

2022 Annual Report

The Junction Public School



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Introduction

The Annual Report for 2022 is provided to the community of The Junction Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

As I reflect on 2022, it's always hard to accept that another whole year has gone by. Our children grow so fast, and we are so busy that days pass so quickly. Each week at our school assembly I look around the students and wonder where the time went as well as noting the extra centimetres. It is such a precious time when they are younger and I'm sure, in years to come, you will want it all back. To ensure that you carefully store your memories, it is important to look back over the year that was and remember the **great experiences**.

For me, I would like to reflect on a range of experiences at work that I remember with great appreciation.

During the year I have students in my office for a range of reasons; magnificent work, problem solving and just generally catching up with life. You'll be aware that my office window is the contact point if there is no other way immediately available. A face will appear at the window to check if I am there (Ms. Emmington has a similar experience), or there'll be a cheery wave as they go past. But most important is the level of understanding and expression that accompany our conversations. Many insights are just so impressive and deep. I am torn between being incredibly proud and worrying about a deep knowledge of a world that is not always kind. Thank you to our students for sharing your thoughts and your work with me.

Our staff are one of the best I have worked with regarding collective efficacy and interpersonal skills. They have such a range of strengths and are so generous about sharing them. They are also caring and supportive of their colleagues when things are not so good. All our staff have had illnesses, family challenges and tough times this year and everyone has picked up for each other in a range of ways. A huge thanks also to our parents when class arrangements have varied - it is just the state of play now.

My executive team, consisting of the Deputy and Assistant Principals, contribute so much to my daily role, which is a wide ranging and unpredictable one. The most predictable thing about being a Principal is that there is no predictability each day and you are dependent on others who so ably and graciously step up with very little notice. We will very much miss the amazing skills of Miss Chaffey as she takes up the role of AP Curriculum and Instruction at Medowie School.

Some of my favourite days this year have been spent with our families back on site. Two of my absolute favourites were 'Dads and Donuts' for Father's Day and Grandparents Day. Both were such beautiful days weather wise and there were so many happy faces. Along with all the other wonderful experiences supported by our dedicated P&C team and our community in general, these will stay in my mind from our high spots in 2022.

Due to the population growth (or lack thereof) in Merewether and Newcastle currently, our numbers have dropped for 2023. As a result, we must farewell some of our valuable teaching team: Mrs Lisa Campey, Ms Lauren Audsley, Mrs Louise Searant and Mr Josh Pidutti.

Also, we will welcome to our school in 2023 a new Assistant Principal replacing Miss Laura Chaffey - Mr Rob Low, currently at Swansea PS.

To conclude, I will share some of the big-ticket items that our senior students (Year 5 and 6) were grateful for during 2022.

65% said they definitely thought about what they were grateful for!

At home they were most grateful for food, family, a roof over their heads and Mum and Dad.

At school they were most grateful for friends, teachers and education.

When they were thinking about being grateful, they mostly compared themselves to other people; the disadvantaged, people living with war, homeless people and those that live in poor countries.

Other additional thoughts were - they were glad to be just living, grateful for pets, exercise and living close to the school.

Thank you for sharing these thoughts with me Year 5 and 6.

I encourage you, our community, to take some time to dwell on the wonderful times you have experienced during this year, as so many across our country and the world will be hard pressed in their positive recollections.

Cath Larkman, Principal

School vision

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

The school focuses on evidence-based teaching and learning strategies which support positive value add trends across our school. All students and staff learn and work in a culturally safe environment.

School context

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

In 2022, the school has an enrolment of 526 students, including 25 Aboriginal students in 21 classes. Our school culture is also enriched with 27 families from a wide range of countries and cultures. There is a strong academic performance of students which is generally above state and national benchmarks in literacy and numeracy. The Junction Public School has a family and occupation education index (FOEI) of 25.

In 2022, our school's situational analysis shows the need to continue to focus on increased academic growth in Years 3, 5 and 7 and in particular, Numeracy. To achieve this the school engages in collaborative assessment practices, evidence based teaching pedagogy, staff collective efficacy and respectful relationships across the school community.

