

2022 Annual Report

Junee High School



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Introduction

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

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

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Junee High School

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School vision

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

School context

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

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

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

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

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data use in teaching
- Personalised Learning through Differentiation

Resources allocated to this strategic direction

Socio-economic background: \$183,571.63

Aboriginal background: \$27,631.79

Low level adjustment for disability: \$146,383.90

Location: \$25,727.75

Professional learning: \$41,896.00

Integration funding support: \$59,917.00

English language proficiency: \$2,400.00

Summary of progress

Data use in teaching

In this initiative, the school continued to engage in professional learning to build capacity of data analysis. The team continued to utilise NAPLAN, Check in Assessment (CIA) and HSC Results Analysis Package (RAP) data for the identification and strategic planning for the continuation and focus of literacy and numeracy support around punctuation and grammar; specifically grammatical accuracy and syntax. Data analysis for Stage 6 students around predicted bands has led to an increasing focus on individualised student plans into Year 12 and the increased understanding of staff in seeking data sources for improved student learning outcomes. An increase of 22% in student achievement in the HSC from 2018 - 2022 strongly supports the continuation of these strategies into the next school planning cycle from 2024.

Due to continued circumstances, the opportunity for face-to-face PL affected the implementation and review phase of changes across teaching practice. Through evaluative strategic planning, an increase in the types of data to inform a picture of the whole student, funding and planning investigated in Term 4 for the employment in 2023 of an external data specialist for the building of data sets across multiple school and external sources. We were expecting to see more application of data in modifying student delivery of teaching/learning material and the link to class programs and the consistency that was planned for across the school. This formed the focus of part of our professional learning in 2022.

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

In 2023, in this initiative, the school will source an external data specialist that will support staff with targeted data sets for literacy, numeracy and attendance. The school will continue to use withdrawal processes for targeted student support with specific and individualised student focus on numeracy. Numeracy will also be the focus of targeted professional learning in staff meetings and school development days (SDD) based on areas of development from NAPLAN and CIA data. Student support will be aided by the continued employment of additional SLSOs for small learning groups across Years 7-10. Focus will remain on embedding the understanding teaching literacy across all subject areas and while it

remains a priority for this strategic direction, focus will also shift to analyse data specifically using the National Numeracy Progressions. v3.

Personalised Learning through Differentiation

In this initiative, the Stage 6 teaching programs became increasingly differentiated, linked to the HSC monitoring and Banding aspects identified from the Data use in Teaching initiative. Progressions from Year 11 in year 12 allowed staff to track student progress combined with an increased focus on an individualised approaches and planning for each student. Supervisors and teachers identified that Stage 6 programs had become a stronger reference point for differentiation through a better understanding of student performance in Term 4. While data informed practice was strengthened in Stage 6 programs and delivery in classrooms, factors outside the school and teacher control impacted on consistency of the evaluation process and the limited the ability to evaluate Stage 4 and 5 teaching programs. This will remain a focus to deliver consistency in Stages 4 and 5 across the school. Additional teaching and support staff were engaged to focus on Personalised Learning Pathway support for Aboriginal students and to implement Literacy and Numeracy support programs for students with additional needs. This support was provided through in class support. Aspects of this differentiated and supported processes have enabled small cohorting and tutoring lessons and need to be expanded to support all Stage 4 and 5 classes.

In 2023, the school will have a continued focus on targeted professional learning on programming to incorporate differentiated content and utilising external data sets that meets the requirements for gap analysis for improved student learning. The school has sourced and will employ an external data specialist to guide the development of teacher professional learning for interpreting data. A continued focus and evidence from teaching and learning programs across the school will show an increase in adjustment that addresses individual student needs and goals, and all adjustments lead to improved learning. Individualised learning processes, inclusive of class and student profiling, will be strengthened by an increased focus of teachers to involve students and parents by increasing opportunities for student and parent voice, meetings both informal and formal that identifies and celebrates student learning..

