

Jannali Public School Annual Report



2016



3829

Introduction

The Annual Report for 2016 is provided to the community of **Jannali 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 school 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.

Gerry O'Brien

Principal

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School background

School vision statement

At Jannali Public School our vision as quality educators is to inspire confident lifelong learners who have the ability to thrive and adapt to the demands of an ever-changing world.

Our school promotes excellence in teaching and learning to enable all students to realise their full potential in an inclusive and equitable environment. Students, staff and the community work collaboratively to encourage resilience, confidence, creativity and independence.

School context

Jannali Public School is a community based metropolitan school situated in the Sutherland Shire. The school is in a residential area in close proximity to The Jannali High School and surrounding preschools.

The Jannali Public School community values academic excellence that recognises progress, effort and achievement leading to lifelong learning; excellence in teaching through a commitment to continuous professional learning; equity for all; diversity where the whole school community values and respects individuals and their beliefs; a safe, happy and caring environment that is nurtured by all in the school community; and partnerships with the community to improve student learning.

The school provides comprehensive extra-curricular programs in sport, creative arts and public speaking. Jannali Public School has a dedicated staff comprised of, experienced SASS staff and both early career and experienced teachers. The staff is supported by a strong collegial approach to ongoing professional development. The parent community is actively engaged in the school and has high expectations for teaching and learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

The school self-assessed through the leadership team monitoring and evaluating school milestones, focus groups and the use of parent and student surveys. Teams of teachers reflected against the School Excellence Framework and looked closely at evidence collected as part of the milestone monitoring.

Through the process the school saw significant progress in the areas of Learning, Teaching and Leading.

In the area of Learning our school focussed on the elements of Curriculum and Learning and Wellbeing and Learning Culture. The school transformed the teaching of Science and Technology through the implementation of the new curriculum with a specific focus on scientific investigation. Students worked on individual or group projects that were entered into the highly regarded UOW Science Fair. Additionally the school changed teaching practices in Literacy and Numeracy through a strong emphasis on formative assessment and visible learning strategies using the literacy and numeracy continuums and PLAN data. In Wellbeing our student welfare policy was updated and modified to meet the needs of our students and to reflect the core values of the school. Positive Behaviour for Learning was implemented

school wide. From the initial implementation, there have been reduced behaviour referrals reported by students and staff. The school rates itself as excelling in the area of Wellbeing as the school has in place comprehensive and inclusive frameworks to support the whole student, which measurably improves individual and collective wellbeing.

In the area of Teaching our school focussed on the elements of Effective Classroom Practice, Collaborative Practice, Learning and Development and the use of Professional Standards to guide staff development. All staff developed professional learning goals based on the standards and completed their Performance and Development plans based on self-identified professional learning. A culture of peer observations for improvement was developed and collaborative processes were further extended. The school's classroom practices and student use of Google Classroom have seen positive growth in student's engagement and improved learning outcomes. Our staff joined with two other schools, outside our community of schools, to form a Community of Practice. At Professional Learning sessions staff from the three schools collaborate on an area of need identified to strengthen teaching practices and from this improve student learning outcomes. The school rates itself as excelling in Effective Classroom Practice as teachers regularly review learning with each student, developing personal goals with learning intentions and success criteria, ensuring all students have a clear understanding of how to improve their learning. The school has progressed from delivering to sustaining and growing in the area of data skills and use where assessment instruments are used regularly to help monitor student learning progress and to identify skills gaps for improvement.

In the area of Leading the school focussed on the elements of Leadership, School Resources and School Planning, Implementing and Reporting. Our executive joined the Cronulla Community of Schools to learn more about leadership from Steve Francis and the tools and training developed will be the foundation of leadership development in 2016. At Jannali Public School Leadership development is central to our school capacity building. All staff at Jannali have purposeful leadership roles based on professional expertise. The community were further engaged with the school through community forums around the school plan. The community (P&C) strongly supported the school through the provision of high quality resources including additional iPads (P&C funded), saving money for replacement of playground equipment (P&C funded). The school rates itself as excelling in the area of Leadership as the school is recognised as excellent and responsive by its community and the school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources to enrich student learning.

Jannali Public School has a dynamic school culture, where the school is acknowledged for being caring and compassionate and catering to the needs of the whole child. Excellent programs are evidenced in our progress against the School's strategic directions.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

SUCCESSFUL LEARNERS

Purpose

Students will be successful, engaged learners and inclusive, global citizens.