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

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

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Reading practices
- Numeracy practices

Resources allocated to this strategic direction

QTSS release: \$23,000.00

Summary of progress

Reading Practices

To work towards our targets for Reading and Comprehension in 2022 and following on from activities in 2021, the Reading Team sourced, trialed, evaluated, and purchased quality decodable texts for school wide use. This was followed by staff training in phonics, phonemic awareness, and the Science of Reading, which was undertaken by Early Stage 1, Stage 1 and the Learning and Support staff who were involved with the implementation of English Syllabus K-2. The K-2 team captured baseline data through phonics check-ins and formative phonics data in PLAN 2.

Stage 2 and 3 staff will undergo training in 2023 to coincide with the implementation of the 3-6 component of the new English syllabus. At the end of 2022 and consistent with our internal trend data from previous years, our overall Reading/Comprehension data indicates that 86% of Year 1 students are at sound and above, 80% of Year 2, 88% of Year 3, 87% of Year 4, 88% of Year 5 and 87% of Year 6. This data is based on a synthesis of internal assessment data including diagnostic tests, PAT-R and student work samples.

NAPLAN results indicate that reading strengths in Year 3 are locating and interpreting directly stated information in texts, identifying a character's perspective and identifying the main ideas in informative and persuasive texts. In Year 5 reading strengths are interpreting the meaning of sentences and paragraphs in informative texts, Interpreting the main idea in imaginative texts and identifying and interpreting how a character is portrayed in imaginative texts.

Reading areas the school will focus on in Year 3 in 2023 are Interpreting the meaning of words and sentences in all texts, interpreting a character's feelings and their response in imaginative texts and identifying the main idea in imaginative texts. Reading areas to focus on in 2023 in Year 5 are Identifying the purpose of text features in all texts.

Numeracy Progress

To work towards our targets for Numeracy, the focus on Number Talks for developing additive and multiplicative thinking skills and strategies continued to be implemented and embedded in class programs. An assistant principal was released from a full-time classroom load through the FASTstream program and worked with all class teachers and classes developing teaching programs, team teaching and assessing student learning. School-wide professional learning in collaborative teams using spirals of inquiry focused on additive and multiplicative thinking along with a teaching focus on number talks was a year-long project. The impact of this focus has resulted in: Year 3 progress in comparing and ordering 2- and 3-digit numbers, doubling and halving 1- and 2-digit numbers and following addition number patterns to find unknown numbers; and Year 5 progress in comparing and ordering 3- and 4-digit numbers, solving questions using addition and multiplication facts and continuing a number pattern involving a constant increment or difference.

Student learning based on formative assessment tasks was uploaded into PLAN and collaboratively analysed together with PAT-M and Check in Assessments for data triangulation. Overall mathematics results for 2022 indicate that 86% of students across 1-6 are achieving a grade of 'Sound' (C) or above. A difference between Numeracy and Reading rests with our top performing students was noted. Far fewer students (2% overall) received a grade of 'Outstanding (A) in Mathematics as compared to Reading (6% overall). In 2023, we will form targeted teaching growth groups to support students to move into the higher grades and bands. Our goal is for staff to develop teaching and learning activities and assessments to provide the experiences which support demonstration beyond grade expectations. The school goal is to increase the number of outstanding grades awarded in Mathematics to align with Reading results. This will be validated through triangulated data from external and diagnostic assessments.

Numeracy areas based on NAPLAN data to focus on in 2023 in Year 3 include Interpreting and solving questions related to rotating and reflecting 2D shapes, comprehending word problems and transforming the information into a number sentence, representing fractions and understanding the language used to describe fractions of an amount. These areas correlate with internal data.

Numeracy areas based on NAPLAN data to focus on in 2023 in Year 5 include solving multi-step word problems involving addition and subtraction, solving multi-step division word problems involving remainders and finding the missing number in equivalent number sentences (balancing number sentences). These areas correlate with internal data.

