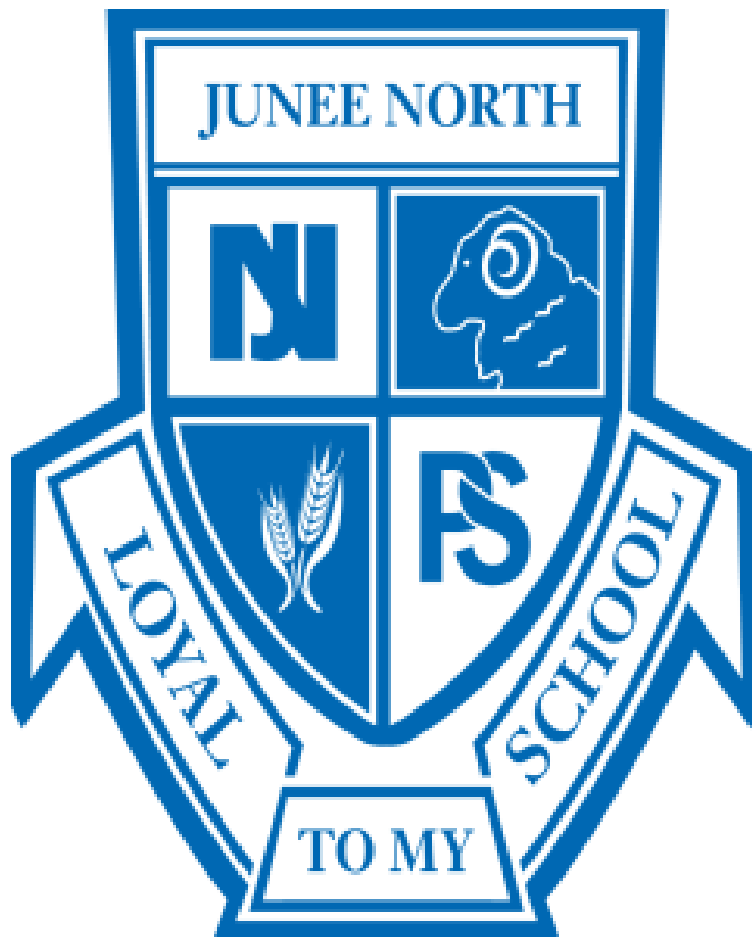


2023 Annual Report

Junee North Public School



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Introduction

The Annual Report for 2023 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.

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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. With approximately 112 students, Junee North fosters a nurturing environment, strong community relationships and a personalised approach to education. We are a proud member of our local Ngumba Dal learning community.

Our students all come from the local Junee district, with 14% of our students coming from Aboriginal and Torres Strait heritage. Our strong connection with local families and cultures is integrated into our curriculum and school activities to ensure all students feel valued and understood.

Community engagement is crucial to our school and enables us to enhance the overall learning experiences of our students. We actively engaged with the local Aboriginal Education Consultative Group, students, staff, parents and local learning community when completing our situational analysis and more recent events such as the school centenary.

Junee North Public School thrives on providing quality educational, social, cultural and sporting opportunities for all students. We offer a curriculum that caters to diverse learning needs, ensuring every student receives the necessary support and resources to reach their full potential.

A recent substantial investment in technology and broad range of extra curricula opportunities offered to students allows us to foster students with both knowledge and essential life skills. A focus on wellbeing and a positive behaviour ethos is shared by all students, staff and parents.

Our teachers employ innovative, researched-based teaching methods, whole school data driven practices and ongoing and regular professional development to ensure students are continually challenged and improving and that learning is differentiated and engaging.

Junee North is constantly adapting to educational change and is committed to exploring new approaches to provide the best educational outcomes for our students.

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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

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

Socio-economic background
AP Curriculum & Instruction
Low level adjustment for disability
Aboriginal background
Per capita
Integration funding support
QTSS release

Summary of progress

Curriculum Differentiation

The focus was on implementing an integrated approach to quality teaching, curriculum planning and delivery, promoting learning excellence and responsiveness in meeting the needs of all students.

