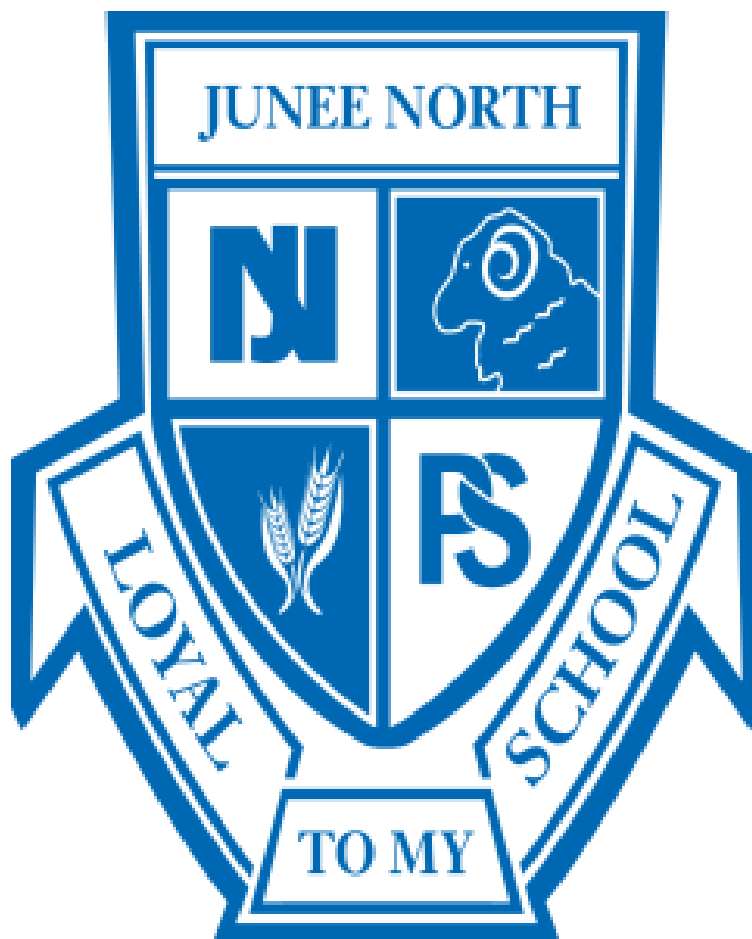


# 2022 Annual Report

## Junee North Public School



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# Introduction

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

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

## School contact details

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## School vision

Junee North Public School strives to achieve excellence and growth in all student learning outcomes, with students continually improving and challenged to learn in an inclusive and engaging environment. Our vision is to foster a culture centred around student wellbeing and effective teaching, targeting individualised learning with authentic partnerships and consultation with the community.

## School context

Junee North Public School is situated on the northern edge of Junee. The school has over 130 students enrolled and fosters strong community relationships. We are a proud member of our local Ngumba-Dal learning community.

Within the Junee community, Junee North Public School is viewed as a school which cares about the students and seeks the best educational outcomes for all students, including our integrated funded students. Our students are all from the Junee district, with families having a very strong connection to the school and town. Our Aboriginal population sits at 14%.

Junee North Public School provides quality educational, social, cultural and sporting opportunities for all students. The school operates stage-based classes. In 2022 saw the introductions of the Assistant Principal Curriculum & Instruction positions within the school focused on curriculum reform and explicit teaching practices in literacy and numeracy for Kindergarten to Year 2.

Collegiate and whole school professional development will focus on embedding quality assessment tasks and data collection practices, creating greater consistency of teacher judgement within the school. A focus on wellbeing is maintained through the introduction of daily student well being based slides. A positive behaviour ethos is shared by all students, staff and parents.

The school has substantially invested in new technology to assist in literacy and numeracy development and to support critical thinking and design approach towards learning. Extra curricula opportunities in Sport, Science, Technology, and Creative and Performing Art, enable our students to excel through a range of experiences.

The whole school community, including the local Aboriginal Education Consultative Group, students, staff, parents and local learning community was consulted in a thorough the Situational Analysis. Through our Situational Analysis, we have identified a need to use data driven practices that ensure all students have access to appropriate learning. Professional development supporting teachers to successfully plan for and deliver quality, differentiated instruction will occur. The expertise of both Departmental support staff and teaching staff will be utilised to build understanding.