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
% of students in top two NAPLAN Bands for numeracy in Years 3 and 5 is above 55.5%. (Baseline 47.7%)	40% of student cohort Year 3 and Year 5 have scored in the top two bands for Numeracy. This is a decline of 7% off our baseline due to decline in attendance post Covid 19.
% of students in top two NAPLAN Bands for reading in Years 3 and 5 is above 68.3%. (Baseline 61.7%)	63.64% of students in the cohort Year 3 and Year 5 have scored in the top two bands for Reading. This is a increase of approximately 2% off the baseline.
Increase % of students achieving expected growth for Years 3 and 5 for: numeracy to 54.9% or above in 2022	Expected growth for students between Year 3 and Year 5 for Numeracy is at 57.14%. This is approximately 2% above our target.
Increase % of students achieving expected growth for Years 3 and 5 for: reading to 73.1% or above in 2022	Expected growth for Reading between Year 3 and Year 5 is 58.9%.

Strategic Direction 2: Teaching excellence impacting student learning

Purpose

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

Initiatives

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

- Quality teaching, curriculum and high potential students
- Action Research

Resources allocated to this strategic direction

QTSS release: \$69,000.00

Summary of progress

Quality teaching, curriculum and high potential students

The focus on the Quality Teaching Framework and associated observations have been embedded into practice using the Quality Teaching Successful Students staffing allocation again in 2022. Evidence as part of the Professional Development Plan (staff) process will be a focus in 2023 as approximately 50% of the staff team still need to align professional learning with the growth of teaching practice linked to school outcomes and state targets. Timely collaborative conversations and building teacher goals into everyday practice serve those who work towards seeing these goals as an intrinsic part of their professional development.

Action Research

Data informed practice is strong and embedded in K-2 using learning progressions as formative assessment for teaching and learning. In 2023 the school will seek to build this data informed evidence for practice across Year 3-6 along with the new syllabus documents.

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
QTR Rounds theory applied to teaching observations and mentoring Plan is made to sustain this practice during QTSS and RFF	The majority of class teachers have engaged in quality teaching practices using the Quality Teaching Framework and the Teaching Standards for reflection. This practice has been sustained through school processes and procedures using the Quality Teaching Successful Students staffing allocation. Staff are working towards providing ongoing and efficient evidence of practice.
Use of the learning progressions is sustained in K-2 and 3-6. Evidence of student learning goals more closely linked to the progressions. The mathematics team collaborate with staff to inform planning, identify interventions and modify teaching practice with learning from the Primary Mathematics Specialist Teacher Initiative. (PMSTI)	The school is 'delivering' in the use of formative data entered into PLAN for K-3 in literacy and numeracy focus areas. Class teachers are working towards having consistent and current PLAN Data (Learning Progressions) for Years 3-6 in our focus areas in literacy and numeracy for 2023. Current internal school data based on writing results and interventions is available for all teachers K-6 filtering for learning support students, high potential and gifted students, Aboriginal and Torres Strait Islander students and English as an Additional Language / dialect students so all data can be accessed in a timely fashion to guide learning. A team-based approach to inputting formative data into PLAN has been trialed this year in K-3. The mathematics team have led the focus on action research and included the recording of formative data into PLAN. At present K-3 teachers are

<p>Use of the learning progressions is sustained in K-2 and 3-6. Evidence of student learning goals more closely linked to the progressions.</p> <p>The mathematics team collaborate with staff to inform planning, identify interventions and modify teaching practice with learning from the Primary Mathematics Specialist Teacher Initiative. (PMSTI)</p>	<p>using PLAN effectively in both literacy and numeracy. In 2023, Years 4-6 will focus on inputting formative data into PLAN.</p>
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Strategic Direction 3: Equitable community engagement impacting student learning

Purpose

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

Initiatives

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

- Attendance
- Communication
- Aboriginal and Torres Strait Islander Culture, Language and Traditions

Resources allocated to this strategic direction

Aboriginal background: \$6,000.00

English language proficiency: \$9,000.00

Summary of progress

Attendance

During 2022 there was a continued focus on the well-being of staff, students and families. Following on from the last few years, the school has noted the need for a deeper understanding of how the impacts of COVID and lock-downs on families. Our attendance figures have dropped; however, we have improved our promotion of attendance in the newsletter and a specific focus on those with significantly low rates of attendance. When students are at school, they feel secure and successful, and our senior students commented on the importance of their teachers and their friends.