Our purpose is to provide quality teaching programs that build a solid foundation of knowledge, skills and understandings to prepare students to become confident, independent lifelong learners. Students will be nurtured to become resilient inclusive, resourceful, creative and responsible global citizens.

Overall summary of progress

The LAST and Reading Recovery teacher assessed all Kindergarten students to put detailed learning plans in place. Reading Recovery strategies were taught to all staff. Literacy and Numeracy programs were modified based on formative and summative assessment evidence to enhance student learning outcomes. Students and teachers collaboratively developed personalised learning goals which saw an increase in classroom engagement. All staff began to implement visible learning including bump it up data walls. The school implemented the Positive Behaviour for Learning system which has seen a decrease in inappropriate behaviours and referrals due to consistent teacher responses and school wide rules.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN data shows 4% increase of the percentage of students in the top two NAPLAN bands by the end of 2017.	NAPLAN data shows growth at or above State means.	SLSOs providing targeted in class support
All Aboriginal students show expected growth in NAPLAN for reading & numeracy.	100% of Aboriginal students had individual learning plans in place. These plans are supported by specialised staff. Reviews current practices and developed an action plan incorporating the wellbeing framework.	Staff relief to complete plans and meet with parents and care givers.
Student Wellbeing Framework in conjunction with PBL is used to improve welfare practice and increase positive student welfare and behaviour as monitored through school based data. 70% decrease in the number of behaviour cards issued to students.	Student Wellbeing Framework is used to improve welfare practice and increase positive student welfare and behaviour as monitored through school based data.	RAM funding
PLAN data shows 70% of students moving the expected number of cluster levels.	Teachers completed PLAN Data Analysis using Literary Class Analysis Sheets and collated grade data. Student progress and areas of concern were discussed and support put in place.	Executive release to plan processes of data collection and data analysis
95% of students regularly attend school.	Student attendance data shows improvements in partial and unexplained absences.	No funds expended

Next Steps

Consistent entry of PLAN data school wide

Continuation of PBL program – data collection and strengthening of in class and playground positive behaviours.

Continuation of peer support program

Visible learning project to improve Literacy and Numeracy outcomes.

Tell Them From Me survey

Strategic Direction 2

PROFESSIONAL EXCELLENCE

Purpose

Staff will be nurturing, innovative and committed to professional excellence within a culture of high expectations.

Our teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities that inspire learning. Staff will be committed to excellence and maintain a strong practice and culture of high expectations, collaborative practice and ongoing professional learning. Strong leaders will model research-based pedagogy and mentor colleagues to ensure development of best educational practice.

Overall summary of progress

In 2016 the school continued to formally implement a Performance and Development Culture based on collaboration. This included in depth understanding of the teaching standards and what they look like in practice. Staff undertook peer observations and took part in buddy teaching around teacher feedback as a problem of practice. All staff set three personal learning goals and all staff participated in the professional learning around formative assessment. All staff had the opportunity for feedback and worked in collaborative teams with a focus on a growth mindset and consistent teacher judgement. Staff have a greater understanding of formative assessment and how powerful a tool it is for teachers to use to differentiate their teaching. Using formative assessment teachers were able to set Smart Goals as part of IEPs for individual students in their class. Through observations and feedback from a buddy teacher, teachers were able to see whether the formative assessment tasks they were using were effective in the differentiating of teaching. All staff participated in a Community of Practice resulting in collective teacher efficacy to enhance and refine teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Performance and Development Plan for all teaching staff reflecting evidence of achievement of professional goals aligned with the teaching standards.</p> <p>All staff have innovative teaching programs that have been developed collaboratively that set high expectations for individual student learning.</p> <p>A professional mentoring program within strong collegial teams.</p> <p>Community of Practices to encourage collective teacher efficacy.</p> <p>All staff have written observations and feedback opportunities to further grow quality teacher practices.</p>	<p>Plans developed and implemented according to timelines. Reflected and implemented accordingly.</p> <p>Planning days used by staff to develop scope and sequence</p> <p>All teachers worked towards their professional learning goals in line with the national teaching standards.</p> <p>Staff collaborated during PL sessions to develop teacher consistency.</p> <p>Staff collaboratively planned a lesson which was observed and reflected on.</p>	<p>Release for Curriculum leaders to attend TPL</p> <p>Purchasing of resources</p> <p>Community of Practices TPL sessions</p> <p>Funding accessed within Professional Learning Budget</p> <p>Release stage teams together during planning days to support collaboration and consistent implementation.</p>

Next Steps

Walkthroughs– emphasis on lesson study and student goal setting.