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
HSC Attainment <ul style="list-style-type: none"> • Target: at least 34 top 3 bands • 45% of all exam results to be in top 3 bands 	<ul style="list-style-type: none"> • 73.6% of students attained results in the top three bands, which is a 26.84% increase of students, demonstrating the school exceeding the upper bound target.
Increase in the proportion of students achieving in the top 2 NAPLAN bands in Reading by at least 6.5%.	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 2.2% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however, the school trended above the lower bound target in 2021.
Increase in the proportion of students achieving in the top 2 NAPLAN bands in Numeracy by at least 5.9%.	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 2.2% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
Increase the percentage of students achieving expected growth in NAPLAN Reading to be trending at the lower bound target of 64.4%.	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be trending at the lower bound target of 61.5%.	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN
Increase in the % of students achieving top two bands to be trending toward the lower bound target	????
Add wording to support what is being supported at school to meet this target	

Strategic Direction 2: Empowering learners in a dynamic learning environment

Purpose

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

Initiatives

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

- High expectations which empower
- Highly effective teacher practice

Resources allocated to this strategic direction

Professional learning: \$0.00

Per capita: \$66,525.00

Summary of progress

High expectations which empower

The focus of the initiative in 2022 was a review of the honours system including Sentral administrative processes in how staff and the school can identify and celebrate success during early Term 1. A key barrier in addressing this initiative was the inconsistency of staff in allocating awards to students and additionally student reluctance to receive awards in a formal setting in front of their peers. To support the implementation, time was allocated during staff meeting for whole school professional learning and planning for the utilisation of the Sentral platform. Staff received PL for processes of both identification and logging student awards. SRC members were consulted on processes and awards. Feedback from students was considered and used in the implementation of the new award system. In Term 4, new processes were evaluated and clear impact was evident in the 372% increase in awards issued compared to Semester One. Explanation of the new system was conducted at year meetings and Yr 6 Transition days leading to the projected implementation in early 2023.

In 2023, staff induction and continued staff PL will include training on the use of Sentral and processes for identification of students. Continuation of processes to acknowledge and celebrate student achievement via Facebook and School News with the school to evaluate through stronger student voice and potential for parent opportunities for feedback through electronic processes of QR codes and Sentral links.

Highly effective teacher practice

The focus for this initiative in 2022 had quite a significant shift. The initial focus of 'Teach like a Champion' (TLAC), and PIVOT was not maintained across the year. The executive in discussion and consultation with the staff made the decision to focus solely on Quality Teaching Rounds. PIVOT and TLAC were not meeting the intended outcomes. There was a greater emphasis on professional learning focusing on peer led review and evaluation based on the work of Jenny Gore. A number of staff trained in the principles of quality teaching rounds with a round of observations completed. A significant barrier to the success of the initiative was the competing priorities of the three approaches from the original plan and success was found in distilling these multiple approaches to instead having a single school focus, as such, for authentic peer observation, evaluation and feedback. The key area of impact was that staff actively accessed training and engaged in the cross-curricular observation process.

In 2023 the focus of the initiative will continue to begin the fully implement the peer led observations and observation and feedback cycle of improvement.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
20% of staff engaged in QTR	<ul style="list-style-type: none"> • 20% of staff ho engaged in QTR and as such met the target.
<p>Pivot - 100% of teachers involved and engaged in reflective practice.</p> <p>QTR - Embedding of QTR into PL and teacher groups identification</p> <p>Increase teacher/student/community engagement with JHS Honours System</p>	<ul style="list-style-type: none"> • 372% increase in awards given in Term 4 compared with Terms 1-3. • The school has achieved the implementation phase of QTR.

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

Purpose

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

Initiatives

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

- Whole school approach to wellbeing
- Positive relationships

Resources allocated to this strategic direction

Student support officer (SSO): \$96,058.00

Socio-economic background: \$15,000.00

Summary of progress

Whole school approach to Wellbeing

In 2022 the focus of this initiative was engaging external delivery support to assist staff in understanding the whole child. This was facilitated through all staff participating in Trauma Informed Practice (TIP) training over four sessions in Term 1 and 2. Whilst the professional learning provided staff with a baseline of knowledge, a key barrier has been that the school didn't have the systems and structure to easily implement the strategies so this led to a delay in incorporation into school procedure and policy for student wellbeing. The school were waiting for the department led implementation time line for Restrictive Practices and IER. The school's attendance policy was drafted across the year involving staff and student input and moved from draft to implementation. The impact at this time has been minimal as the school continues to develop clear procedures for improved student attendance and monitoring.

In 2023 the school will continue to review and adjust procedures that support improved attendance for all students. Additionally there will be an increased focus on a shared understanding of structures and systems to support improved attendance including an increased focus on data to drive change.

Positive relationships

In 2022, there was continued disruption impacting student attendance and engagement. The school also continued the prioritisation for improved communication and connection with both students and parents. Additional structures of Student Support Officer, Family Referral Service, Chaplaincy program and school counselling were continued with the employment of people in these roles for strategic student support. The supportive online presence for students was again seen as worthwhile with feedback supporting the check-in processes. The development of an AEO position through SLSO conversion has helped support the increase in our Aboriginal student numbers and Aboriginal families with increased participation in PLP processes and 100% of students having a well developed learning plan. The school and Cultural events of NAIDOC and Reconciliation were extremely successful in 2022 with 100% of staff and students engaged in school-based activities.