The involvement of the whole school community in the delivery and evaluation of school initiatives will assist in determining future areas of need and the success of all students, school and community.

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Curriculum Differentiation
- Assessment and Data Driven Practices

### Resources allocated to this strategic direction

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**Integration funding support:** \$104,258.00

**Aboriginal background:** \$1,240.00

**Low level adjustment for disability:** \$1,000.00

**AP Curriculum & Instruction:** \$150,571.00

### Summary of progress

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#### Curriculum Differentiation

June North Public School has developed the capacity of staff to differentiate classroom programs to meet the learning needs of all students through identifying staff needs and addressing these through teacher release time provided to develop student personalised learning pathways and individualised learning plans. As a result, teaching practices were strengthened across the school as teachers were able to collaborate with stakeholders to ensure the needs of the students were met. K-2 staff and Assistant Principal Curriculum & investigated the new teaching units and performed a stock take of resources and from this have purchased decodable readers, concrete mathematical teaching resources and quality literature. K-2 staff have had planning days in preparation for the new syllabus and its implementation in 2023. Professional development in curriculum reform in English and Mathematics has been delivered to K-2. From this Scope and Sequence documents, program templates and assessment schedules are in development. This has enabled all staff to be informed about curriculum reform and K-2 teachers 2023 time to prepare for syllabus implementation.

Teacher capacity was assisted by the engagement of Student Learning Support Officers to support identified students within the classrooms across all Key Learning Areas. Student Learning Support Officers engagement supports individual students through small group instruction. As a result, the allocation of Student Learning Support Officers and timetables are updated every 5 weeks to ensure effective management and to support teachers in providing targeted learning opportunities. To ensure the ongoing development of staff, supervisors met with teachers to reflect on teaching and learning programs. Action Plans were designed by school executive to support middle leaders to assist teachers in their actions to differentiate learning and engage in explicit teaching. Action plans were reviewed and discussed by executive to develop their capacity to guide and support further development of individual teachers in differentiating programs to meet the learning needs of all students. Executive staff reviewed Action plan with staff and reflect on actions - capturing discussion with staff in evaluation. the impact has been facilitated focused conversations about teaching programs highlighting effectiveness of planning.

Staff use of assessment practices to inform teaching and learning have been targeted and will continue to be so in 2023. Additional professional learning in using PLAN data to inform next steps in learning for whole staff is identified as a priority. The established Assistant Principal Curriculum and Instruction (APC&I) positions targeted building whole staff capacity, specifically focusing on developing a deeper understanding of current assessment practices and assessment platforms, such as PLAN2. The interruption to school routines in Semester One impacted June North Public School's continuity of professional learning cycles and challenged effective staff engagement.

Future Directions for June North Public School in 2023:

- Implement new K-2 syllabuses.
- Staff teaching programs reflect and enables differentiation K-6.

#### Assessment and Data Driven Practices

The leadership team maintains a culture of effective, evidence based teaching and on-going improvement so that every student makes measurable learning progress and gaps in student achievement decrease. Executive staff have

investigated the Department of Education assessment documents and resources including Snapshots, Short Quiz, Interview for Student Reasoning, Phonics Screener, Check-in Assessments, Phonological Awareness, and how teachers implement these and how they could be built into an assessment schedule K-6. As a result, the Assistant Principal Curriculum & Instruction commenced scheduling 2023 K-2 assessment schedules aligning department assessment expectations with internal assessments. Focus will now be on developing and expanding on an assessment schedule for Primary 3-6.

The Assistant Principal Curriculum & Instruction targeted intensive literacy and numeracy support through identifying specific assessment tools, which were then implemented by the COVID Intensive Learning Support staff. Results were analysed by the Assistant Principal Curriculum & Instruction and COVID Intensive Learning Support Groups were formed to target identified student needs. COVID intensive support was prioritised over the course of cycle of intervention, as there was minimal interruption to classroom teaching and learning. This resulted in improved student learning outcomes for most students after participating in the program. It is noted that attendance had impact on those students who did not succeed. In 2023 the COVID Intensive learning support program will prioritise continuity and minimise disruptions to other school activities.

