Consultative Group to support Aboriginal student wellbeing, engagement and outcomes. Staff undertook professional development in Term 1 on Berry Street Education Model - Body Domain - Ready to learn. As a result, Wellbeing slides were created by executive staff to promote positive, respectful relationships between all school members. The slides are used by teaching staff to promote discussion around specific behaviours and events. There is still additional work required to develop consistency of use by staff within their own classes to fully embed and sustain a school-wide collective responsibility for student learning and wellbeing. To increase student engagement and provide flexible teaching and learning opportunities, socio-economic funding and location funding was utilised to resource classroom and library furniture, allowing for improved Aboriginal cultural engagement and also responsive physical layout of classrooms. Concrete materials to support literacy and numeracy were also purchased with socio-economic funding as well as professional learning during collegiate time to increase teacher understanding of utilising resources to support teaching and learning. An increase in engagement in learning activities through the use of these resources has been identified by staff. Additional release time was provided for staff to contact parents in regard to Personalised Learning Pathways (PLPs) and Individual Learning Plans (ILPs). This allowed for informed planning, targeted intervention provided by the classroom teacher and engaging with families about student learning needs.

Future directions for Junee North Public School in 2022:

- Implementing school wide wellbeing initiative with appropriate weekly themes that promote positive, respectful relationships with staff accountability during collegiate/stage meeting time.
- Upgrading current outdoor learning spaces to create, safe stimulating learning environments.
- Priority given to capture teacher, student and parent voice through a variety of formal and informal opportunities

#### Effective Partnerships

Junee North Public School continued to strive to achieve a school culture strongly focused on learning, promoting parent and teacher relationships, and fostering positive relationships across the school community. The focus in 2021 was to develop effective partnerships between teachers, parents and the community based on high expectations for all students. Regular communication between parents, teachers, the Wellbeing Team, and the school Principal, to follow up attendance, has resulted in increased communication and better understanding of student attendance patterns and its impact on learning. This change has resulted in a focus on celebrating and acknowledging positive attendance patterns across the school. Teaching staff continue to monitor weekly attendance and follow up on absences. There has been a strong response from students and parents as is evidenced in a decline in unexplained absences.

While Aboriginal students had a Personalised Learning Pathway that was developed in partnership with Aboriginal students, their parents and carers and teachers, there remains a need for additional follow up and consultation in this

process.

Future directions for Junee North Public School in 2022:

- Continue to monitor and track attendance to ensure optimal conditions for learning.
- Ensuring all Aboriginal Students have a valued and relevant Personalised Learning Pathway.

### Progress towards achieving improvement measures

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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
Reverse the declining SCOUT data attendance pattern of students attendance.  Increased percentage of students attending school more than 90% of the time to be higher than 80.80% (Lower bound system negotiated target).	The number of students attending greater than 90% of the time or more has decreased by 13.1% from baseline data indicating progress yet to be seen toward the lower-bound target.
Reverse the decline in Tell Them From Me Survey Wellbeing data (advocacy, belonging, expectations).	Tell Them From Me survey data indicates a 12% increase of students reporting a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school), showing progress towards the target has been made.
Reverse the declining SCOUT attendance pattern of Aboriginal students attendance.	The number of Aboriginal students with declining attendance has decreased from 64.7% to 37.5%, showing progress towards the target has been made.
70% of Aboriginal students feel that teachers understand their culture from Tell Them From Me Survey Survey data.	Tell Them From Me data shows 50% of Aboriginal students reported that teachers understand their culture, indicating that this should remain a focus.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$175,667.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Junee North 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>• Curriculum Differentiation</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 staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of Student Learning Support Officers to assist the learning needs of students with high needs. Targeted one to one support in classroom and playground. Assist teachers in program delivery.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This support is successful in ensuring student engagement and learning. Will continue with one to support with a needs based approach for class and/or playground support.</p>
<p>Socio-economic background</p> <p>\$151,764.34</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Junee North 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>• Assessment and Data Driven Practices</li> <li>• Student Engagement</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>• resourcing to increase equitability of resources and services</li> <li>• employment of additional staff to support Early Action for Success program implementation</li> <li>• supplementation of extra-curricular activities</li> <li>• resourcing to increase equitability of resources and services</li> <li>• equitable access to specialist resources</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Resulted in increased teacher support, K-2. Collection of K-2 data. The use of Essential Assessment to guide and gather primary data. Increase student access to quality resources leading to increased engagement and connection. Materials available to staff and student to allow for specific educational focus, such Aboriginal Culture and connection.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Evaluate additional requirements and opportunities for further improvement for student engagement. Support resources required to facilitate the successful implementation of new syllabus.</p>
<p>Aboriginal background</p> <p>\$23,469.18</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Junee North Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$23,469.18</p>	<p>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>• Explicit Teaching and Feedback</li> <li>• Student Engagement</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>• staffing release to support development and implementation of Personalised Learning Pathways</li> <li>• employment of additional staff to support literacy and numeracy programs for Aboriginal students</li> <li>• one to one meetings with individual and small groups of Aboriginal parents</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Aboriginal students having an opportunity to have a input in their Personalised Learning Pathways with parent consultation. The use of funding has enabled smaller classes, offering more opportunities for targeted individualised learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Cultural Awareness training will be conducted for all staff to strengthen understanding of supporting Aboriginal students and to embed Aboriginal perspectives into classrooms and lessons. Next year funding will continue to target Aboriginal students with support in literacy and numeracy.</p>
<p>Low level adjustment for disability</p> <p>\$79,720.55</p>	<p>Low level adjustment for disability equity loading provides support for students at Junee North 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>• Explicit Teaching and Feedback</li> <li>• Student Engagement</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>• targeted students are provided with evidence-based intervention and resources to increase learning outcomes</li> <li>• engaging staff to collaborate with classroom teachers to build capability in meeting the needs of all students through collegiate time</li> <li>• support for students in lesson engagement through technology</li> <li>• students are provided with an evidence-based support through technology access to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional staffing to provided targeted support and intervention. Teachers being able to meet to discuss individual and class student learning needs and drive professional development practices to address point of need and respond to student achievement. Resources strategically used to engage students and increase accessibility of teaching and learning opportunities in a wide range of learning activities across all Key Learning Areas.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Provision on teacher time to develop capacity and understanding of learning needs, reporting, differentiated programming and consistent teacher judgement.</p>

