Our school at a glance

The image on the cover was created from 2011 student photographs by Aidan Judd. (JHS student – 2008 HSC)

Students

At the beginning of the 2011 school year there were 222 students in Years 7 to 12. There were about forty-five students in each year group in Years 7 to 10 and 35 students in Years 11 and 16 students in 12. 97% of students were from an Anglo-Australian cultural heritage. There were 12 Aboriginal students.

Staff

The school had 27.2 teaching positions allocated in 2011. This included 6 executive staff, 18.7 classroom teachers and 2.5 specialist teachers. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The most significant initiative this year was the celebration of the school’s 50th Anniversary.

The most significant educational program was our inclusion in the National Partnerships program and managing the first of four years implementation.

The Year 6 into Year 7 Middle Schools Transition program continues to be very successful with all the participating students appreciating the opportunities that it affords Stage 3 students. We expanded this program to include students from Illabo Public School and St Josephs in 2011.

Our Annual School Ball was a wonderful opportunity to bring the school together in a celebration that has a long and well respected tradition.

There were significant, generous and regular donations made to charities; of particular note was the Year 12 students’ raising $1200 for Grantham State School, which was devastated by the Queensland floods in January.

We improved our school environment with the building of an outdoor garden around the barbeque area with the support of students and the ‘Step Out’ initiative provided by GTES.

The DER laptop program continued its success; as in 2011 every student in Years 9, 10 and 11 have been provided with a laptop to support their technological learning needs.

The Peer Support camp was held for Years 11 and 7 at Laurel Hill. This program is a vital element of the school’s student welfare program.

We initiated an SMS Attendance program at the end of 2011, running only a few weeks of trial in readiness for its full implementation in 2012.

Student achievement in 2011

The 2011 NAPLAN results revealed significant growth and development in many students’ literacy and numeracy skills. Year 7 Girls improved by 20 scale scores in the test aspects of numeracy from 2010 data. Year 7 girls are 14 scale scores above the state average growth in the test aspect of Reading. These results also revealed that there is more work ahead to enable our students to increase their skills.

The HSC results were exceptionally pleasing. The students in English, Mathematics, PDHPE and Metals and Engineering were all above state average. In almost every other course the students’ results were very close to the state average.

Year 9 students were the runners up against much larger schools in the Science and Engineering Day in Wagga and were also the runners up in the Compact Mathematics Factory Challenge.
Messages

Principal’s message

2011 was a year of change, celebration, exploring possibilities, consolidation and innovation for Junee High School.

It was a historically significant year as we celebrated 50 years of education and service to our students and their families. In recent years we chose the slogan, “Excellent learning opportunities in your community” and this is how we wish to present ourselves to our community. In addition this year we also created a vision statement to clarify our goal for our students: to dream, to create, to succeed. And it is this vision, chosen by our students, staff and parents, that will drive our efforts in the years ahead.

Most students from Years 7 to 12 accepted the opportunities and challenges that had been provided for them.

Our staff has been active and supportive of the students and community throughout the year. Our 2011 student surveys revealed a significant majority of students were more actively engaged in their learning and felt well supported by their teachers. There was a renewed effort to encourage all students to perform more successfully at school through the new Honours System; placing our focus on positive student achievement.

Our students responded very positively to the new school Honours System. More than 70 more Credit Awards were presented in the second half of the year when compared to Semester One.

The combined efforts of a large number of staff ensured the overwhelming success of the events leading up to and after the weekend in May when we celebrated our school’s first fifty years. The weekend itself was a hugely successful event as many hundreds of past students and staff visited their school and spent hours exploring the history and enjoying the camaraderie of joining with past friends and colleagues to reminisce. In addition to this celebration, staff looked to innovate and adapt to the new demands of a changing school.

Staff engaged in a broad range of professional development opportunities. We instituted a Homework Centre to support students achieve their academic goals. We held a combined Junee public schools art exhibition which was exceptionally well received by the wider community. Our farm has been re-established and remarkable teaching and learning opportunities are now evidenced there every day. A number of staff coached a range of district and regional sporting teams. The school has adopted a new SMS system to alert parents to student absences.

The generosity of the Junee community and their support for our school has been outstanding. Direct donations to our school for a range of projects were the key to success, as without this support we simply did not have the resources or funds to manage them. The P&C executive and their team of volunteers were central to the success of many of the projects undertaken through the year, such as the 50th Anniversary paving project, laying lawn, establishing watering systems, gardening and the move to the upgraded canteen. But quite separate from the parents at the school were a multitude of businesses that provided work experience and work placement opportunities for our students, gifts of materials and tools for the various P&C projects and at times the expertise to complete the jobs on time and on budget. Many service clubs in Junee contributed to the larger goals of the school such as the Lions Club sponsorship of the Credit Assemblies and the Lion Youth of the Year Quest and providing guest speakers, while the Rotary Club support of the farm will prove valuable.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Matthew Brown
Principal
P & C and message
The P&C had a very constructive year with a lot of voluntary work being completed around the school by some very hard working people.

