

2021 Annual Report

Junee High School



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Introduction

The Annual Report for 2021 is provided to the community of Junee High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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Junee High School

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School vision

To Dream. To Create. To Succeed. Empowering students to achieve their personal best within a dynamic and inclusive learning environment in partnership with teachers and students.

School context

Junee High School is a rural comprehensive secondary school which draws students from the township and surrounding farms and villages. The current student enrolment is 259 students (19% identify as Aboriginal). The school enjoys high levels of community support from local businesses and farms.

Junee High School has strong links with its partner primary schools through the successful Ngumba-Dal Learning Community. The schools share professional learning, staff and student visits and combine for a number of community events, in conjunction with a strong transition program for students into Year 7. Effective transition programs for Year 10, 11 & 12 students also support their movement into further study, work opportunities or a combination of them.

The preparedness of the staff of Junee High School to embrace innovative teaching and learning practices provides opportunities for all of our students to achieve their best in a supportive environment. Teachers have professional learning groups embedded in their timetables, allowing time to collaborate, reflect and prepare for improved teaching & learning. The school's staffing entitlement in 2021 is 30.2 teaching staff and 9 non-teaching staff with a number of temporary staff also employed to support learning. The school employs a Head Teacher Administration and additional School Learning Support Officers from school funds. Our executive staff is stable with the majority being here for more than five years. There is a 15% turnover of staff each year.

There is a range of student subject options, with Stage 5 & 6 electives at school in conjunction with options for study with TAFE, Aurora College and distance education providers. We are a Bring Your Own Device (BYOD) school with the addition of all students being provided an electronic device. A number of students undertake work placements and work experience in addition to approximately 10 students each year involved in a School based Apprenticeship/Traineeship (SBAT).

Junee High School has established a Support Unit, with three Multi-Categorical classes. A strong Learning & Support team also support a range of students in mainstream classes, with a key feature the addition of ex-students as staff members.

Junee High School provides a large range of extra-curricular opportunities, including camps, surf trip, snow trip, sporting team competitions, visits to businesses and cultural sites in addition to students assisting at local school and community events. Wellbeing is important for staff & students, with Positive Behaviour for Learning (PBL) and associated Honours System an integral part of school practices.

Junee High School provides all the advantages and opportunities of a small regional comprehensive high school.

A thorough Situational Analysis process identified priority areas of personalised learning, data to inform planning and teaching, development of highly effective teaching practice through collaboration observation and feedback and building a strong learning culture through wellbeing and partnerships. The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

The Strategic Improvement Plan was collaboratively developed with input from staff, students and community members.

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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Empowering students to achieve their personal best. All staff are responsive to the learning needs of students and have the capacity to move students forward in their learning. Students and staff work together to self assess, monitor and reflect on learning. Student assessment data is regularly used school-wide to identify student achievements.

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.

- Data use in teaching
- Personalised Learning through Differentiation

Resources allocated to this strategic direction

Aboriginal background: \$36,972.00

Low level adjustment for disability: \$136,025.00

Location: \$23,842.00

Per capita: \$60,298.00

English language proficiency: \$2,400.00

Integration funding support: \$44,000.00

Socio-economic background: \$78,482.60

Summary of progress

Data use in teaching

In this initiative, the school engaged in professional learning to build capacity of data analysis. Through analysing NAPLAN, Check In Assessment (CIA) data and internal school data, the team was able to identify areas for development. Using the Learning Progressions the determination was made to focus on punctuation and grammar; specifically grammatical accuracy and syntax. This was the focus during Semester Two Professional Learning (PL). Due to circumstances the opportunity for face to face PL affected the implementation and review phase of changes in teaching practice and the normal flow on effect of these changes in practice to be implemented into classrooms. We were expecting to see more application of data in modifying student delivery of teaching/learning material and the link to class programs and the consistency that was planned for across the school. This will form the focus of part of our professional learning in 2022.