<p>Low level adjustment for disability</p> <p>\$79,720.55</p>	<p>Provision of professional learning opportunities focused on Explicit Feedback to students.</p> <p>Alignment of K-2 syllabus to meet learning needs and be responsive to all students.</p>
<p>Location</p> <p>\$14,263.57</p>	<p>The location funding allocation is provided to Junee North Public School to address school needs associated with remoteness and/or isolation.</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>• Student Engagement</li> <li>• Effective Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for Principal support</li> <li>• incursion expenses/school running costs</li> <li>• staff to increase communication strategy with parents</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The use of a School Administration Officer to focus on community engagement and communication.</p> <p>Support of students to engage in school activities and events.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Utilise funding to support increased student activity and opportunity that will require travel and opportunity outside school.</p>
<p>Professional learning</p> <p>\$735.00</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 Junee North 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>• First Aid training completed by allocated staff member. Autism Spectrum training by Sue Larkey for School Learning Support Officer</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>A trained First Aid officer on site. Student Learning Support Officers have a better understanding in Autism Spectrum disorder and how it may impact student learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Online training and access combined with in school delivery of professional learning impacted expenditure of funds. Inquire into further Professional Development opportunities to be identified for staff in 2022 to expend all funds. Staff to align Professional Learning opportunities with Professional Development Plans.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Junee North Public School with administrative duties and reduce the administrative workload.</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>• Effective Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• employed additional School Administration Officer 2 days per week to support Principal in administration.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The delivery of the administration of the school's communication including, school website, newsletter, school sign, and permission notes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue with additional support staff to support and deliver communication and engagement with community.</p>
<p>Literacy and numeracy</p> <p>\$5,228.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Junee North 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>• Explicit Teaching and Feedback</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 collegiate time and student numbers in classrooms</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Professional learning was delivered in school by executives. Staff to be able to participate in professional learning focused on Explicit Teaching from What Works Best, and collegiate time and then be observed and provided with feedback for improved practice. All teaching staff were involved.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school will no longer receive these funds from the beginning of 2022</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,907.78</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Junee North Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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>• Assessment and Data Driven 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 Instructional Leader to support literacy and numeracy programs</li> <li>• lead analysis of student performance data with whole school and stage teams</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Resulted in increased teacher support, K-2. Collection of K-2 data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school will no longer receive these funds from the beginning of 2022</p>
<p>QTSS release</p> <p>\$26,235.61</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Junee North Public School.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>



<p>QTSS release \$26,235.61</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching and Feedback</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>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Teachers being able to meet to discuss student learning and drive professional development practices. Staff able to plan collaboratively to engage students in a wide range of learning activities across all Key Learning Areas. Teachers were able to engage in peer observation to receive feedback on negotiated priorities aligned to School Improvement Plan (SIP) to enhance capacity in explicit teaching strategies.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Develop strategic and ongoing professional learning opportunities for all teaching staff. Development of a termly Professional Learning schedule. Teacher Professional Development Plan to align with the Strategic Improvement Plan. Continuation of collegiate time and effective practices.</p>
<p>Literacy and numeracy intervention \$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Junee North 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>• Curriculum Differentiation</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 Learning and Support Teacher 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> The Learning and Support Teacher has provided us with ability to target student learning needs. Students supported K - 6. Student support was aligned with student wellbeing needs. Development and delivery of School Learnings Support Officer professional learning. Transition support delivered for preschool to kindergarten and Year 6 to 7. Parent and community intervention support provided to support identified students with additional medical and learning needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school will no longer receive these funds from the beginning of 2022.</p>
<p>COVID ILSP \$116,585.05</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>COVID ILSP</p> <p>\$116,585.05</p>	<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>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The majority of students in the program achieved growth in targeted progression indicators in the areas of reading comprehension, phonological awareness, whole number, and writing. Students received a combination of withdrawal, small group, and class support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs. To focus on the school targets and Premiers Priority areas of students achievement in Literacy and Numeracy. Teacher professional learning in data use and assessment driven practise.</p>
<p>Per capita</p> <p>\$35,005.39</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Junee North 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>• Explicit Teaching and Feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• school staffing for additional teacher release</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Provision of regular additional time for teachers to meet, focusing on student learning and aligned to whole school professional development practices. Improved collaborative programming and delivery was achieved. Teacher wellbeing was supported as a result of enhanced collegial opportunity. Students were provided with targeted programs to build literacy skills through reading, research and quality texts.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to provide additional staffing in 2022 to deliver additional teacher release (weekly).</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	80	70	70	69
Girls	93	89	72	68