Our major fund raisers were from a stall/raffle being held at the election polling booth at the school, the Illabo Melodrama and a raffle at the Junee Show.

Our major focus this year was the 50th Anniversary Celebrations. In preparation the committee, was instrumental in the laying of turf and the watering system in the area next to the Food Technology block, which will be pleasant for students in future years. The front garden area was another major concern, and with the assistance of the School Garden Committee we were able to have the gardens and grounds looking beautiful.

The open day for the 50th Anniversary Celebration was a huge success and was enjoyed by all who attended. I would like to thank all those who supported the school in this very busy time. I would like to thank the staff, teaching and support staff, for all that was done in making this occasion such a success. There was much positive feedback from all who attended. It makes me very proud to be a part of such an occasion and be part of the community.

Special thanks to Shirley Hart, Janice Brabin and Judy Gentle for all their work and devotion to producing our ‘History of Junee High School’ book; this is a wonderful account of our school’s history.

In Term 2 the canteen was fully refurbished. We now have a new and much improved canteen with Maree Wright, our Canteen Manager, able to ‘cook up a storm’.

The P&C Committee was successful in their application for a Volunteers’ Grant from the Federal Government. This grant will be used for equipment and services to support the P&C in their efforts to assist the school.

Thanks to members of the P&C Committee, for all their hard work and dedication to the school. Special thanks must go to outgoing Treasurer, Lynda Turner, who extended her term in that role even though all her children had left the school. And lastly, to our volunteers, your hard work and dedication to the school is very much appreciated.

On a final note I would like to thank the staff for all their hard work and support for the school in 2011. This year has been a highlight to my term as President of the P&C. I am proud of the efforts of our P&C and look forward to what will be achieved in 2012.

Janelle Martin
P&C President

Student representative’s message
The student community of Junee High School participated in academic, cultural and sporting activities throughout 2011.

The Student Representative Council was involved in fundraising efforts with the Footy Colours Day, for young people battling cancer. A Rotary organised fundraiser for AIDS awareness raised money from a sausage sizzle to help orphans of AIDS victims in Africa. This was the first use of the new barbeque by the students and for the students. They also wore red as the colour to promote AIDS awareness. Year 12 students are to be commended for their efforts in fundraising for the Queensland Flood Appeal and those funds have been given to Grantham State School. Students also helped in community activities such as ‘Clean-Up Australia’ Day, Red Shield Appeal,
selling Legacy badges and even tree planting throughout the community.

Many students were involved with the school’s 50th Anniversary celebrations, both before the event and during it. Students were busy laying turf, preparing the Aromas Café and setting up classroom displays. On the day there were students in the café, escorting groups of people around the grounds and waiting on tables at the dinner in the evening. In October Mrs Heffernan had students busy with preparing the path for the new pavers. Named pavers had been organised for the 50th and Mrs Heffernan’s Year 10 Mathematics class went to great lengths to have the path completely paved and were successful in raising all the necessary funds for this.

A number of students attended various memorial services, such as the ANZAC Day March, BCOF, Long Tan and Remembrance Day.

Thanks to the outgoing Year 12s for their gift to the school of a new banner which will be used to promote the school. The banner was first used at the Illabo Show where a pen of lambs was on display and eventually won the ‘Hoof and Hook’ competition. Mr Anderson is to be commended for the new additions to the farm including alpacas and ducks.

During Education Week the Athenium Theatre was used to display artworks from local schools and received much praise. In October six students wrote and performed their dramatic production at Temora as part of the Dramatic Minds Competition. Seven schools were involved and used drama as a means of making people aware of mental health issues.

The Annual School Ball was held on the last Thursday of Term 3. Students came dressed in their finest attire to participate in the various dances, both traditional and modern. The progressive and group dances were the most popular.

Students of all ages have been involved in the running of Credit Assemblies and other formal assemblies through the year. A school leadership team, including the captains for 2012, attended a Student Impact Leadership conference in Albury which they found very worthwhile. Three students went to an SRC Conference at Albury where they learnt new team building skills.