June North Public School has developed teachers' capacity to differentiate the curriculum to meet the needs of all students through focussing on the implementation of curriculum reform initiatives and providing explicit evidence of differentiation in teaching and learning programs. Curriculum reform timelines for English and mathematics syllabus implementation meant that planning for quality teaching and learning, including curriculum differentiation, was prioritised in professional learning (PL) of all staff in 2023. K-2 teaching staff participated in weekly PL led by the Assistant Principal Curriculum and Instruction (APCI) focused on the new English and mathematics syllabuses, and the Department of Education (DoE) teaching units. As a result, teaching practices were strengthened through teachers working collaboratively to build knowledge of curriculum documents, and ensuring the needs of all students were met through quality teaching and curriculum delivery. To support K-2 teachers in delivering the new curriculum, teaching and learning resources including decodable texts, mentor and supporting texts, ICT equipment, and concrete mathematics resources were purchased. Teaching and learning programs provided evidence of how these resources were used to support quality teaching and meet the needs of all students. Furthermore, an evaluation of current assessment practices and available data for K-2 students resulted in improved teacher practices in the explicit teaching of phonological awareness and targeted reading and phonics groups. Teaching staff from Years 3-6 engaged in collegiate discussions and NESA identified PL focused on the new 3-6 English and mathematics syllabuses. During Terms 3 and 4, the focus of PL for these teachers shifted to syllabus familiarisation and planning for curriculum implementation in 2024. As a result, resources to support the learning needs of all students were purchased, and staff are prepared for 2024 with a clear direction to promote quality teaching and learning excellence. To further support an integrated approach to quality teaching and curriculum planning and implementation, all staff including SLSOs engaged in interactive PL activities led by the APCI on understanding the K-6 English and Mathematics syllabuses. This PL resulted in all staff being familiarised with syllabus elements across all grades K-6, and the identification of the need for ongoing support focused on curriculum differentiation, specifically with the increased inclusion of metalanguage in curriculum reform initiatives.

Following an analysis of K-6 English data and previous PL undertaken by the APCIs on curriculum reform, it was identified that there was a need to develop a whole school spelling program. APCI investigated potential PL and resources available and after consultation with executives and budget resourcing, it was decided JNPS would collaborate with Tessa Daffern in Terms 3 and 4 to provide PL to all staff including SLSOs on spelling, its place in the new curriculum and strategies for teaching and learning. As a result, all staff have been upskilled and are implementing this program in 2024. Ongoing resourcing is required in both time and finance.

Teacher capacity to explicitly provide evidence of differentiation in their teaching and learning programs was developed through improved practices in mentoring and providing supportive, reflective, and responsive feedback on program

documents. Through collegiate discussions about their professional practice, teachers provided feedback to the Executive that further collaborative discussions and sharing sessions would be useful in guiding an integrated approach to recording differentiation in teaching and learning programs. As a result, the Executive Staff created programming templates for K-2 and 3-6 which were introduced and discussed with staff at the Term 1 SDD. In line with curriculum reform timelines, the development and implementation of these templates were prioritised in K-2. K-2 teachers shared evidence of differentiation in their teaching programs resulting in a change of practice and aligning practice and consistency. To ensure a consistent expectation of the required elements in all teaching and learning programs from K-6, a checklist was collaboratively developed and is used each term by supervisors in discussing and providing feedback on programming. As a result, teachers are confident with expectations, differentiation is now being recorded in programs and teachers are often annotating programs with learning activity changes which reflect the use of differentiation in their classrooms.

Future Directions for Junee North Public School in 2024:

- Use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated, and responsive learning opportunities.
- Continue to provide PL around programming, resourcing, and differentiating literacy and numeracy learning to meet the needs of all students.