Communication

During 2022 we have continued to use the range of communication platforms we used through lock-down, however, we will streamline our communication platforms in 2023 with the Sentral Parent Portal being the key area for communication, reporting and school procedural documents.

Aboriginal and Torres Strait Islander Culture and Traditions

We have continued to enjoy and use our food garden, Wiki Yantiin Koba and are excited about our new Yarning Circle which is already a popular space for our families. New internal school consultative procedures have been agreed upon for actioning school cultural learning programs, and further initiatives and will be implemented in 2023.

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
% of students attending school 90% or more of the time is maintained or improved at 85% or above (Baseline 83.1%)	Attendance has declined due to ongoing COVID. 53.77% of students attend 90% of the time. This is a drop of 24.22% over the last 4 years. Many students have had ongoing illnesses other than COVID.
Proportion of students reporting expectations of success, advocacy, and sense of belonging at school is above 87.5%. (Baseline 85.9%)	Proportion of students reporting expectations of success is constant at 92.96%. Proportion of students reporting advocacy of school has increased by 6% to 85.93%. Proportion of students reporting a sense of belonging is down by 4% to 65.15%. The overall aggregated proportion is 81.38%.
Streamlining of communication platforms to the wider community through increasingly successful use of the Parent Sentral Portal for two way	The Parent Sentral Portal was launched in Term 3 2022. At present 40% of families have signed into the portal. To begin the reduction of online school platforms used for communication purposes introduced during COVID online learning. School reports will be published only on the Sentral Parent

<p>communication.</p> <p>Inclusion of Parent Portal Information into The School Information handbook as well as Staff Induction Handbook . Clear written procedures around electronic communication protocols linked to the School Community Charter. (See School Communication Procedures for Parents)</p>	<p>Portal in 2023.</p> <p>Updated communication procedures have been included to all new families enrolling. The 2023 School Information Handbook will be published with updated procedures and the Staff Induction handbook for 2023 to be updated.</p>
<p>Bush Tukka Garden (Wiki Yantiin Koba - "A garden for everyone") established with guidance from local Aboriginal community members.</p> <p>All Staff participated in Professional Learning "connecting to country" with local Aboriginal group - Yamuloong.</p> <p>Units of work written to compliment learning with the Bush Tukka garden.</p> <p>Draft of formalised school/community consultation procedures</p>	<p>Wiki Yantiin Koba is an established learning space utilised by classes for lessons and learning and by student gardeners during lunch breaks. A Yarning circle was also consulted on and built during Term 3 with the first informal Yarn-Up regarding Personalised Learning Pathways held in Term 4 to celebrate student achievements</p> <p>Staff Development Days focused on staff learning more about Aboriginal culture and knowledge of food plants, planting and care, harvesting and the importance and creation of personal Acknowledgement of Country (Yamuloong).</p> <p>Staff implemented the gardening units of work developed previously as part of the Sustainable Schools Grant at various times throughout this year. These units were adapted according to student needs. The Learning and Support Team also utilised these units to provide adjustments for students requiring well-being support.</p> <p>The document for School and Community Consultation for Aboriginal and Torres Strait Islander initiatives has been completed and will be implemented in 2023.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$191,718.00</p>	<p>Integration funding support (IFS) allocations support eligible students at The Junction Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • additional staffing (SLSO) to assist students with additional learning needs. • professional learning in specialised health / safety procedures for School Learning Support Officers • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of individualised Speech and OT services • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Student PLSPs have been written collaboratively with far more targeted goals set for literacy, numeracy and behavioral/ social/emotional and physical skills. A team approach to the achieving of goals has ensured that learning is implemented collaboratively and monitored so that adjustments are made in real time and new learning introduced to meet the needs of the student. Itinerant Teachers, Speech and Occupational Therapists working with students have contributed to this team approach and supported the achievement of goals. 100% of teachers who work with students who have IFS are now approaching the development, implementation and monitoring of a PLSP as a collaborative process which includes Allied Health and the parents/carers in close partnership. Feedback from parents/carers indicates that they feel that their child is very well supported by the Learning and Support Team and are in favour of retaining the biannual round table meetings as well the opportunity to meet with the classroom teachers as needs arise.</p> <p>After evaluation, the next steps to support our students will be: We will continue this collaborative model into 2023.</p>
<p>Aboriginal background</p> <p>\$26,737.84</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Junction Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Aboriginal and Torres Strait Islander Culture, Language and Traditions • 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 support literacy and numeracy programs • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students