Alice Cook
2012 School Captain

School context

Junee High School is a rural comprehensive secondary school which draws students from the township and surrounding farms and villages. The school enjoys high levels of community confidence and support. Junee High School has strong links with its feeder primary schools through a successful Middle School Program. The school’s aim is to seek to enrich the quality of life of its students and the school community in a safe and caring environment. We provide the students with a range of academic and extracurricular options. The school has been involved in the state finals of a number of sports over a number of years. Students have the opportunity to develop their skills in the Arts through the Schools Spectacular and the annual drama performance evening. We have reviewed our welfare policy, developing a new system to encourage students to achieve excellence in all aspects of school life. The school has a very experienced teaching staff and the students have the opportunity to study the traditional academic subjects or follow a Vocational Education pathway. Our school has all the advantages and all the opportunities of a comprehensive high school with the additional benefits of being in a rural setting.
Student information

There are 40-50 students in each Year group in Years 7 to 10 and 36 students in Year 11 and 16 students in Year 12. 95% of students are from an Anglo-Australian cultural heritage. There are 12 Aboriginal students.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>160</td>
<td>144</td>
<td>122</td>
<td>112</td>
<td>119</td>
</tr>
<tr>
<td>Female</td>
<td>139</td>
<td>135</td>
<td>136</td>
<td>115</td>
<td>111</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance

Student attendance is marked at rolls each morning and variations to attendance are noted by teaching staff during the day. Contact is made with parents/caregivers where there is a concern. The school’s overall attendance trend has improved against regional trends. A staff member has been appointed to monitor attendance and manage the newly purchased SMS system to alert parents to absences.

Structure of classes

There are two core classes in each Year cohort for Years 7 to 10. The need to have broader curriculum choices in Years 11 and 12 leads to the construction of smaller class sizes. There are also more classes available for students in the Year 9-10 elective lines; as a consequence class sizes average 14 students.

Retention to Year 12

Fewer students chose to remain at school to complete either the Preliminary HSC or the HSC. Improving our retention rates will remain a focus for the next few years. However, students who have remained at school have been very successful; achieving a place at university, TAFE or the workplace.

Post-school destinations

Year 12 students undertaking vocational or trade training

The national average of post-HSC student university entrance ranges from 25%-35%; a figure of 27% is consistent with that pattern. The other pleasing figure to note here is that every student is employed or working in a post-secondary school studies, which has become almost a rite of passage for Junee High School Year 12 students.
Year 12 students attaining HSC or equivalent vocational educational qualification

Twelve students successfully undertook various VET and/or TAFE-based courses for the 2011 HSC. The courses varied from: Hospitality (5 students) and Metal and Engineering (3 students), both school-based VET courses; to Accounting (1 student), Community Services (2 students) and Tourism (2 students) which are Framework TAFE courses; and Beauty (1 student) which is a Non-Frameworks TAFE course.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>20.7</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>37.2</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are presently no staff who identify as Indigenous Australians at Junee High School.

Staff retention

While significant staff changes have typified previous years’ reports, in 2011 there was no change from those staff in place at the end of 2010 at the beginning of 2011. There were two additional National Partnership staffing positions.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Global funds</td>
<td>267496.93</td>
</tr>
<tr>
<td>Tied funds</td>
<td>142357.36</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>89301.36</td>
</tr>
<tr>
<td>Interest</td>
<td>13643.48</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>16559.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>801991.07</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>51165.99</td>
</tr>
<tr>
<td>Excursions</td>
<td>14067.36</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>49856.44</td>
</tr>
<tr>
<td>Library</td>
<td>10437.17</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>11766.54</td>
</tr>
<tr>
<td>Tied funds</td>
<td>172992.91</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>49268.17</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>99758.78</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>69970.39</td>
</tr>
<tr>
<td>Maintenance</td>
<td>62527.21</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>18392.44</td>
</tr>
<tr>
<td>Capital programs</td>
<td>20973.30</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>631176.70</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>170814.37</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the P&C as well as at the school’s Finance Committee. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Some of the highlights in 2011 have included:

- Jade Belling and Steven Cuffe (the 2011 School Captains) were both nominated for Junee Australian Youth of the Year Award. Jade was selected as the recipient of the award.
- Jade Belling won the GEO scholarship for academic achievement valued at $2,500.
- We came second in the District Engineering and Science Challenge, overcoming the might of many much larger schools in Wagga.
• Evidence of growth in literacy skills as revealed in NALPAN results for a second year, especially amongst the girls.
• Team and individual successes in a wide range of sports.
• The work completed by many students supporting our 50th Anniversary celebration Year 7s participation in Clean Up Australia and Year 9/10 students’ tree-planting for the community.
• Year 12 raised $1200 for the Queensland flood victims.
• The very positive impressions our Year 10 and 12 students made on the Board of Studies examination supervisors.
• Brad Johnson (Year 8) enjoyed success at the Junee Show with a First Prize for Soft Feather Bantam Female and First Prize Hard Feather Bantam Female.
• A number of students won a range of cake decorating, cooking and photography prizes at the Junee Show.
• Our Year 9 students successfully performed at the Curtain Call Playnight.