Assessment and Data Driven Practices

The focus of this initiative was on developing and strengthening school wide practices for assessment that are used to monitor, plan and report on student learning across the curriculum. High impact PL was used to guide teachers in using data to check and understand student achievement in learning and what to do next. Data was used to understand student progress and determine appropriate teaching practices.

A review of school-wide practices in assessment was undertaken by the APCIs. Assessment schedules for K-2 and 3-6 were developed that included internal and external measures. The APCIs analysed data gathered from identified assessments (both internal and external) and provided feedback to teaching staff on areas of strength, as well as areas for further development at individual, group, and whole school levels. Student learning outcomes have been tracked through the collections and analysis of data and have shown improvement in targeted literacy and numeracy outcomes in both K-2 and 3-6.

Professional dialogue amongst teaching staff highlighted there was a need to build teachers' confidence in interpreting and analysing data to monitor and cater for children's literacy and numeracy needs. High impact professional learning led by the APCIs was used to model data literacy, data analysis and data use in teaching skills and build confidence and capacity. A whole school focus allowed for a shared understanding of how PLAN2 can be used to monitor children's progress and support planning for teaching and learning. Differentiated support for K-2 and 3-6 staff, in the form of coaching, was provided at the point of need, in areas of identifying appropriate data sources, gathering data, reading data, analysing data, and interpreting data to inform teaching practices. As a result, all K-6 staff are now regularly recording students' achievement of targeted literacy and numeracy progression markers on PLAN2 and are using this data to inform their differentiation of teaching and learning programs. Ongoing support and professional development are required.

Future Directions for Junee North Public School in 2024:

- Ensure a whole school approach to assessment, data collection and analysis to inform practice is maintained.
- Review and adapt practice to support teachers' consistent, evidence-based judgement.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.	<p>Year 3 Term 4 2022 School Check-in Scaled Score was 364.8</p> <p>Year 4 Term 4 2023 School Check-in Scaled Score was 384</p> <p>Year 5 Term 4 2023 School Check-in Scaled Score was 369.3</p> <p><i>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased.</i></p>
Increase the mean scaled score of Years 3 and 5 students from 2022 to	Year 3 Term 4 2022 School Check-in Scaled Score was 340.8

2023 in the Numeracy Check-in assessment.

Year 4 Term 4 2023 School Check-in Scaled Score was 361.6

Year 5 Term 4 2023 School Check-in Scaled Score was 364.5

The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased .

Strategic Direction 2: Building Teacher Capacity

Purpose

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

- Explicit Teaching and Feedback
- Effective collaborative practice

Resources allocated to this strategic direction

Professional learning

Per capita

Low level adjustment for disability

Summary of progress

Explicit Teaching and Feedback

The focus of this initiative was on ensuring that teachers at Junee North Public School are committed to identifying, understanding, and implementing the most effective, explicit teaching methods, including providing opportunities to support students' learning with clear, effective feedback.

With the introduction of new syllabuses in English and Mathematics, it was timely to prioritise building teacher capacity in effectively delivering the curriculum in these fields. Due to curriculum reform timelines a decision was made to focus on the explicit teaching of vocabulary aligned with the new K-2 syllabuses. Teachers' familiarisation with these syllabuses led to the use of, and explicit teaching of specific vocabulary in phonics and whole number. The APCI made classroom visits to K-2 classes and observed the implementation of the Heggerty program and mathematics lessons. Following that, collegial discussions surrounding best practice occurred and teachers were familiarised with strategies for explicitly teaching vocabulary. As a result, students and staff from K-2 are now using the specific vocabulary aligned with the phonics component in the English syllabus and whole number in the mathematics syllabus. This is evidenced in classroom observations and learning and teaching programs.

In Semester Two, all staff (including SLSOs) participated in professional learning (PL) in the implementation of the new K-6 English and Mathematics syllabuses. A component of this PL focused on the vocabulary used in the new syllabus documents. As a result, it was identified that there is a need to further investigate the importance of vocabulary in children's learning as well as increase teachers' knowledge and understanding of how to explicitly teach vocabulary in English and Mathematics.