The Learning and Support Team (LaST) have been implementing a process of data use through NAPLAN and CIA. Additionally, analysis of Results Analysis Package (RAP) data, led by the Principal, allowed staff to triangulate data sources. The Executive have implemented a process of predicting HSC Bands for Yr 12 students; identifying where students presently sit against the bands and planning how to ensure students are meeting their expected growth. The Principal is working with Head Teachers to improve consistent teacher judgement based on HSC RAP data and NESA performance descriptors. Towards the end of Term 4, Head Teachers used faculty meetings for professional learning in this area. In Term 4, the Learning and Support teacher obtained data to compare against baseline data of staff confidence and capability around the explicit teaching of audience and purpose. Classroom teachers reviewed formative assessment data in relation to students' understanding of how to incorporate audience and purpose into their reading comprehension and identify further adjustments required to teaching and learning programs. The employment of two additional Student Learning Support Officers (SLSO) allowed the school to identify and target students at risk in regards to learning through the provision of individual and group intervention and as a result we reduced the gap between the school and the state average specifically in reading.

In 2022, in this initiative, the school will continue to use withdrawal processes for targeted student support with a focus on numeracy. Numeracy will also be the focus of targeted professional learning in staff meetings and staff development days. Student support will be aided by the continued employment of additional SLSOs for small learning groups across Years 7-10. Focus will remain on embedding the understanding teaching literacy across all subject areas and while it remains a priority for this strategic direction, focus will also shift to analyse data specifically using the Numeracy Progressions.

Personalised Learning through Differentiation

In this initiative, the Stage 6 teaching programs became increasingly differentiated, linked to the HSC monitoring and banding aspects identified from the Data use in Teaching initiative. Progressions from year 11 in year 12 allowed staff to

track student progress combined with an increased focus on an individualised approaches and planning for each student. Supervisors and teachers identified that Stage 6 programs had become a stronger reference point for differentiation through a better understanding of student performance in Term Four. While data informed practice was strengthened in Stage 6 programs and delivery in classrooms, factors outside the school and teacher control impacted on consistency of the evaluation process and the limited the ability to evaluate Stage 5 and 4 teaching programs. This will remain a focus to deliver consistency in Stage 5 and 4 across the school. Additional teaching and support staff were engaged to focus on Personalised Learning Pathway support for Aboriginal students and to implement Literacy and Numeracy support programs for students with additional needs. This support was provided through in class support. Aspects of this differentiated and supported processes have enabled small cohorting and tutoring lessons and need to be expanded to support all Stage 5 and 4 classes.

In 2022, in this initiative, provide increased exposure through targeted professional learning on programming to incorporate the differentiated content that meets the requirements from data sourced and identified. Teaching and learning programs across the school will show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Individualised learning process will be strengthened by an increased focus of teachers to involve students and parents in planning to support learning and share expected outcomes.

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 the percentage of students in top three HSC bands	<ul style="list-style-type: none"> • 46.77% of students attained results in the top three bands demonstrating achievement of the lower bound target.
Increase the proportion of students achieving the Top 2 NAPLAN bands in Reading to be trending upwards towards the lower bound target of 10.9%.	<ul style="list-style-type: none"> • 14% of students are now in the top two skill bands (NAPLAN) for reading, indicating achievement of the lower bound target.
Increase the proportion of students achieving the Top 2 NAPLAN bands in Numeracy to be trending upwards towards the lower bound target of 13.6%.	<ul style="list-style-type: none"> • 6% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating progress toward the lower bound target.
Increase the percentage of students achieving expected growth in NAPLAN Reading to be trending upwards towards the lower bound target of 64.4%.	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in NAPLAN reading decreased from 58.7% to 51.2% indicating progress yet to be seen toward the lower bound target.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be trending upwards towards the lower bound target of 61.5%.	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading decreased from 51.9% to 37% indicating progress yet to be seen toward the lower bound target.
Every student in Yr 7 has an individualised literacy (reading) and numeracy goals.	<ul style="list-style-type: none"> • Through participation in the COVID intensive program (reading and numeracy) all students are progressing towards individualised goals in these areas.

Strategic Direction 2: Empowering learners in a dynamic learning environment

Purpose

Teachers use research informed, dynamic and innovative teaching practices to empower student learning. They work in collaboration to evaluate their practice and engage with high impact professional learning to improve student learning outcomes.

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.