• Seven students co-wrote then performed in a short play in the Dramatic Minds Competition.
• Our two junior debating teams performed very creditably. The Year 9/10 team defeated three schools and lost only to a much larger school in their first debate.
• Brick and block work was once again undertaken by Year 9/10 students by adding a herb garden bed to the barbeque built in 2010.
• A “Choices” program for junior girls was exceptionally well received by them. The presenters were impressed with our girls’ attitude and application.
• A “Love Bites” program, which examined the issue of domestic violence, was taken up by Year 10 students, who were praised for the application and response to tasks and challenges set.

• Cafe Aromas, the Hospitality-based coffee shop opened its doors to customers.
• 96 students participated in the school’s work experience program.
• A career’s e-newsletter was initiated and published for senior students.
• A combined Junee schools’ Art Exhibition was held. Many hundreds of people visited the exhibition.
• The Great Book Swap was launched at the end of 2011. A significant number of new books were donated to the project from a range of book companies and publishers.
• Hannah Siemsen (Year 12) raised $700 for cancer research organising our school’s response to Australia’s Greatest Morning Tea.
• Jade Belling (Year 12) was the overall winner of the Lions Club Youth of the Year Quest and Sean Smith (Year 11) won the public speaking component of the competition.

Sport
SPORT – ASR 2012
• Riverina Champions in Open Boy’s Touch Football
• Twelve students were selected to represent the Riverina:
  o Hannah Pickersgill (Swimming)
  o Amy Dobson (U/15 Touch Football)
  o Elisha McDermott (U/15 Touch Football)
  o Liam Sweeney (U/15 Touch Football)
  o Sean Smith (Lawn Bowls, Touch Football)
  o Daniel Foley (Rugby League, Touch)
  o Mitchell Bradley (Touch Football)
  o Billie-Rose Deacon (Athletics)
  o Hannah Siemsen (Athletics)
  o Rebekah Post (Softball 2012)
  o Ebony Becquet (Dancing)
  o Tegan Middleton (Dancing)
• Two students were selected to represent NSW:
  o Sean Smith – NSW Lawn Bowls
Four staff members held leading roles for Regional sport. They included:
- Andrea Fritsch (Touch Football)
- Luke Roberts (Touch Football)
- Heather Littlejohn (Tennis)
- Simon Lyons (Rugby League)

• Involvement in Multi-Sports Day for Students with a Disability
• Continued involvement in Premier Sporting Challenge, and host to local high school students for the Premier’s Sporting Challenge “Learning to Lead” program
• Billie-Rose Deacon selected to tour Canada for Athletics in 2012
• Billie-Rose Deacon and Ebony Becquet both recipients for Scholarships of $2,500 from the GEO for involvement in Athletics and Dancing respectively
• Sean Smith, winner of Junee Shire Council “Junior Sports Person of Year”

Academic

In the National Assessment Program, the results across the Years 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.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). This will be the final year that such figures can be produced for the Year 10 cohort.

The following graphs highlight how our students performed in public examinations relative to the last three years at JHS. The graphs include: Years 7 and 9 NAPLAN results; followed by School Certificate and Higher School Certificate examination performances. These graphs provide a snapshot of our students’ academic progress.
Progress in literacy

Year 7 literacy results were clustered between Bands 4 to 7, whereas Year 9 students’ results were grouped between Bands 5 to 8. More work will be done to raise the students’ skills and expectations to achieve a general upward ‘band-shift’ in 2012 and in subsequent years.

Numeracy – NAPLAN Year 9

There is evident growth in both Year 7 and 9 students’ ability in the upper bands. The distribution remains weighted to the lower bands and improving this overall average standing will continue to be a focus of our larger school intent to ‘raise the bar’; in expectations and outcomes.

School Certificate
SC relative performance comparison to Year 5 (value-adding)

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2011</th>
<th>School Average 2007-11</th>
<th>SSG Average 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>-2.1</td>
<td>-1.4</td>
<td>-0.6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-4.2</td>
<td>-2.5</td>
<td>-0.7</td>
</tr>
<tr>
<td>Science</td>
<td>-2.4</td>
<td>-2.0</td>
<td>-0.8</td>
</tr>
<tr>
<td>History</td>
<td>-1.0</td>
<td>0.0</td>
<td>-0.8</td>
</tr>
<tr>
<td>Geography</td>
<td>-3.8</td>
<td>-2.0</td>
<td>-0.7</td>
</tr>
<tr>
<td>Computers</td>
<td>0.5</td>
<td>0.9</td>
<td>-0.8</td>
</tr>
</tbody>
</table>
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Minimum Standards data