Student wellbeing initiated investigation into the Open Parachute program, however, inconsistent delivery of class material was a barrier to embedding delivered to Year 7 & 8 with varying success and mixed feedback. inconsistent staff and lower than expected student engagement made a more successful implementation difficult through 2022. We will be looking at the timing of it's implementation, with the suggestion program material be accessed in year meeting time and may be more successful into 2023. School Sporting Houses and Roll Call groups were modified towards the end of 2022, inclusive of new PBL signage and Mascots, designs and names formalised and communicated to the broader parents and community.

In 2023, There will be a continued focus where this initiative will look to identify a specific strategy to support relationships of all school stakeholders. Engagement of specific staff and services will continue and further investigation into the Open Parachute program will be considered. Continuation of PBL co-design into 2023 will focus on whole school wellbeing and creating an engaging, cohesive and collaborative student and staff environment.

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
Proportion of students attending >90% of the time trending upwards towards the lower bound target of 68.7%.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased by 22%.
Tell Them From Me Wellbeing data - advocacy, belonging, expectations demonstrates an upward trend for student response. Results are incorporated into Whole School Wellbeing	<ul style="list-style-type: none">• 67% of students reporting positive wellbeing outcomes has increased by 2% across the positive wellbeing measures.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$59,917.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Junee High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data use in teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Greater number of students provided small group and individualised support for Literacy and Numeracy</p> <p>After evaluation, the next steps to support our students will be: Development of whole school strategies that have been identified as successful in the small group setting</p>
<p>Socio-economic background</p> <p>\$320,571.63</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Junee High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data use in teaching • Whole school approach to wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through data analysis to support student learning • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support part time Aboriginal Education Officer, Para-professional and SLSO and small group work implementation. <p>The allocation of this funding has resulted in the following impact: Targeted identification and support for literacy and numeracy small group focus, and increasing economic and wellbeing support of students. Additional staffing across the school to support data analysis, class profiling, small cohorting and group work in both Literacy and Numeracy for specific groups linked to areas of identified need.</p> <p>After evaluation, the next steps to support our students will be: Continue to utilise additional funding to allow employment of additional staff for specific programs, develop broader PL for staff and SLSO in the guiding principles of student supported Literacy and Numeracy.</p>
<p>Aboriginal background</p> <p>\$64,603.79</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Junee High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data use in teaching • Other funded activities

<p>Aboriginal background</p> <p>\$64,603.79</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (AEO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: PLP development and completion for all Aboriginal students. Greater impact and parent engagement to create a genuine collaboration between school and families. In-class support for students assessment completion through targeted identification of students.</p> <p>After evaluation, the next steps to support our students will be: Continued employment of additional staff to support individualised student plans, inclusive of PLPs and differentiated learning opportunities for class and assessment tasks.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Junee High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning through Differentiation • 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 delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Increased support for EALD students across subjects with SLSO and targeted PL for staff to adjust learning content</p> <p>After evaluation, the next steps to support our students will be: Continued evaluation of support structures for targeted interventions for learning adjustments</p>
<p>Low level adjustment for disability</p> <p>\$146,383.90</p>	<p>Low level adjustment for disability equity loading provides support for students at Junee High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data use in teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: SLSO and Para-Professional staff have supported targeted programs for students across Stage 4 and Stage 5. Internal data indicates continued positive trajectory of improvement in</p>

<p>Low level adjustment for disability</p> <p>\$146,383.90</p>	<p>student reading through 2022.</p> <p>After evaluation, the next steps to support our students will be: Utilise greater understanding by staff of data sets for students that supports development of greater differentiated and adjusted class learning material. Continued focus on literacy support in Reading and utilisation of external data sources in student identification.</p>
<p>Location</p> <p>\$25,727.75</p>	<p>The location funding allocation is provided to Junee High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data use in teaching <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Increased equity for every individual student access to a learning device and access to online learning opportunities in Google Classroom.</p> <p>After evaluation, the next steps to support our students will be: Continued financial support for students to have access to individual devices into 2023.</p>
<p>Professional learning</p> <p>\$41,896.00</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 High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data use in teaching • Highly effective teacher practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Teacher PL and additional staffing costs utilised to engage with data analysis and strategies within classrooms to improve staff capacity to analyse and use data in planning and programming.</p> <p>After evaluation, the next steps to support our students will be: Continue to allocate PL funds to improve the targeting of support and analysis of student data by staff.</p>
<p>COVID ILSP</p> <p>\$165,986.00</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 • providing intensive small group tuition for identified students who were