- High expectations which empower
- Highly effective teacher practice

Resources allocated to this strategic direction

Beginning teacher support: \$4,500.00

Professional learning: \$39,000.00

Summary of progress

Highly effective teacher practice and High expectations which empower

In this initiative, the school committed to evaluating and determining next steps for programs aimed at supporting effective teaching practice and creating a culture of high expectations. The two planned initiatives supported each other closely and were evaluated side by side. Three programs, Teach Like a Champion (TLAC - Doug Lemov), Pivot - Teacher effectiveness survey and Quality Teaching Rounds (QTR) were selected to evaluate the effectiveness of each in supporting teachers to implement highly effective teacher practice and create a climate of high expectations. Schools funds were utilised to provide additional staffing in the timetable, to allow for identified release for individual teachers and for teams to develop a Professional Learning Calendar and enable time for committees to meet.

Initially, the TLAC was reviewed by Strategic Direction Two (SD2) team members and three chapters were selected as focus areas - *Setting High Academic Expectations*, *Setting and Maintaining High Behavioural Expectations* and *Creating a Strong Classroom Culture*. In Term 3, teachers received instruction in the 'No Opt Out strategy'. This technique was trialed and observed in classroom settings over the first 5 weeks of Term 4. At the end of Term 4, an evaluation was conducted by the SD2 team with the intention of developing an implementation plan for 2022. Upon group reflection and considering the most effective way to engage all teaching staff, the pedagogical model, Principles of Instruction by Rosenshine was replaced by *What Works Best in Practice* (WWBP). This document and professional learning will be utilised to support and engage staff as it is familiar and supported by the Department of Education. Throughout the trial period, Professional Learning funds were used to complete research and access material for each element.

The Pivot Teacher Effectiveness Survey was trialed and reviewed in Term 3 with all class teachers surveying one class using 5 questions and feedback. Two growth areas were selected from the whole school data - *I know how well I am doing in this subject* and *This class keeps my attention*. High take up of all teaching staff enabled every teacher to engage at least one class with the survey questions. Effective delivery of professional learning and student engagement allowed all staff to complete the survey in the time allotted. The SD2 team received feedback from staff identifying a strong connection to Teaching Standards and being impressed with the suite of resources which accompany the survey. Consolidation of Pivot as a tool linked to the PDP process will help prompt teacher reflective practice. Throughout this time, staffing complexity did not allow staff to be released for supervision and ease of completing observations of teaching lessons or new staff to undertake the required professional learning prior to the observation processes. The lack of time to access observations prevented the continuity of data and a subsequent postponement of this program.

Quality Teaching Rounds occurred in Term 1 and 4 with two teams of four teachers participating. The teachers reported strong collegiality occurred and were highly motivated to participate. Staff feedback identified a strong interest in continuing this strategy in 2022. As above however, consistency and continuity of engaging in the strategy was greatly impacted by staffing availability and disruption to planned timetables. A Quality Teaching Rounds review and overview was shared with all teachers and planning for descriptive feedback and formative assessment practices to be consistent across Stage 4 and 5 were identified as areas of focus for 2022.

In 2022, in this strategic direction, further exploration, use and evaluation of the resources and observation components of Pivot will be engaged in. In 2021, it was identified by the SD2 team that the resources and observation components of Pivot are highly accessible to all teachers and are strongly aligned with the Teaching Standards and used to support individual teacher PDPs. Further formative assessment professional learning will be provided as teachers develop a

suite of strategies which support students to understand how well they are progressing and how to improve.

In 2022 the school will not continue with TLAC as an initiative. The SD2 team will identify timing to introduce Observation through the Quality Learning Environment lens that will be strengthened through a focus on the High Expectations and Data to Inform Practice aspects of the *What Works Best in Practice*.

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
20% of staff engaged in QTR 100% of teachers have a PDP and have been observed twice.	<ul style="list-style-type: none">• 14% of teachers participated in observations based on the Quality Teaching Model. The teacher collaboration through observation and feedback led to self-reflection and a focus on improving individual teachers' practice.• 100% of teachers have a PDP. Observations were conducted but impacted by staffing availability. Twice yearly observations were not achieved.
Pivot - 100% of teachers involved and engaged in reflective practice.	<ul style="list-style-type: none">• 100% of teachers participated in Pivot surveys with at least one class being surveyed from each teacher.

Strategic Direction 3: Empowering learners in an inclusive learning environment.

Purpose

To empower and develop a whole school wellbeing process that supports high levels of wellbeing and engagement of all students so they can connect, succeed, thrive and learn

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.