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>84.2</td>
<td>84.3</td>
</tr>
<tr>
<td>Reading</td>
<td>85.7</td>
<td>90.6</td>
</tr>
<tr>
<td>Writing</td>
<td>67.6</td>
<td>56.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.5</td>
<td>83.0</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>73.0</td>
<td>75.5</td>
</tr>
</tbody>
</table>

Agricultural

At the start of the year the school had one Angus cow, bull and a heifer. These three animals were sold and the funds raised by the sales went to purchase cropping chemicals and five Border Leicester ewes, twelve merino ewes and at a later stage six cross-breed ewes with nine lambs. Seven of these lambs were raised and used to compete in the Illabo Show in the ‘hoof and hook’ competition. The lambs performed well on our first attempt at this prestigious show winning the perpetual trophy sponsored by the Royal Agricultural Society of NSW for Grand Champion Carcass with a score of 38 out of a possible 50.
We continued to breed our ewes accessing the Riverina TAFE Primary Industries centre which donated a Poll Dorset ram. At the end of 2011 we had 34 sheep of mixed age, from lambs to ewes.

The school secured the donation of two alpacas, four dairy steers and fifty chooks and eight ducks. These donations have led to the development of the school stock, allowing us to attend the Junee Farmers’ Market with ducklings, chickens and eggs. In addition students produced a range of herbs and vegetables which were also sold.

The animals that have been purchased and donated have enabled the students to gain a greater understanding of agriculture and learn, in some very practical ways, about the production systems involved with these animals.

Looking to the future the school and the students plan to start a small Border Leicester stud and produce rams and ewes suitable for showing at a number of shows from 2013. Alongside this we intend to run a prime lamb production system capable of producing twelve lambs that will enable us to compete annually in the Illabo Show ‘hoof and hook’ competition. In the winter of 2012 we will plant thirty assorted fruit trees to establish our orchard which will lead to our capacity to provide more products to sell locally.

Aboriginal education

The Norta Norta Program funded tutors and teacher aides to enhance the learning of a number of Aboriginal students. Several Year 8 and Year 10 Aboriginal students who did not meet national benchmarks in the NAPLAN tests of the previous year were targeted with extra help to improve their literacy and numeracy skills. An aide worked with the student in the classroom, sometimes in group situations, to focus on developing necessary skills.

One Year 11 Aboriginal student participated in the Individual Tutor Program. For one period each week, this student received one on one tutoring from a qualified teacher in science, mathematics and study skills. The tutor liaised with the student’s teachers in other courses and helped with the development of organisational skills.

Multicultural education

Each year the school funds a Koori dance group to perform at the school. This program has an acknowledged role is supporting students in developing an understanding of another culture.

National partnership programs

There are six key reforms which make up the National Partnerships program. A detailed summary of the school’s review of this program is submitted for external review and assessment. Some of the key achievements include:

• Enhanced school accountability as shown by the Situational Analysis program
• Established a school finance committee
• Established a stand-alone Learning Support Team
• Reviewed all assessment practices to clarify student expectations in Years 10-12
• Promoted community contacts in a range of contexts such as being represented at service club meetings and through our membership of the Junee Business and Trades group
• Invited parents to join us for discussions about their children’s education in a range of new or improved forums
• Completed the first steps of a plan to establish a research partnership with Charles Sturt University and the University of Trinidad and Tobago which will commence in 2012
• Provided curriculum flexibility in Years 10-12 as we look to more extensive school-to-work, work placement and work experience opportunities
• Initiated a closer relationship with the GEO group, who now sponsor a range of student welfare programs, awards for student achievement and the building of staff facilities and school garden improvement
• Tightened the curriculum structure in 2011 providing additional lessons to English, Mathematics, Science, History and Geography
• Improved the accessibility of our Learning Support Officers (SLSO) to assist students with identified with literacy and numeracy needs
Other programs

At the commencement of Term 1, new students’ literacy and numeracy skills were tested and the results were communicated to relevant teachers. Special provisions in the School Certificate and Higher School Certificate were applied for. SLAOs were allotted to classes on a needs basis.

SLSOs worked under the instruction of class teachers to help students focus on their learning; this often included reading texts to students. While all class teachers were responsible for modifying and adjusting work to suit the needs of all students, the STLA advised teachers, helped produce modified assessment tasks, and worked with groups and individual students.

Year 7 classes participated in a Visualisation and Verbalisation program during Terms 1 and 2. This program was designed to enhance reading and writing skills. The STLA delivered the program, team teaching with the class teacher.