Future Directions for Junee North Public School in 2024:

- Ensure teaching and learning programs reflect explicit teaching practices based on data analysis.
- High impact PL in explicit teaching methods and effective feedback strategies.

Effective collaborative practice

The focus of this initiative was on providing high impact PL opportunities to support staff in developing their expertise in evidence-based teaching practices. Explicit systems for collaborations are evidence across the school to sustain these quality teaching practices. These systems include, but are not limited to weekly collegiate meetings, regular staff and team meetings, quarterly meetings with supervisors, and a supervisor's program checklist to guide collaborative discussions with team members - with a priority on explicit learning and differentiation and how it is evidenced in teaching and learning programs.

The supervisor's program checklist was designed by executive staff and then updated after teacher feedback prior to implementation in Term 1. The goal of this checklist was to assist with program reflection and improvement. The focus shifted to prioritising differentiation due to the leadership team responding to teacher feedback of needing to focus on

one familiar target and being overloaded with priorities. This resulted in having differentiation and annotations of adjustments to learning and teaching being recorded in all programs. Teacher annotated programs demonstrated staffs' developing expertise in differentiating learning and teaching. Due to adjustments in the activities aligned to this initiative, in line with school priorities and teacher workload, explicit teaching PL was put on hold for 2023 and will need to be prioritised in 2024.

At the beginning of 2023, student behaviour plans were distributed and discussed at staff meetings so that all staff were aware of student behaviours and expectations. Classroom teachers have responsibility for the behaviour plan in consultation with parents. This system has resulted in a standard procedure for all staff to deal with difficult behaviours when experienced in the playground or classroom. Student behaviour data indicates a reduction in negative incident and outcomes with Relief from Face-to-Face and casual teaching staff and in the playground. Personalised Learning Pathways were created collaboratively by teachers, students, and parents for all Aboriginal and Torres Strait Islander students. These have been shared with all stakeholders. This has resulted in all staff being made aware of the learning goals and support for differentiation for the identified students. As a result, stronger partnerships between stakeholders have been developed.

Future Directions for Junee North Public School in 2024:

- Maintain a PL community focused on the continuous improvement of teaching and learning.
- Embed sustainable systems that facilitate professional dialogue, collaboration and the modelling of effective, evidence-based teaching and learning 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
Within the element of 'Learning and development', in the Teaching domain, the school completed self-assessment in the theme of 'Professional Learning' and are maintaining at Sustaining and Growing with aspects of excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing with some aspects of excelling in the theme of 'Professional learning' indicating this target was achieved.
5% increase in 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." (8.0) is impacting student engagement as seen in Tell Them From Me Survey data, where we are significantly above state norms.

Purpose

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

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.

- Student Engagement
- Effective Partnerships

Resources allocated to this strategic direction

Aboriginal background
Socio-economic background
Professional learning
Location

Summary of progress

Student Engagement

Student Engagement

The focus of this initiative was for teachers to build quality positive relationships with their students whilst fostering a safe, positive, and stimulating learning environment.

In 2023, Junee North Public School planned to prioritise the implementation of the updated Inclusive, Engaging and Respectful Schools policy, focusing on restrictive practices. All staff participated in Professional Learning (PL) on the Restrictive Practices focusing of the Inclusive, Engaging & Respectful in schools Policy. Staff gained a greater awareness and understanding of the components of the policy, the required consultation procedures, and administration document requirements. As the Inclusive, Engaging & Respectful (IER) policy implementation was put on freeze as per the Department of Education (DoE) directive, the familiarisation phase has been extended. As a result, staff have an awareness of the IER in schools policy and restrictive practices, and the administration staff are working on developing new updated documentation and refining the consultation with parents process.