<p>COVID ILSP</p> <p>\$165,986.00</p>	<p>requiring Literacy or Numeracy in specified areas of need</p> <ul style="list-style-type: none"> • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: Small group cohorting and grouped in like areas of required need in both Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students will be: Applying skillsets and activities to support mainstream classes across Stage 4 and 5.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Junee High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school approach to wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of Student Support Officer <p>The allocation of this funding has resulted in the following impact: Designated and crucial support of students requiring targeted interventions.</p> <p>After evaluation, the next steps to support our students will be: Continued school investment of a Student Support Officer in-lieu of no discernible counselling support into 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	115	121	131	137
Girls	106	115	117	110

Student attendance profile

School				
Year	2019	2020	2021	2022
7	86.8	90.1	87.7	79.0
8	87.0	88.4	83.5	77.9
9	83.9	91.3	80.8	77.5
10	85.3	86.2	84.0	71.3
11	79.2	84.2	83.8	75.1
12	84.3	89.4	90.1	79.8
All Years	84.6	88.4	84.5	76.6
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	28	25	25
TAFE entry	2	0	20
University Entry	0	0	45
Other	2	0	10
Unknown	4	14	0

Year 12 students undertaking vocational or trade training

57.69% of Year 12 students at Junee High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

94.1% of all Year 12 students at Junee High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	20.2
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.18
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	350,969
Revenue	5,998,855
Appropriation	5,868,075
Sale of Goods and Services	22,841
Grants and contributions	106,119
Investment income	1,670
Other revenue	150
Expenses	-5,761,415
Employee related	-5,106,387
Operating expenses	-655,028
Surplus / deficit for the year	237,440
Closing Balance	588,408

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	59,917
Equity Total	533,960
Equity - Aboriginal	64,604
Equity - Socio-economic	320,571
Equity - Language	2,400
Equity - Disability	146,385
Base Total	4,535,488
Base - Per Capita	66,526
Base - Location	25,728
Base - Other	4,443,235
Other Total	460,897
Grand Total	5,590,262

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

School performance - NAPLAN

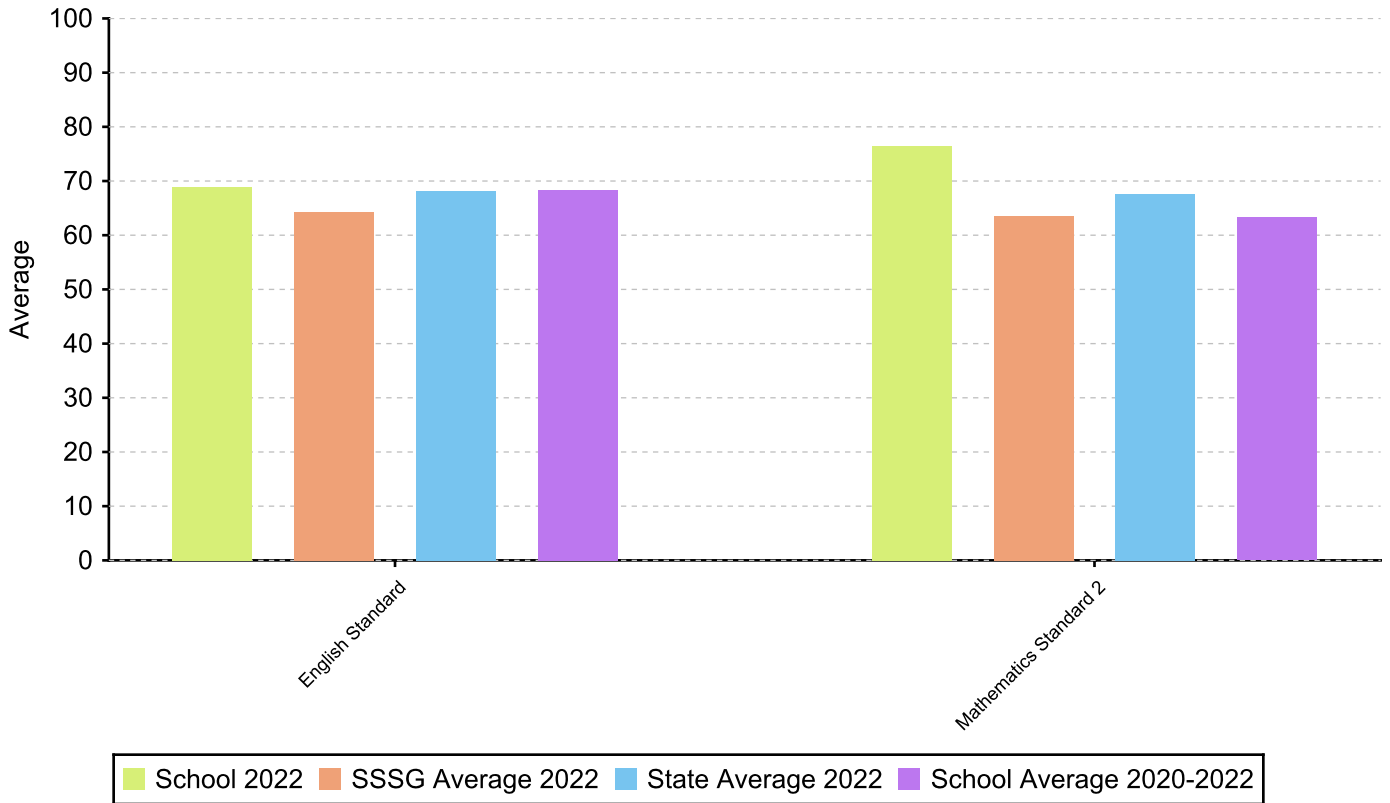
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