Best Start implementation was delayed due to the impact of staff availability. As a result, the fragmented testing implementation resulted in unreliable cohort data. While it provided accurate student data, it was not able to be used to drive teaching and learning practices. In 2023 executive staff will prioritise the implementation of Best Start practices with each child been allocated time in Week One to complete the one-on-one assessment with the Kindergarten teacher. This will provide both the parent and teacher immediate feedback and useful data to guide teaching and learning.

Staff at Junee North Public School have undertaken professional learning in data driven practices. Professional learning for COVID Support staff focused on Data use and data collection. As a result, these staff have been trained in departmental assessment tools and implemented these with students. Executive staff provided professional development to 3-6 staff on how to create targeted flexible assessments in Essential Assessment Numeracy. This has resulted in staff using Essential Assessment Numeracy to target specific outcomes and focused learning activities, so teaching is not reteaching content and skills students already understand, staff also used this to group students to target specific learning. 3-6 Staff analysed Check-in Assessment and NAPLAN results, collegiately discussed results and identified areas to target student learning, reflect data analysis in teaching and learning programs. K-2 professional development in Data driven practices is on hold until release of PLAN3. All teaching staff were surveyed on professional development needs and wants and it was identified that executive need to source and provide professional development in data types and data analysis in 2023.

Future Directions for Junee North Public School in 2023:

- Professional development in the analysis of data to build staff capacity in curriculum differentiation
- Strategic differentiated approach in professional learning for each teaching staff member.
- Identify specific data sources or sets to use.
- Embedding COVID Support practices.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Reading</b> Improvement in the percentage of students achieving in the top 2 bands by 7.0% or more.	2022 NAPLAN data indicates 29.4% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.
<b>Numeracy</b> Improvement in the percentage of students achieving in the top 2 bands by 6.3% or more.	2022 NAPLAN data indicates 23.3% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.
<b>Aboriginal Student Achievement</b> Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading.	The percentage of Aboriginal students achieving in the top three NAPLAN bands in reading in 2022 remains consistent at 50%.

<p><b>Aboriginal Student Achievement</b></p> <p>Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in numeracy.</p>	<p>The percentage of Aboriginal students achieving in the top three NAPLAN bands in numeracy has not increased.</p>
<p><b>Expected Growth in Reading</b></p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Reading by 10.5% or more.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p><b>Expected Growth in Numeracy</b></p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy by 8.5% or more.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

### Purpose

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

### Initiatives

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

- Explicit Teaching and Feedback
- Effective collaborative practice

### Resources allocated to this strategic direction

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**AP Curriculum & Instruction:** \$30,114.20

**QTSS release:** \$11,200.00

**Professional learning:** \$17,360.00

**Socio-economic background:** \$2,240.00

**Per capita:** \$5,600.00

### Summary of progress

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#### Explicit Teaching and Feedback

This year Junee North Public School has looked to improve explicit teaching and feedback to students and parents. The 3-6 staff have undertaken professional learning in Explicit Teaching and Effective Feedback through MYPL. As part of this professional learning staff collegiately set up a observation plan and observed each others practice and provided feedback on area of focus identifying opportunities in providing feedback during targeted literacy and numeracy tasks. The strengths of this practice were the specific targets within the observation plan which allowed a greater focus on effective feedback in reading comprehension in Stage Three and explicit teaching in numeracy in Stage Two. The specific targets allowed staff to narrow the focus of the observation which kept it very specific and allowed it to be completed in a timely manner. In Stage Three, lower achieving students were targeted and provided with explicit feedback and were supported to develop individual short term focus targeted reading goals. Student feedback identified an increase in their own understanding of areas for improvement. In Stage Two, students developed a greater understanding of criteria and expectations. Student feedback was prioritised and immediate which then saw improvement in decoding and reading comprehension. In 2023 we will continue with a focus on explicit teaching and feedback and we may investigate the framework of Quality Teaching Rounds to support these practices.