Progress on 2011 targets

Target 1

Improved management of student welfare and discipline practices to allow, over four years, a 3% reduction in suspensions, an 8% reduction in teacher referrals for student non-cooperation incidents and a 4% increase in overall attendance. Strategies to achieve this target include:

- Collaboratively revise the school’s welfare system and implement a new rewards process – focusing on positive student behaviours
- Revise all school pro forma documentation to reflect changes and use the language of the Honours system in all relevant discussions with students and parents
- Establish a Tutorial Room targeting students who become a growing concern prior to the need for other behaviour intervention
- Appoint an Attendance Liaison Officer (ALO) and review present school practice and policy with regard to attendance

Our achievements include:

- The successful development of a new Honours System
- The publication of support documents clarifying these new expectations for our educational community
- 13% reduction in suspension rates and a 48% reduction in the number of days students are suspended
- Over 50% reduction in teacher referrals
- A renewed focus on rewarding students for positive achievement

Target 2

Established a four year program of school policy development, review and implementation – e.g. assessment and reporting, welfare and discipline, literacy, excursion, audiovisual, homework and staff professional development

Strategies to achieve this target include:

- Create a chart, available to all staff, which clearly outlines the process to review and then implement as appropriate school and department policies
- Revise school pro forma documentation to reflect changes and use the language of the honours system in all relevant discussions with students and parents
- Implement teaching and learning programs that are designed to improve engagement in purposeful and worthwhile activities

Our achievements include:

- The creation of a chart outlining the timing of review and implementation of school policies
- Establishing a process to review school pro forma documentation
- Link changes to the school’s welfare policy to the database used to monitor and record student behaviours

Target 3

Average 1.25% annual improvement in measured literacy and numeracy growth as identified by NAPLAN and School Certificate and HSC data over the next four years

Strategies to achieve this target include:

- Implement teaching programs that are designed to improve student engagement in purposeful and worthwhile activities
- Provide teaching staff with significant support to integrate the quality teaching framework into their lesson planning, delivery and assessment
- Mathletics being effectively used and accessed by students

Our achievements include:

- Year 7 Girls improved by 20 scale scores in the test aspects of numeracy from 2010 data.
• Year 7 girls are 14 scale scores above the state average growth in the test aspect of Reading.
• Student attendance at Homework Centre
• 26% improved Mathletics results with increased participation rates also being evidenced
• Improved Higher School Certificate results – as a factor of Value Adding was most evident in the upper and lower bands.

Target 4
Raised whole school expectations resulting in increased educational engagement for all students as evidenced through satisfaction surveys from Annual School Reports.
Strategies to achieve this target include:
• Collaboratively revise the school’s welfare system and implement a new rewards process – focus on the positive
• Publish the new expectations so that they are clearly understood and known by all staff and students
• Revise all school pro forma documentation to reflect changes and use the language of the honours system in all relevant discussions with students and parents
• Tie expectations to attendance and class performance
• Regularly reward improvement through the school’s welfare system
• Establish a Tutorial Room targeting students who become a growing concern prior to the need for other behaviour intervention

Our achievements include:
• Developed and implemented a new school welfare system
• Enhanced student awareness of the expectation for behaviour and performance – as evidenced through survey results
• Established a 2% improvement in student attendance rates as measured against the region
• Established various monitoring sheets for students who fail to meet expectations
• 13% reduction in suspension rates and a 48% reduction in the number of days students are suspended

Target 5
Increased community engagement with the school as evidenced by increased participation and involvement in school-based events and activities
Strategies to achieve this target include:
• Improve New Student Handbook
• Collect a data base of parent email addresses to send them school information
• Newsletters in colour and placed in more locations in town
• More positive school news in the local newspaper
• Develop a Community Engagement Officer position
• Organise targeted and directed school information nights
• Involve more students in the improvement of the school grounds
• Celebration the school’s 50th Anniversary in style – impress our community
• Publish a comprehensive history of the school’s past fifty years
• Look for sponsorship, encouraging the community to connect with the school’s history
• Work with the P&C to ensure that we have parent and community support
• Update present school website

Our achievements include:
• Conducted a successful celebration of the school’s 50th year, including the publication of a 50th Anniversary Magazine
• Completed targeted improvement of physical areas around the school
• Improved organisation for Parent Teacher Nights with increased attendance
• Implemented a new school-based diary for all Stage 4 students
• Established a Community Engagement officer
• Implemented business visits by teaching staff and students
• Worked with a number of community-based agencies

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of English Key Learning Area (KLA) and we examined responses to homework
Educational and management practice

In 2010 students, staff, parents and community members were surveyed about their perception of the school and the quality of communication. The results were less than favourable and indicated a concern in our ability to effectively convey our message to our school community.

Background

In 2011 the school implemented strategies to make improvements to the quality and consistency of our communication procedures as well as implemented programs to address areas of concern. The survey used in 2010 was then reissued to assess the success of these changes.