- Whole school approach to wellbeing
- Positive relationships

Resources allocated to this strategic direction

School support allocation (principal support): \$16,046.00

Socio-economic background: \$232,000.00

Summary of progress

Whole school approach to wellbeing

In 2021, the school aimed to review and adjust the approach and structure of Wellbeing across the school. The Learning and Support Team focused on evaluating the delivery of Positive Behaviour for Learning (PBL) strategy across the school and identify links to wellbeing approaches and systems. An initial response identified opportunity to increase and update some signage and also investigate opportunities to increase student connection. Significant progress was achieved through reviewing current school wellbeing practices and procedures, including the school house-based systems of student reward and individual student acknowledgment and rewards. This process identified a priority to increase attendance and build positive relationships within the school community. While the school did implement improved communication models with parents and carers further focus is required. The analysis of the 2021 Tell Them From Me (THFM) data identified *positive sense of belonging* as a priority focus area for 2022. Student feedback and engagement was very high in the development and implementation of house mascots (collaboratively designed by house teams) which has shown signs of increased student engagement and participation. To assist in student engagement and connection the P&C supported the purchase of house marquees. These marquees provide a physical and visual stimulus of students connection. Additional support was engaged through SLSO's to mentor students, assist with Minimum Standard achievement and provide in class support to identified students and classes.

A draft Attendance Policy was developed by the senior executive during Term 3 and shared with staff to consider implementation. This policy will need to be further considered in consultation with the school community in 2022. Student attendance data from Semester One to Semester Two identified a concerning decrease in students who attended 90% or above. The timing of the 2021 lockdown impacted on students re-engagement due to most of the students being off site for a 2 month period during Term 3. Due to learning from home, many of the opportunities for excursions, sporting events, extra curricula activities and other student led opportunities were limited and this impacted on the development and implementation of positive wellbeing initiatives. This will need to be further monitored and supported in 2022 to re-engage student opportunity.

During Term 4 2021, after an evaluation conducted by the school executive, the decision was made to move from the Berry Street Model towards Trauma-Informed Practice for Improved Learning and Wellbeing. This decision was made due to associated professional learning cost and availability of localised support.

In 2022, staff will be engaged in planned professional learning in Trauma-Informed Practice for Improved Learning and Wellbeing. The Attendance Policy will be finalised in consultation with P&C and feedback from student leaders. Embedding and evaluation student engagement in increased identity and ownership through School Houses be supported and monitored.

Positive Relationships

Throughout 2021, the school faced considerable disruption that impacted on student attendance, engagement and staffing availability. Throughout this time the school prioritised communication and maintaining connection with students and families. Support was provided by the employment of a Student Support Officer to target and engage with identified

students and families and provide responsive support at point of need. The school also engaged Family Referral Support to assist with communication and engagement with students to support attendance and retention. Communication and community engagement was further enhanced by additional School Administrative School Support (Communication Officer) to liaise directly with parents and carers regarding attendance and wellbeing. Adjustment was made to strategies to engage with students and families as the year progressed. However, the learning and wellbeing interaction with students and families was consistent through online year meetings and Year Advisors developing a safe, engaging and fun online environment. Student feedback identified the availability of online access to learning and contact to be supportive. School funding provided additional staff allocated time to provide wellbeing check in with student and families. An example of the impact of school wellbeing adjustments was the 'pick me up packs' delivered to all Year 12 students in the lead up to their HSC examinations. Student and staff feedback indicated that this assisted in maintaining motivation, accountability and contact. Factors outside of our control led to increased impact on students and re-engagement due to most of the students being off site for a 2 month period during Term 3, limiting many opportunities for development and implementation.

In 2022, this initiative will look to identify a specific strategy to support relationships of all school stakeholders. Engagement of specific staff and services will continue and further investigation into the Open Parachute program will be considered. Continuation of the designated Communications Officer will also continue.

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 student percentage of regular attendance (greater than 90% attendance) above 45%	<ul style="list-style-type: none"> The number of students attending greater than 90% of the time is 49.33% indicating achievement of the progress measure.
Tell Them From Me Wellbeing data - advocacy, belonging, expectations demonstrates an upward trend for student response.	<ul style="list-style-type: none"> Tell Them From Me data indicates 65.9% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Decrease the percentage of students receiving negative SENTRAL entries by 5% annually.	<ul style="list-style-type: none"> Percentage of students reporting negative wellbeing outcomes has increased by 8% across the negative wellbeing measures (Sentral data).