<p>Aboriginal background</p> <p>\$26,737.84</p>	<p>The allocation of this funding has resulted in the following impact: Additional SLSO time was provided to support students with engagement activities and reading skills. These students were also listed in EALD as having English as a second language or dialect and hence EALD strategies for Aboriginal students were incorporated into PLPs. 10 students received extra 1:1 reading tuition as part of this program. All students benefitted from cultural learning. Aboriginal and Torres Strait Islander students were selected as leaders of this learning alongside their peers. This has resulted in improved attendance and greater participation of families at school events.</p> <p>After evaluation, the next steps to support our students will be: Staff will continue to maintain the Aboriginal Education tracking sheet created to track and monitor the learning of all our Aboriginal students. Student strengths and talents will be added to the sheet in 2023. Staff will continue to engage in cultural learning provided by Yamuloong in relation to our garden classroom so that student engagement remains high.</p>
<p>English language proficiency</p> <p>\$31,278.40</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at The Junction Public School.</p> <p>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"> • Aboriginal and Torres Strait Islander Culture, Language and Traditions • 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 • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in the following impact: EALD Students who did not qualify for a New Arrivals Program benefitted from funding which enabled the development of reading programs provided for SLSOs to administer. Students in small groups and in 1:1 situations accessed 30mins of extra reading support up to 3 times per week.</p> <p>After evaluation, the next steps to support our students will be: Continue to expand the SLSO administered Reading programs in 2023 to include Minilit and MacLit training for LaST to oversee and SLSO to administer. Target EALD students who are at the Developing stage of English language learning.</p>
<p>Low level adjustment for disability</p> <p>\$141,632.41</p>	<p>Low level adjustment for disability equity loading provides support for students at The Junction Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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 equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: The employment of 1.6 LASTs has provided full time support K-3 for</p>

<p>Low level adjustment for disability</p> <p>\$141,632.41</p>	<p>targeted students in both literacy (reading and writing skills) and in Numeracy skills, and 0.6 support for targeted students in Years 4-6 focusing on reading and comprehension skills. The LAS teachers also provided specialist individualised programs and select resources for classroom teachers to use in class time to further support students. The LASTs also provided individual and small group reading instructions for SLSOs to administer to select students in Years 3 and 4 who required a learning boost in reading and comprehension. 126 students were on LST caseload in 2022. Most of these students required minimal (teir2) adjustments to classroom programs. One third of these students were on LAST caseload for Reading and Numeracy and were withdrawn for intensive small group support in Reading comprehension yrs. 4-6) and both reading and numeracy in K-3.</p> <p>After evaluation, the next steps to support our students will be: In 2023 more targeted support will be placed into the 2/3 of LAS students who are sitting just below or at stage level to boost learning into the higher bands - Growth Groups / Supported by AP C&I</p>
<p>Professional learning</p> <p>\$33,561.76</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at The Junction Public School.</p> <p>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 initiative funding include:</p> <ul style="list-style-type: none"> • A revision of the school's Wellbeing and Behaviour Management procedures (2019) was conducted by a team of teachers to align with the new policy Inclusive, Engaging and Respectful (IER)schools. • All staff engaging with online learning on IER schools policy. <p>The allocation of this funding has resulted in the following impact: A review of current practices revealed that many of our systems, processes and procedures align with the IER policy therefore the review involved minor updates to language and strengthening of strategies and teaching and learning activities used by staff in classrooms and the playground to ensure inclusivity, engagement and respect.</p> <p>After evaluation, the next steps to support our students will be: In 2023 a stronger focus on a student review of school wellbeing and behaviour procedures. Updating of names for planning room, buddy class and other areas of learning about behaviour, social skills and emotional regulation to ensure consistency with the ethos that all mistakes are opportunities for learning.</p>
<p>Literacy and numeracy</p> <p>\$12,149.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at The Junction Public School from Kindergarten to Year 6.</p> <p>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 initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact:</p>