Findings and conclusions

The 2011 survey responses made clear that changes in the way in which information about student achievement and school practices are presented and distributed to the school community are critical factors in changing perceptions of the school. We became very conscious of the need to ensure that ‘our message’ was being heard within the school and through the wider community.

The four graphs below have been selected to highlight particular changes in perception. The results from 2010 and 2011 from the four groups (staff, students, parents and community) are contrasted with each other to highlight the shift in perception.

The most important shift has been between views held by the Junee public about the work being done at the school.

In some cases the views held by various groups were almost the inverse to those held 12 months earlier.

The single most important factor in altering the perceptions of the school community is the nature of the information provided by the school.
However, the shift in confidence in the capacity of teachers’ ability to deliver quality learning outcomes for individual students comes from an awareness that teachers are providing genuine and meaningful support and guidance.

Future directions

This same survey will need to be reissued in the next 12-24 months to measure whether there is a genuine change in perception of our school to deliver quality teaching and learning programs. It becomes even more important that we maintain the changes that have been implemented and seek additional opportunities to engage our community in meaningful and sustainable ways.

Curriculum: English

Background

We have mapped a timeline for the review of each Key Learning Area (KLA) through to the end of 2017. In 2011 the English KLA was selected for review. In the subsequent year a survey of that same KLA will be conducted to assess the effectiveness of proposed changes have been implemented.

Findings and conclusions

82% of Year 7 and 8 students stated that their teacher has a good knowledge of the subject and 68% feel that they encourage them to do their best while the figures are 86%, for both knowledge and encouragement, in Years 9 and 10 and 97% and 100% respectively for Years 11 and 12. While the majority of students, 85% Years 7 and 8, 78% Years 9 and 10 and 89% Years 11 and 12, agree that assessment tasks are related to the content and skills taught in class, overall they feel they are not sufficiently challenged to learn new skills and knowledge, Years 7 and 8, 66%, Years 9 and 10, 58% and Years 11 and 12, 68%, and that felt the feedback was useful, Years 7 and 8, 53%, Years 9 and 10, 50% and Years 11 and 12, 72%.

It was interesting to note that 47% of students in Years 7 and 8, 55% in Years 9 and 10 and 57% in Years 11 and 12, believe that their learning is interesting and they have enough time to complete assignments, however, some students and staff expressed a desire to see more students in Years 7-10 on task adding to the positive atmosphere in the class.

The majority, over 75% in each Year, agree that the reports, grades and comments are easily understood and reflect their effort. However, all respondents noted a need to demonstrate the relevance of the knowledge and skills being
communicated to them for life outside of school, especially in relation to Years 9 and 10 where 46% saw usefulness compared to over 68% in other year groups and the parents 76%.

65% of parents indicated their child usually/always enjoyed English lessons but only 25% said they actually talked about the class activities. The parents strongly believe the importance of the work taught, 82% usually/always, and the encouragement given by teachers, 73%, and that generally students are aware of what is expected and are given assignments, but not necessarily sufficiently challenging, 58%. While 79% of parents indicated their child receives enough time to complete the work they, 32%, find their child is reluctant to spend time on it.

Future directions

The English KLA staff feel they all try to make learning interesting but they recognise that some assignments are not challenging enough. 71% felt that feedback could be more constructive and the class work relate more to relevance outside of school.

The surveys reveal that learning for the students could be more relevant to life outside of school with challenging assignments and constructive feedback provided, in a classroom environment where students feel confident to ask questions.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

The surveys, interviews and anecdotal evidence indicate a remarkable turnaround in confidence and levels of satisfaction with the school. The data indicates a significant improvement in engagement with the school. In 2010, 88% of community responses and 63% of parent responses indicated that the school did NOT have strong parent and community support. In 2011 that number for each group had fallen to 22% and 8% respectively. We now recognise that what we have achieved is a new baseline from which we now need to measure our success and achievement. And, pleasingly, we now have the confidence, morale and energy to do so.

Professional learning

All staff participated in the three school development days (SDD).

- The Term 1 SDD was devoted to planning the year ahead, including confirming the school directions for 2011 and individual faculty directions for 2011.
- The Term 2 SDD was presented in four parts: firstly, mapping the our progress in reaching the 2011 School Targets and whether we needed to make adjustments; secondly, updating drug education awareness exploring and explaining the first two school modules from the DEC’s most recent work on drug awareness and education programs; thirdly, being led through the first stages of the Riverina’s Literacy Project – 2LS. The second day was largely devoted to the school’s preparation for the 50th Anniversary celebration and open day.
- The Term 3 SDD included a presentation by Professor Wayne Sawyer on the case study-based projects on effective teaching in the NSW and its implications for faculties and schools. His presentation included an outline of the qualities and factors that made for more effective faculties, greater success for students in the HSC and the development of more effective literacy strategies.
- The Term 4 SDD was devoted to mapping our 2012 year. Implementing both: the student service and volunteering units into the curriculum; and implementing the “Aim Higher” program into assessment practice.