Future Directions for Junee North Public School in 2024:

- Further familiarisation via PL and the implementation of the IER in schools policy aligned with the DoE timeline and requirements.
- Development of the Restrictive Practice consultation process and documentations.

Effective Partnerships

The focus of this initiative was on developing a school culture strongly focused on learning, promoting teacher and parent partnerships, and fostering positive relationships across the school community.

Junee North Public School has ensured that teachers know their Aboriginal and Torres Strait Islander students through collaborative partnerships resulting in the development of valued and relevant Personalised Learning Pathways (PLPs). All teaching and non-teaching staff participated in Professional Learning (PL) opportunities, with the focus on PLPs and Acknowledgement of Country through online professional modules. Staff were exposed to knowledge and resources and experienced an opportunity to learn on Country. As a result, staff were able to guide, with confidence, the development of meaningful PLPs with the engagement of students and families. These pathway documents increased in meaning and were valued and shared with all staff. Students had consistent access to these documents, with regular reviewing and adjustments made on goal setting, resulting in increased student engagement in learning. Staff developed the knowledge and confidence to guide students to write their own Acknowledgement of Country with their own personal reference to their connection to Country. Students regularly share their personal Acknowledgement of Country in classroom each morning, at fortnightly assemblies and at special events and ceremonies. A great sense of pride, engagement and connection to the Country is evident through the increased participation, awareness, confidence, and pride when sharing Acknowledgement of Country.

To further promote and encourage cultural learning opportunities and understanding a Yarning Circle was established in the playground. School specific connection poles, artworks made by Indigenous students and signs featuring Wiradjuri language related to the school fauna were placed around the school. These have provided talking points and reflective play spaces for students. The Aboriginal Education Team were involved in consultation with students, staff, and P&C in the creation for the playground upgrade. This plan was then shared with the AECG. Positive community feedback has been received about these new installations and what they represent.

Staff have commenced their participation in the Online PL module "Curriculum planning for every student in every classroom" , with Curriculum leaders guiding staff to complete these online training modules. This training, when completed, will enable staff to confidently engage in curriculum planning for every student in every classroom. Staff will continue to work on completing this training in 2024.

Funding was allocated to cover the cost of extra curriculum activities, resources, excursions and curricular content to allow equal opportunities for every student to access the curriculum and learning opportunities at the same level. As a result, the participation rate of these activities increased, with no student or family having to miss out on or choose between learning opportunities.

Future Directions

- All staff to complete online Professional learning modules - "Curriculum planning for every student in every classroom' with the support of the school leadership team.
- Continue to allocate funding to cover the cost of curriculum activities, resources, excursions and curricular content to allow equal opportunities for every student to have the same access level to the curriculum activities and learning opportunities.