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$44,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Junee High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data use in teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional SLOSs to assist students with additional learning needs <p>The allocation of this funding has resulted in: Sustained improvement in reading for students 7 - 10. These results have closed the gap to state averages and Statistically Similar School Group (SSSG).</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional SLSOs to assist students with additional learning needs Continue to identify student need and the continued development of small group tutoring programs for reading and numeracy</p>
<p>Socio-economic background</p> <p>\$310,482.60</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Junee High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning through Differentiation • Positive relationships • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional classroom teacher to implement Data use and Literacy Numeracy programs to support identified students with additional needs • engage with external providers of Family Referral Support agency to support student engagement and retention • employment of additional SSO - Youth Worker to support students. <p>The allocation of this funding has resulted in: Increased access and utilisation of SSO, FRS and Chaplaincy staff for student wellbeing check-in processes Para-professional small group tutoring has become accepted practice for students with 80% of 7/8 and 50% of 9/10 accessing reading and numeracy Increased early identification of student wellbeing issues and the development of targeted support and caseload check-in programs Student Support Officer (SSO) supports 25 students with daily recess and lunch check-in and case load. Family Referral Service (FRS) supports 12 students and families at risk through caseload check-in processes one day a week</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the funded positions in 2022 of SSO-Youth Worker, FRS and Chaplaincy program in the support of student wellbeing</p>
<p>Aboriginal background</p> <p>\$36,972.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Junee High 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</p>

<p>Aboriginal background</p> <p>\$36,972.00</p>	<p>measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data use in teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: Greater PLP completion and reviewing processes from Term 1 to Term 4 SLSO literacy and numeracy support for students in class</p> <p>After evaluation, the next steps to support our students with this funding will be: Development and planning for funded position of Aboriginal Education Officer 2 days a week 2022 Continued professional learning for staff incorporating PLP, ILP and Aboriginal perspectives across the school</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Junee High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data use in teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in: SLSO support for targeted learning needs in EAL/D students has resulted in 5 of the 6 students being proficient</p> <p>After evaluation, the next steps to support our students with this funding will be: Planned individualised support into classes following student survey and testing protocols Continued support for students with targeted learning needs in EAL/D</p>
<p>Low level adjustment for disability</p> <p>\$136,025.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Junee High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data use in teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • TARGETED students are provided with an evidence-based intervention Open Parachute Student Wellbeing program to increase learning outcomes

<p>Low level adjustment for disability</p> <p>\$136,025.00</p>	<p>The allocation of this funding has resulted in: Increased use of student learning data to inform co-horting of students for targeted Literacy and Numeracy tutoring 80% of Stage 4 students and 50% of Stage 5 students accessed Literacy and Numeracy tutoring</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued investigation and development of Open Parachute Student Wellbeing program and intended implementation into 2022 Continued support of student identified literacy and numeracy needs with additional SLSO staffing and small group tutoring</p>
<p>Location</p> <p>\$23,842.00</p>	<p>The location funding allocation is provided to Junee High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data use in teaching • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • purchasing resources to enable connection and collaboration within the school • using funding to subsidise wellbeing programs 7-12 <p>The allocation of this funding has resulted in: Purchased resources resulted in the development and delivering of targeted literacy and numeracy to 20 small groups in Semester Two in 5 weekly blocks to years 7 to 10 100% of eligible students have increased access to wellbeing activities of Yr 7 Camp, and reward excursions All Para-Professional staff accessing Scout, NAPLAN and Check-In Assessment data to form small group tutoring plans and to track progress</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued development of SLSO and para-professional staffing that supports small group tutoring for identified areas of need Continued professional development for teachers in data informed practices for programming and delivery</p>
<p>COVID ILSP</p> <p>\$207,482.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • providing intensive small group tuition for identified students • employing/releasing teaching staff to support the administration of the program • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals</p>