All Junee North Public School teaching staff undertook professional development in curriculum reform, particularly in the new K-2 English and Mathematics syllabuses. K-2 2023 staff have undertaken professional learning in the Overview of the Mathematics and English K-2 Syllabus, Decodable Texts, Phonics Programs, Phonological Awareness, Assessment Tools. As a result, teachers are equipped to implement the new syllabuses in 2023. An identified area for further development is the explicit teaching of vocabulary across all key learning areas across all years K-6. To assist with embedding Aboriginal Perspectives into programming and teaching practice, the Assistant Principal Curriculum and Instruction and K-2 staff undertook professional learning with the Aboriginal Education and Wellbeing Advisor. This resulted in the purchase of First Nations literature and the substitution of teaching materials to increase inclusivity.

To improve feedback practices to parents, teaching staff participated in collegiate discussions regarding consistent teacher judgement for reporting. The impact of these discussions was the decision to reformat and reword components of our parent reports for Semester Two to align with departmental policy updates and to incorporate parent friendly language in a user friendly format.

Future directions for Junee North Public School in 2023:

- Executive to conduct professional development with entire staff in explicit vocabulary
- The school will investigate teacher observations with Quality Teaching Rounds

#### Effective Collaborative Practice

All staff engaged in professional development of Aboriginal Histories and Cultures resulting in an increased knowledge in how to support the identity and diversity of First Nations students and how they learn. This enabled classroom teachers to integrate Aboriginal Histories and Cultures into key learning areas. Executive staff have met with Aboriginal Education



and Well being Advisor to discuss the possible implementation of the 8 Ways approach in 2023.. Given the implementation of new syllabus documents and our ongoing commitment to data analysis professional learning, it was decided that this may be reviewed as a possible priority in future years. Collegiate time was timetabled weekly for all teaching staff to participate in planned professional discussions and professional learning. Executive staff have met with teachers they supervise and discussed professional development plans and programming requirements. As a result, Action Plans have been created and utilised by executive staff to support professional performance.

Future directions for Junee North Public School in 2023:

- Review the supervisor's program proforma with priority on explicit teaching and differentiation

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Within the element of 'Learning and development', in the Teaching domain, the school completed self-assessment in the theme of 'Professional Learning' remains at Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of 'Professional learning' indicating this target was achieved.
Positive response in internal survey data generated from self-reflection in school generated High Impact Professional Learning self-assessment tool.	Delay in implementing initiatives in 2022 has required this to be postponed until 2023.
Increasing positive responses in our teacher's Tell Them From Me survey data in the area of collaboration.	We are above NSW Government Norm (7.8). Teachers acknowledged that "I talk with other teachers about strategies that increase student engagement." (8.7) is impacting student engagement as seen in Tell Them From Me Survey data, where we are significantly above state norms.

### Purpose

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

### Initiatives

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

- Student Engagement
- Effective Partnerships

### Resources allocated to this strategic direction

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**Socio-economic background:** \$140.00

**Location:** \$14,131.00

### Summary of progress

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#### Student Engagement

The implementation of the school-wide wellbeing slides that promote school wide positive relationships were successful according to the staff and student Tell them from me data. 89% of students surveyed feel it has a positive impact on their positive and respectful attitude towards learning, staff and other students. Staff noticed an increase in more respectful discussion among students and greater awareness of behaviours that impact on others. House points system had been identified as a welfare initiative to build positive relationships. This was evident through student engagement and response to the house winners each fortnight. Classroom teachers reported that identified targets within their classes, which are rewarded with house points, continued to result in positive outcomes. Wellbeing slides were created by executive staff to promote positive, respectful relationships between all school members. The slides are used by teaching staff to promote discussion around specific behaviours and events. There is still additional work required to develop consistency of use by staff within their own classes to fully embed and sustain a school-wide collective responsibility for student learning and well being.

The Peer support program has increased student leadership confidence. Feedback forms were discussed with leaders after each peer support session, resulting in student leaders developing communication and problem solving skills driven from personal feedback from supervising staff. Both students and staff expressed that the Peer Support Program had a major impact on all students within the school, allowing students to belong to a small group, engaging with students from a range of class/stage groups. Students had the confidence to go to their group members outside of the program sessions and engage with the members in the playground or if they needed support or guidance.

Future directions for Junee North Public School in 2023:

- Development school based focus for wellbeing slides in consultation with staff and students.
- Review and redefine the current House Points system to be inclusive of and fair for all classes in consultation with all student & staff stake holders.