School performance - HSC

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

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



Subject	School 2022	SSSG	State	School Average 2020-2022
English Standard	68.9	64.4	68.1	68.3
Mathematics Standard 2	76.5	63.6	67.6	63.3

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.

Students

All students were given the opportunity to complete the "Tell Them From Me" (TTFM) survey in 2022. Some of the key performance indicators that are included in the school's Strategic Improvement Plan (SIP) and the data generated from both surveys (Semester One and Two) are summarised below:

- Overall, positive sense of belonging to school and levels of optimism have increased by 6%.
- Levels of intellectual engagement and students interest and motivated have increased by 3%.
- Students attending more than 90% dropped from Semester One to Semester Two from 22% to 18%.
- Overall attendance had declined from 82.2% to 74.6%.

From the responses, it is clear that the flow on effects of the pandemic continue to have a significant impact in a number of areas for our learners. It is evident that a large percentage of our students (particularly our senior students) believe schooling is useful in their everyday life and into the future. They also expressed that they value face-to-face learning and their social interactions with staff and other students.

Parents

Parent feedback was sought via the TTFM parent survey. A range of localised access relatable issues and continued impact of parents unwilling to engage with survey procedures despite multiple access points have significantly impacted the receipt and generation of data. As a consequence, the data was insufficient to generate validity.

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

Initiation for ongoing discussions and introduction with the school community has been instigated by the new principal in Term 4. The principal has continued to engage with local stakeholders and community groups, attended meetings and had constructive conversations with local volunteer organisations including Junee Lions and Rotary, police and local businesses throughout 2022.

P&C and associated processes of replacing the outgoing executive have stalled through 2022, a number of Year 7 parents have indicated their willingness to be involved into 2023. Online and face-to-face meetings were engaged through 2022. This has allowed our peak parent voice to continue to have inclusion and be informed about decisions regarding staffing and resource allocation throughout the 2022 school year. The school continues to seek opportunities to promote parent voice in school operations.

Teachers

The school leadership team aspire to incorporating Indigenous perspectives and Aboriginal culture into quality teaching and learning programs. In 2022, the school continued a strong working relationship and a connection with Wagga Wagga Aboriginal Education Consultation Group (AECG), with the Principal representing the school at the local AECG meetings. Professional Learning in cultural awareness was also identified as a priority and this was conducted during the year. An Aboriginal Education Officer has been engaged for two days a week in converting an SLSO to support our increasing numbers of Aboriginal students. Staff continue to focus on opportunities to connect and build relationships with First Nations community members.

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

- A majority of staff (74%) an increase of 3% from 2021, feel they have received feedback to help improve their work
- 92% of staff, an increase of 3% from 2021, understand what is expected of them to do well in their job
- 79% of staff, an increase of 5.6%, believe the manager communicates how their role contributes to the organisation's purpose
- 87% of staff, an increase of 2.4%, believe that the manager encourages people in the workgroup to keep improving the work they do

While these results are encouraging, we will be striving to improve these results across 2023.

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.