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.3	94	93.2	93.5
1	94.5	92.5	92.8	89.7
2	93	92.1	93.4	87.6
3	92.4	90.2	94.1	89.5
4	91.3	89.6	91.7	87
5	92.8	92.8	93.5	90.2
6	90.9	91.2	94.7	87.6
All Years	92.2	91.8	93.4	89.2
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
Assistant Principal(s)	2
Classroom Teacher(s)	5.83
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 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>	224,419
<b>Revenue</b>	2,211,375
Appropriation	2,187,620
Sale of Goods and Services	15,715
Grants and contributions	7,232
Investment income	8
Other revenue	800
<b>Expenses</b>	-2,070,096
Employee related	-1,856,735
Operating expenses	-213,360
<b>Surplus / deficit for the year</b>	141,279
<b>Closing Balance</b>	365,698

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>	175,667
<b>Equity Total</b>	254,954
Equity - Aboriginal	23,469
Equity - Socio-economic	151,764
Equity - Language	0
Equity - Disability	79,721
<b>Base Total</b>	1,452,466
Base - Per Capita	35,005
Base - Location	14,264
Base - Other	1,403,197
<b>Other Total</b>	210,092
<b>Grand Total</b>	2,093,179

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

In 2021 the school sought the opinions of parents, students and teachers in a variety of ways. These included surveys, questionnaires, meetings and direct feedback from staff, parents and students.

## Parents

Parent feedback was generally positive with almost all indicating they value education. Parents have continually articulated that they feel welcome when visiting the school and feel confident in approaching their child's class teacher. They identify that the school environment is welcoming and that staff are always approachable and helpful. Parents expressed appreciation of the efforts made by the school to ensure seamless remote learning could occur during these times. Home/school communication channels were considered highly effective with a range of options utilised to inform the community of school activities and events. Parents/carers understand the learning and behaviour expectations of their child's classroom and the school, and they are well-informed regarding their child's ongoing academic, social and emotional growth.

From the Tell Them From Me survey, parent responses indicated that the school was performing above the NSW Govt Norms in the following areas:

- parents feel welcome
- parents are informed
- parents support learning at home -
- parents felt that the school supports learning
- parents felt that the school supports positive behaviour
- parents felt that students were safe at school
- Parents felt that the school was an inclusive school

## Students

Our students report that they value school outcomes, they identified positive relationships with their teachers and peers, and have a sense of belonging at school. A significant proportion of Years 4-6 students report a strong sense of belonging and are consistently motivated to do their best in safe and supportive learning environments. While student engagement during all periods of learning from home in 2021 was high, upon returning to school, students expressed that they missed face-to-face learning, missed their teacher and their friends. Students expressed an overwhelming response regarding the establishment of positive relationships and valuing their own learning and development.

Student responses were taken from the Tell Them From Me (TTFM) survey and a school generated survey. These responses were very strong in student response to connection with the school. Areas of significant positive responses included:

- felt a positive sense of belonging
- had established positive relationships
- valued schooling outcomes
- displayed positive behaviour at school
- tried hard at school to achieve, where interested and motivated

## Teacher

Staff understood that because of COVID restrictions, our internal expertise to drive professional learning was the best option in 2021. Teachers agree that school leaders have supported staff to create and embed evidence-based, differentiated teaching and learning opportunities for students of all abilities and that this has had a positive impact on increasing student performance and engagement in the classroom.

Professional learning in cultural awareness has again been identified for school staff in 2022, whilst teachers continue to focus on opportunities to connect and build relationships with local First Nations community members and Wagga office Aboriginal Education staff.

Areas of strength were identified from the Tell Them From Me survey and People Matters Employee staff surveys. These included:

- teachers felt a sense of collaboration to support their teaching
- teachers felt a positive learning culture
- teachers felt supported with data informs practices
- teachers felt supported and positive with teaching strategies
- teachers felt positive in creating an inclusive school

School leaders reported an increased understanding of the School Excellence Framework and the Strategic Improvement Plan and how these support teaching and learning programs and resource allocation and management.



# 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.