#### Effective Partnerships

Junee North Public School continued to strive to achieve a school culture strongly focused on learning, promoting parent and teacher relationships, and fostering positive relationships across the school community. The focus in 2022 was to build on and continue to develop effective partnerships between teachers, parents and the community based on high expectations for all students. Regular communication between parents, teachers, the Wellbeing Team, and the school Principal, to follow up attendance, has resulted in increased communication and better understanding of student attendance patterns and its impact on learning. This change has resulted in a focus on celebrating and acknowledging positive attendance patterns across the school. Teaching staff continue to monitor & track attendance to allow for follow up and the creation of a data base on absences. The impact has been a strong response from students and parents as is evidenced in a decline in unexplained absences.

Whilst Aboriginal students had a Personalised Learning Pathway that was developed in partnership with Aboriginal students, their parents and carers and teachers, there remains a need for additional follow-up and consultation to include all stakeholders in the planned development and the sharing of information in this process to allow for optimal learning and student outcomes in all Key Learning Areas and environments.

Future directions for Junee North Public School in 2023:

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

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increased percentage of students attending school more than 90% of the time to be trending upwards towards 80.80% (Lower bound system negotiated target).	The number of students attending greater than 90% of the time or more has decreased.
<p><b>Wellbeing</b></p> <p>Student response from Tell Them From Me Wellbeing data (advocacy, belonging, expectations) is trending upwards towards 86.5% (Lower bound target).</p>	Tell Them From Me survey data indicates 82% of students reporting a positive sense of belonging, a 17% increase, showing progress towards the target of 86.5%
75% of Aboriginal students feel that teachers understand their culture from TTFM Survey data.	Tell Them From Me data indicates 88% of Aboriginal students reported that teachers understand their culture indicating the school achieved its target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$104,258.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Junee North Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• to assist students with additional learning needs</li> <li>• individual case conferences and development of Personalised Learning and Support Plans</li> <li>• to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Student Learning Support Officers to assist the learning needs of students with high needs.  Targeted one to one support in classroom and playground.  Assist teachers in program delivery.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  This support is successful in ensuring student engagement and learning.  Will continue with one to support with a needs based approach for class and/or playground support.</p>
<p>Socio-economic background</p> <p>\$2,380.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Junee North Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective collaborative practice</li> <li>• Student Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through staff and collegiate meetings to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Staff have participated in professional development - New curriculum, Explicit teaching and feedback.  Opportunities for collegial discussions around programming, assessment and explicit teaching.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue providing staff with collegiate time to further develop curriculum practices and data driven practices.</p>
<p>Aboriginal background</p> <p>\$1,240.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Junee North Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Differentiation</li> </ul>

<p>Aboriginal background</p> <p>\$1,240.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• to create Personalised Learning Plans for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Collaboratiely developed Personalised Learning Pathways for all Aboriginal Students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide time for staff to meet with stakeholders to develop Personalised Learning Pathways for Aboriginal Students.</p>
<p>Low level adjustment for disability</p> <p>\$1,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Junee North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• Released teaching staff to develop Individual Learning Plans and adjusted programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> to provided targeted support and intervention. Teachers being able to meet to discuss individual and class student learning needs and drive professional development practices to address point of need and respond to student achievement Targeted teaching programs at students point of need</p> <p><b>After evaluation, the next steps to support our students will be:</b> Provision on teacher time to develop capacity and understanding of learning needs, reporting, differentiated programming and consistent teacher judgement. Provision of professional learning oppotunites focused on data driven practices. Alignment of K-6 syllabus to meet learning needs and be responsive to all students.</p>
<p>Location</p> <p>\$14,131.00</p>	<p>The location funding allocation is provided to Junee North Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Engagement</li> <li>• Effective Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• teaching principal release</li> <li>• incursion expenses/ school running costs</li> <li>• staff to increase communication strategy with parents</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The use of a School Administration Officer to focus on community engagement and communication. Support of students to engage in school activities and events. Improvement in unexplained absences and changes in non attendance patterns</p>