<p>COVID ILSP</p> <p>\$207,482.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue the implementation of intensive literacy and numeracy small group tuition through ongoing employment of teachers/educators, using data sources to identify specific student needs through flexible student grouping to support growth in learning.</p> <p>the school learning and support processes will be revised to provide additional in-class support for students to continue to meet their personal learning goals.</p> <p>continue professional learning to focus on embedding the use of student data to differentiate the learning in literacy and numeracy and effectively implement small group tuition in classrooms</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	108	115	121	131
Girls	104	106	115	117

Student attendance profile

School				
Year	2018	2019	2020	2021
7	91.7	86.8	90.1	87.7
8	89.8	87	88.4	83.5
9	88.1	83.9	91.3	80.8
10	80.6	85.3	86.2	84
11	86	79.2	84.2	83.8
12	86.2	84.3	89.4	90.1
All Years	86.9	84.6	88.4	84.5
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

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

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	2	7	44
TAFE entry	10	18	0
University Entry	0	0	56
Other	10	0	0
Unknown	0	7	0

Year 12 students undertaking vocational or trade training

29.17% of Year 12 students at Junee High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Junee High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	19.3
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.18
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	383,413
Revenue	5,893,155
Appropriation	5,791,353
Sale of Goods and Services	21,933
Grants and contributions	74,882
Investment income	110
Other revenue	4,876
Expenses	-5,903,389
Employee related	-5,192,530
Operating expenses	-710,859
Surplus / deficit for the year	-10,234
Closing Balance	373,180

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	44,331
Equity Total	486,120
Equity - Aboriginal	36,972
Equity - Socio-economic	310,725
Equity - Language	2,400
Equity - Disability	136,024
Base Total	4,317,773
Base - Per Capita	60,298
Base - Location	23,843
Base - Other	4,233,632
Other Total	450,484
Grand Total	5,298,709

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

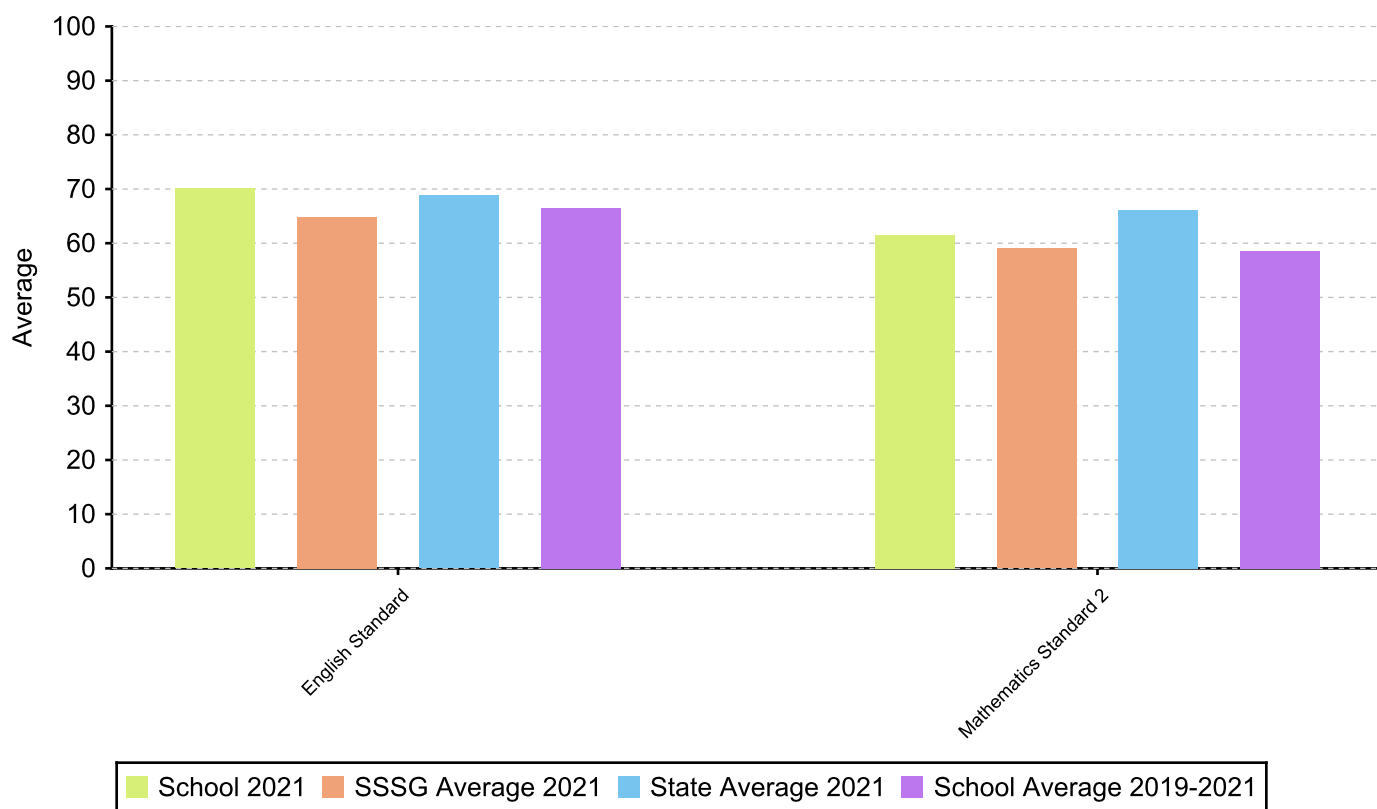
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