The majority of staff participated in a range of professional learning activities, in addition to the school development days:

- Emphasis was given to: syllabus implementation; Quality Teaching; welfare
and equity; beginning teachers; use of ICT; and literacy and numeracy.

• Approximately 70% of school TPL funds were devoted to individual staff applications and 30% to whole-school needs.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

Outcome for 2012–2014

School priority 1 – Literacy

2012 Targets to achieve this outcome include:

• Implemented curriculum flexibility to enhance student learning opportunities and outcomes
• Year 9 NAPLAN - 65% at or above minimum standards, 4% in proficient bands in reading, 4% in proficient bands in writing
• Students achieve expected growth to equal or exceed region performance in Year 7 and 9 NAPLAN

Strategies to achieve these targets include:

• Established Learning Teams with a focus on embedded program literacy strategies and creating quality assessment tasks
• Encouraged increased book borrowing from Library
• Enrolments in National English Competition
• Active student participation in a range of literacy-based competitions such as debating, various writing competitions and students involvement in the magazine production
• Explicit teaching of literacy skills and skill development evident in teaching lessons
• The teaching of literacy skills to be embedded in all programs and the integration of literacy acquisition skills in all teaching programs
• Professional Learning to address the learning needs of staff in explicit teaching of literacy
• An emphasis on the Quality Teaching Framework - NAPLAN data to be used by all staff to plan units of work and evaluate programs
• Embedded literacy strategies and elements of literacy assessment in KLA programs

School priority 2 - Numeracy

2012 Targets to achieve this outcome include:

• Implemented curriculum flexibility to enhance student learning opportunities and outcomes
• Year 9 NAPLAN - 60% at or above national benchmarks, 3% in proficient bands
• Students achieve expected growth equal to or exceed ‘like-schools’ performance in Years 7 and 9 NAPLAN.

Strategies to achieve these targets include:

• Raised expectations through enrolments in mathematics competitions both the National Mathematics Competition and the Westpac Mathematics Competition
• Entry into the National Science Competition and the local Science and Engineering Competition
• Established Learning Teams with a focus on embedded program numeracy strategies and employing quality assessment tasks
• Identify numeracy underperformance for particular student groups and individuals

School priority 3- Retention and Engagement

2012 Targets to achieve this outcome include:

• Improved school culture as evidenced in participation in a broad range of school-based activities
• Students accepting opportunities for learning
• Established sustainable community partnerships
• Implemented curriculum flexibility to enhance student learning opportunities and outcomes
• 91% of students in Years 7 – 10 achieve state average attendance
• 65% of students complete Year 12 or enter recognised further post-school training
• Raise the retention rate of Year 6 to 7 to 85%
• Student, parent and community engagement and satisfaction, as evidenced by surveys, increased respectively to: 57% from 50% for students; 60% from 54%; and 60% from 55% for the community
• Teacher and student understanding of Quality Teaching is demonstrated through programs, assessment tasks, surveys and other qualitative evidence

Strategies to achieve these targets include:
• Implement, as appropriate, school-based apprenticeships and traineeships
• Expand VET placements in local settings
• Planned and active student participation in significant community-based projects
• Expand School-to-work projects with local trades-people
• Employment of a Community Liaison Officer
• Implement SMS attendance system in full operation
• Engage students out in community: use sporting facilities, teaching in/by community, shows and presentations
• Enhance/develop ‘play night’ to give greater diversity and across age involvement
• Involve more students in special programs that aim to improve student confidence and self-worth
• Access our community as digital citizens: expand and develop website and e-mail communication

In Memoriam
We acknowledge the significant contributions of two past principals who both passed away in 2011.

Jim Dean: 1972-1975
Pat Brassil: 1984-1986
(Deputy Principal: 1975-1983)

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mr M Brown – Principal
Mr M Turner – Relieving Deputy Principal
Mrs F Collins – Mathematics Head Teacher
Mrs A Higginson – English Head Teacher
Miss A Fritsch – PDHPE Teacher
Mr P Anderson – Agriculture Teacher
Mrs K Richards – School Administrative Manager
Mrs D Pickles – Community Engagement Officer
Mrs A Jaszczyk – Support Teacher Learning Assistance

School contact information
Junee High School
Lydia Street
PO Box 141, Junee 2663
Ph: (02) 69241666
Fax: (02) 69241798
Email: junee-h.school@det.nsw.edu.au
Web: www.junee-h.schools.nsw.edu.au
School Code: 8179