<p>Location</p> <p>\$14,131.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Utilise funding to support increased student activity and opportunities that require travel outside of school.</p>
<p>Professional learning</p> <p>\$17,360.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Junee North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching and Feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff to attend professional development opportunities</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff have had the opportunity to participate and develop skills in School Planning, Panel training, Leadership, Music, New Curriculum implementation, Collegial school practices.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to monitor staff professional development needs and provide access to appropriate opportunities.</p>
<p>QTSS release</p> <p>\$11,200.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Junee North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching and Feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• support staff collaboration in the implementation of high-quality curriculum</li> <li>• implement quality teaching initiatives</li> <li>• align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers being able to meet to discuss student learning and drive professional development practices. Staff able to plan collaboratively to engage students in a wide range of learning activities across all Key Learning Areas. Teachers were able to engage in peer observation to receive feedback on negotiated priorities aligned to School Improvement Plan (SIP) to enhance capacity in explicit teaching strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Develop strategic and ongoing professional learning opportunities for all teaching staff. Development of a termly Professional Learning schedule. Teacher Professional Development Plan to align with the Strategic Improvement Plan. Continuation of collegiate time and effective practices.</p>
<p>COVID ILSP</p> <p>\$69,069.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>COVID ILSP</p> <p>\$69,069.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The majority of students in the program achieved growth in targeted progression indicators in the areas of reading comprehension, phonological awareness, whole number, and writing.  Students received a combination of withdrawal, small group, and class support.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs.  To focus on the school targets and Premiers Priority areas of students achievement in Literacy and Numeracy.  Teacher professional learning in data use and assessment driven practise.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$180,685.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Differentiation</li> <li>• Assessment and Data Driven Practices</li> <li>• Explicit Teaching and Feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Provide professional development to K-2 staff on new curriculum</li> <li>• Reserach and resource new curriculum implementation</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Enact phase - K-2 staff to teach new curriculum  Development of support resources  Staff professional development in new curriculum</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Support K-2 staff in the implementation of the new syllabus  Support 3-6 staff in preparation for the anticipated new syllabus in 2024  Data Driven Practices professional learning</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	70	70	69	72
Girls	89	72	68	56

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.0	93.2	93.5	85.5
1	92.5	92.8	89.7	90.0
2	92.1	93.4	87.6	88.3
3	90.2	94.1	89.5	88.5
4	89.6	91.7	87.0	90.3
5	92.8	93.5	90.2	87.2
6	91.2	94.7	87.6	85.8
All Years	91.8	93.4	89.2	87.7
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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.2
Classroom Teacher(s)	5.83
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.95

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	207,690
<b>Revenue</b>	2,333,661
Appropriation	2,293,714
Sale of Goods and Services	13,931
Grants and contributions	22,214
Investment income	202
Other revenue	3,600
<b>Expenses</b>	-2,146,489
Employee related	-1,748,397
Operating expenses	-398,092
<b>Surplus / deficit for the year</b>	187,172
<b>Closing Balance</b>	394,862

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	104,258
<b>Equity Total</b>	279,450
Equity - Aboriginal	22,708
Equity - Socio-economic	178,462
Equity - Language	0
Equity - Disability	78,279
<b>Base Total</b>	1,479,458
Base - Per Capita	34,617
Base - Location	14,131
Base - Other	1,430,710
<b>Other Total</b>	266,107
<b>Grand Total</b>	2,129,272

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

In 2022 the school sought the opinions of parents, students and teachers in a variety of ways. These included surveys, questionnaires, meetings and direct feedback from staff, parents and students.

## Parents

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

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

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

## Students

Our students report that they value school outcomes, they identified positive relationships with their teachers and peers, and have a sense of belonging at school. A significant proportion of Years 4-6 students report a strong sense of belonging and are consistently motivated to do their best in safe and supportive learning environments. Students expressed an overwhelming response regarding the establishment of positive relationships and valuing their own learning and development.

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

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

## Teacher

In 2022 teachers agree that school leaders have supported staff to create and embed evidence-based, differentiated teaching and learning opportunities for students of all abilities and that this has had a positive impact on increasing student performance and engagement in the classroom.

Professional learning in cultural awareness has again been identified for school staff in 2023, whilst teachers continue to focus on opportunities to connect and build relationships with local First Nations community members and Wagga office Aboriginal Education staff.

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

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

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

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.