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

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



Subject	School 2021	SSSG	State	School Average 2019-2021
English Standard	70.1	64.9	68.8	66.6
Mathematics Standard 2	61.5	59.0	66.1	58.6

Students

All students were given the opportunity to complete the "Tell Them From Me" (TTFM) survey in 2021. Some of the key performance indicators that are included in the school's Strategic Improvement Plan (SIP) and the data generated from both surveys (Semester One and Two) are summarised below:

- Overall, positive sense of belonging to school and levels of optimism have slightly declined by 7%.
- Levels of intellectual engagement and students interest and motivated have increased by 3%.
- Students attending more than 90% dropped from Semester One to Semester Two from 45% to 31%.
- Overall attendance had declined slightly from 83% to 80%.

From the responses, it is clear that the pandemic had a significant impact in a number of areas for our learners.

Post lockdown and learners were back on campus and engaging in face to face teaching and learning experiences, it is evident that a large percentage of our students (particularly our senior students) believe schooling is useful in their everyday life and into the future. They also expressed that they missed face-to-face learning and also missed their social interactions with staff and other students.

Parents

Parent feedback was sought via the TTFM parent survey. The COVID-19 pandemic and the subsequent health protocols significantly impacted the receipt and generation of data. As a consequence, the data was insufficient to generate validity.

Year 12 HSC student and parent session conducted Term 2. Feedback was also sought from the parents in attendance. The responses provided overall feedback on how students were handling studies, provision of support for learning and well-being, information on the night was understood and how Junee HS could better support the year 12 cohort.

Initiation for ongoing discussions and introduction with the school community has been instigated by the new principal in Term 4. The new principal has attended meetings and had constructive conversations with local volunteer organisations including Junee Lions and Rotary, police and local businesses throughout Term 4.

P&C engaged through online meetings each term. This allowed our peak parent voice to continue to have inclusion and be informed about decisions regarding staffing and resource allocation throughout the 2021 school year. The school continues to seek opportunities to promote parent voice in school operations. The New principal was appointed early Term 3 and was introduced to the P&C in the Term 4 meetings. Plans for the Annual General Meeting (AGM) are scheduled to be held early 2022.

Teachers

The school leadership team aspire to incorporating Indigenous perspectives and Aboriginal culture into quality teaching and learning programs. In 2021, the school re-established a connection with Wagga Wagga Aboriginal Education Consultation Group (AECG), with the incoming Principal representing the school at the local AECG meetings. Professional Learning in cultural awareness was also identified as a priority and this was conducted during the year. Staff continue to focus on opportunities to connect and build relationships with First Nations community members.

All teaching staff were given the opportunity in professional learning time to complete the DoE's People Matters survey. Some of the key findings of this survey are as follows:

- A majority of staff (72%) feel they have received the appropriate training and development to do their job well.
- 71% believe their organisation is committed to developing their employees.
- 69% responded saying senior management provide clear direction for the future, promote collaboration and listen to their employees.
- 62% of teaching staff feel there is good co-operation between teams across the organisation.

While these results are encouraging, we will be striving to improve these results across 2022.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for 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

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.