<p>Literacy and numeracy</p> <p>\$12,149.48</p>	<p>This funding assisted the K-3 LAST to target learning with specific needs-based programming and resources to support small group work in the classroom and targeted withdrawal groups in reading and writing and numeracy skills. Resources such as decodable reading material was purchased to complement class programs using quality literature for guided reading activities.</p> <p>NAPLAN results indicate that students between K-3 and in particular the bottom bands show the greatest growth in learning and our school's value add is significant compared to Yrs. 3-5 and 5-7.</p> <p>After evaluation, the next steps to support our students will be: In 2023 greater support and resources to be allocated to students in the middle bands and top bands in order to boost growth for these students.</p>
<p>QTSS release</p> <p>\$101,934.93</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at The Junction Public School.</p> <p>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"> • Reading practices • Quality teaching, curriculum and high potential students • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Assistant Principals were provided with 1 release day per week to coach, mentor and support class teachers and class programs. particularly with the implementation of new syllabuses. In 2022 they focused on the teaching of reading and comprehension strategies and on applying the professional learning around additive and multiplicative strategies with staff. Staff professional learning was supported through this coaching initiative. With the SEF focus on value add, all staff are more familiar with the new policy on high potential and gifted education and tracking and monitoring of students identified has been strengthened and strategies explored, trialed and adopted to impact learning at the middle and top end of student achievement. Longitudinal data is required to determine impact. One of the Assistant Principal was released from a teaching load to focus on team-teaching to support professional learning and development in mathematics - and supported the alignment of professional learning to school improvement planning. This has resulted in greater collaboration between staff and a focus on professional learning carrying over into impact on pedagogical practices to improve student outcomes.</p> <p>After evaluation, the next steps to support our students will be: In 2023, APC&I will lead pedagogy in Mathematics and Reading and other APs will continue to coach and mentor teams in implementing new syllabuses. Growth Groups have been identified to target students with the potential to move into the top two skill bands.</p>
<p>Literacy and numeracy intervention</p> <p>\$96,533.64</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at The Junction Public School who may be at risk of not meeting minimum standards.</p> <p>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 initiative</p>

<p>Literacy and numeracy intervention</p> <p>\$96,533.64</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: The employment of 1.6 LASTs has provided full time support K-3 for targeted students in both literacy (reading and writing skills) and in Numeracy skills, and 0.6 support for targeted students in Years 4-6 focusing on reading and comprehension skills. The LAS teachers also provided specialist individualised programs and select resources for classroom teachers to use in class time to further support students. The LASTs also provided individual and small group reading instructions for SLSOs to administer to select students in Years 3 and 4 who required a learning boost in reading and comprehension. 126 students were on LST caseload in 2022. Most of these students required minimal (teir2) adjustments to classroom programs. One third of these students were on LAST caseload for Reading and Numeracy and were withdrawn for intensive small group support in Reading comprehension yrs. 4-6) and both reading and numeracy in K-3.</p> <p>After evaluation, the next steps to support our students will be: In 2023 more targeted support will be placed into the 2/3 of LAS students who are sitting just below or at stage level to boost learning into the higher bands - Growth Groups / Supported by AP C&I</p>
<p>COVID ILSP</p> <p>\$47,986.00</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 2022.</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 <p>The allocation of this funding has resulted in the following impact: 14 students in Year 3 and 7 students in Year 5 received extra support in writing in semester 1. 10 students in Year 4 and 13 students in Year 6 receiving extra support in writing in Year 6. All targeted students successfully attempting targeted sentence level skills (nominalisations and passive voice); increased understanding of subject-verb-object (clause structure) and increased use of grammatical metalanguage. Teacher feedback was positive and included precipitating requests for further support.</p> <p>After evaluation, the next steps to support our students will be: Although students targeted made progress with small group targeted skills, these students still require ongoing small group support in 2023.</p>
<p>Socio-economic background</p> <p>\$17,800.34</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Junction Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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 equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials,