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
Whole School Attendance Increased percentage of students attending school more than 90% of the time to be at or above 80.80% (Lower bound system negotiated target).	The number of students attending greater than 90% of the time or more has increased by 1.8%
Wellbeing Student response from Tell Them From Me Wellbeing data (advocacy, belonging, expectations) is at or above 86.5% (Lower bound target) and trending upwards towards 91.5% (Upper bound target).	Tell Them From Me survey data indicates 83% of students reporting a positive sense of belonging, showing progress towards the target of 86.5%
Aboriginal Student Attendance Uplift in attendance data patterns of all Aboriginal student.	The number of Aboriginal students attending greater than 90% of the time or more has increased by 14.3%
75% of Aboriginal students feel that teachers understand their culture from TTFM Survey data.	Tell Them From Me data indicates 78% 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>\$138,219.00</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>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"> • Curriculum Differentiation <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: 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>After evaluation, the next steps to support our students will be: This support was successful in ensuring student engagement and learning. Will continue with one to support with a needs based approach for class and/or playground support. Reduced IFS allocation will be supplemented by flexible funding.</p>
<p>Socio-economic background</p> <p>\$161,996.02</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>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"> • Curriculum Differentiation • Effective Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • employment of additional staff to support Curriculum Reform implementation. <p>The allocation of this funding has resulted in the following impact: Staff have participated in professional development - Curriculum Reform Opportunities for collegiate discussions around programming, & Curriculum Reform Purchase of technology devices & Literacy & Numeracy resources ensuring equality for all students accessing curriculum support online platforms</p> <p>After evaluation, the next steps to support our students will be: Continue providing staff with collegiate time to further develop curriculum practices and data driven practices. Allocate flexible funding to economic support for educational materials, uniform, equipment, equable curriculum accessibility and other items for all students</p>
<p>Aboriginal background</p> <p>\$24,063.04</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>Aboriginal background</p> <p>\$24,063.04</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"> • Curriculum Differentiation • Effective Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Student Learning Support Officers to assist the learning needs of Aboriginal students. Targeted one to one support for Aboriginal students in classroom and playground. Assist teachers in program delivery. All Aboriginal students had economic support for educational materials, uniform, equipment, equitable curriculum accessibility and other items.</p> <p>After evaluation, the next steps to support our students will be: 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. Utilise funding to support increased student activity and opportunities to access the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$78,279.48</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>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"> • Curriculum Differentiation • Assessment and Data Driven Practices • Effective collaborative practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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: The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students will be:</p> <p>Provision on teacher time to develop capacity and understanding of learning needs, reporting, differentiated programming and consistent teacher judgement. Provision of professional learning opportunities 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>The location funding allocation is provided to Junee North Public School to</p>

<p>\$14,027.41</p>	<p>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"> • Effective Partnerships <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in the following impact:</p> <p>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>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students will be:</p> <p>Utilise funding to support increased student activity and opportunities that require travel outside of school.</p>
<p>Professional learning</p> <p>\$17,575.66</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>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"> • Explicit Teaching and Feedback • Effective Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist to unpack evidence-based approaches to teaching Spelling. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in the following impact:</p> <p>Staff have had the opportunity to participate and develop skills in Curriculum Reform and Spelling.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor staff professional development needs and provide access to appropriate opportunities.</p>
<p>QTSS release</p> <p>\$25,804.22</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>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"> • Curriculum Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic

<p>QTSS release</p> <p>\$25,804.22</p>	<p>Improvement Plan and develop the capacity of staff</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: 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>\$28,408.32</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: 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>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	70	69	72	62
Girls	72	68	56	51

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.2	93.5	85.5	89.9
1	92.8	89.7	90.0	90.0
2	93.4	87.6	88.3	85.9
3	94.1	89.5	88.5	89.9
4	91.7	87.0	90.3	88.9
5	93.5	90.2	87.2	87.2
6	94.7	87.6	85.8	90.4
All Years	93.4	89.2	87.7	89.0
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.2
Classroom Teacher(s)	5.81
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	1.95

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	89,791.47
Revenue	2,320,901.05
Appropriation	2,296,169.79
Sale of Goods and Services	16,119.30
Grants and contributions	8,130.17
Investment income	481.79
Expenses	-2,271,974.03
Employee related	-1,940,426.84
Operating expenses	-331,547.19
Surplus / deficit for the year	48,927.02
Closing Balance	138,718.49

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.

	2023 SBAR Adjustments (\$)
Targeted Total	111,000
Equity Total	264,339
Equity - Aboriginal	24,063
Equity - Socio-economic	161,996
Equity - Language	0
Equity - Disability	78,279
Base Total	1,515,650
Base - Per Capita	33,313
Base - Location	14,027
Base - Other	1,468,309
Other Total	266,705
Grand Total	2,157,693

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Parent/caregiver, student, teacher satisfaction

In 2023 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/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 experienced positive behaviour at school
- valued schooling outcomes
- displayed positive behaviour at school
- tried hard at school to achieve, were interested and motivated

Teacher

In 2023 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 continues as a focus 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 staff survey.

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

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.