<p>Socio-economic background</p> <p>\$17,800.34</p>	<p>uniform, equipment and other items</p> <p>The allocation of this funding has resulted in the following impact: Site licences to support targeted online learning and home learning enabled skill practice to be available at all times to students. Licences also included an additional assessment platform to enable strategic triangulation of data to inform class teaching and learning. Support for students' attendance at excursions in additional to other funding as well as uniform and class equipment items for students in need.</p> <p>After evaluation, the next steps to support our students will be: Evaluate the effectiveness of spending and continue into 2023.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	317	299	297	273
Girls	256	246	238	234

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.5	93.1	95.2	90.6
1	93.6	91.8	93.0	89.4
2	95.5	94.1	94.2	88.5
3	93.6	90.8	93.9	89.2
4	92.2	93.0	93.8	89.0
5	93.7	90.7	92.5	87.6
6	93.0	93.3	90.0	87.3
All Years	93.7	92.3	93.1	88.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.67
Literacy and Numeracy Intervent	0.84
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration and Support Staff	3.96

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	430,655
Revenue	5,432,286
Appropriation	5,173,893
Sale of Goods and Services	24,775
Grants and contributions	229,440
Investment income	3,678
Other revenue	500
Expenses	-5,393,044
Employee related	-4,766,396
Operating expenses	-626,648
Surplus / deficit for the year	39,242
Closing Balance	469,898

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.

	2022 SBAR Adjustments (\$)
Targeted Total	191,718
Equity Total	191,310
Equity - Aboriginal	20,738
Equity - Socio-economic	17,800
Equity - Language	11,139
Equity - Disability	141,632
Base Total	3,932,730
Base - Per Capita	135,184
Base - Location	0
Base - Other	3,797,547
Other Total	461,902
Grand Total	4,777,660

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.

Parent/caregiver, student, teacher satisfaction

Seventeen parents completed the Partners in Learning Parent Survey Report. This represents approximately 3% of parents and carers at the school. From this sample the highest score was for 'School supports positive behaviour' and the lowest was for an 'Inclusive school.' Due to the low percentage of responses, this data was supplemented with another survey.

The subsequent survey also had 17 responses which again represents approximately 3% of parents and carers. Of interest was that 82% of responses were in the top 2 bands for 'TJPS School Culture is strongly focused on learning, the building of educational aspiration and performance improvement for students', while 3 comments indicated we need to share and revise communication with parents and carers around our school well-being procedures.

All parents of students supported through the Learning and Support team expressed high levels of satisfaction with the level of care provided, the learning adjustments made and the proactive focus of staff in meeting the needs of their child, as reported through the end of year individual learning support meetings. The Learning Support Team organises round table meetings with parents and carers, Allied Health and the Education team at least twice-yearly to monitor progress, report on improvements and develop and next steps.

Students in years 4-6 (175) completed the Tell Them From Me Survey which took place at the school. Of interest in 2022 was that 66% of students reported a sense of belonging, which was below the government norm, while 90% of students reported having positive relationships which was above the government norm. Students continue to work on seeking out a trusted teacher if they are experiencing problems at school.

Teachers (16) took part in the Focus on Learning survey in 2022. All drivers were on par with state norms except for parent involvement which increased to above state norms in 2022 with the re-opening of schools following pandemic closures. We are all relieved to be able to invite our community back on site to be part of our learning and cultural celebrations.

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.