QTSS mentor program – emphasis on Formative feedback , Goal setting, In class support for beginning teachers and building the skills of all staff to reach or maintain proficient level of accreditation.

Continuation of 21st century learning project– Stage 2/3 will look at flexible learning spaces , differentiation and self–organised learning environments to enhance student outcomes. Inclusion of Stage 1 into project.

Community of Practice – Collective teacher efficacy

Community of Schools based programs– including evidence and data, effective self assessment, and next phase of planning (2018–2020 school plan)

Tell Them from Me survey

Strategic Direction 3

COMMUNITY PARTNERSHIPS

Purpose

The school will promote effective community partnerships with other schools, the parent body and the wider community.

Our school will build and maintain supportive and cooperative educational community networks. The school will develop and foster reciprocal and effective partnerships, which strengthen connections within the wider school community.

Overall summary of progress

The school was once again part of the Community of Schools project. The Cronulla Community of Schools project developed leadership skills for executive staff through the Steve Francis workshops. Additionally students took part in exchanges with The Jannali High School around enrichment, leadership and transitioning to High School. Gifted & Talented students engaged in enrichment programs with The Heart of the Shire Community of Schools (HOTSCOS) Staff at Jannali have demonstrated leadership excellence in a distributed leadership model where all staff take on a leadership roles in an area of professional expertise. The impact of the leadership programs at Jannali have resulted in one staff member continuing as relieving as assistant principal. The school has a growth mindset where leadership is the key to improving outcomes for our students. The engagement and links with the community has been strengthened through programs such as the preschool 'CHOOS' Open Day and the Kindergarten transition program 'Ready', 'Set', 'Go'. The community has resourced classrooms through the P&C.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase attendance of parents at workshop forums and P&C.	By enhancing cultural diversity the school community has embraced the school vision through increased engagement	Human capital engaged
Community collaboration around the development of school planning and practices.	The school has continued to form positive partnerships with parents and caregivers through a variety of different events and celebrations and school programs. The pro-active P&C has supported the school directions and fundraising to purchase school learning resources.	
Smoother transitions and links with preschools and high schools.	Ongoing positive relationships encouraged	No funds expended
Increased enrolments due to improved communication, marketing strategies and community support.	Parent meetings are transparent creating a sense of ownership and community.	No funds expended
School leaders engage in community of schools around the area of leadership and small school alliance.	Positive relations have been established with local pre-schools. Student leaders have partnered with neighbouring schools.	Community support engaged

Next Steps

Parent Engagement– PBL, parent forums

LMBR project– full implementation of the new financial, administrative and student welfare systems

Community of Practice COP– collective teacher efficacy

Continue to build relationships with TJHS and local preschools

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Aboriginal students are progressing at the expected rate through continuum clusters as evidenced through PLAN Data analysis.	RAM Funding *Aboriginal background loading (\$3,312.00) • Aboriginal background loading (\$3 312.00)
English language proficiency	EALD and LAP students progress through continuum clusters and ESL scales as evidenced through PLAN Data analysis and EALD data analysis.	RAM \$5652 • English language proficiency (\$5 652.00)
Low level adjustment for disability	Part of Strategic Direction 1	0.1teacher allocation \$10500 \$5320 flexible funding \$131040 integration funding (SLSOs) *low level adjustment– \$15820 • Low level adjustment for disability (\$15 820.00)
Quality Teaching, Successful Students (QTSS)	Success of PDPs goals. Teacher reflections from teacher mentoring show growth.	QTSS Funding 0.05 approx \$4000 • Quality Teaching, Successful Students (QTSS) (\$4 000.00) • Quality Teaching, Successful Students (QTSS) (\$4 000.00)
Socio–economic background	Part of Strategic direction 1.	RAM \$6048 Learning Assistant Support Teacher • Socio–economic background (\$6 048.00)
Targeted student support for refugees and new arrivals		

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	52	56	67	66
Girls	61	68	67	69

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.9	91.5	97.4	95.9
1	97.4	94.6	96.3	98.2
2	97.6	93.5	95.4	97.6
3	93.8	95.9	94.4	97.6
4	97	94.9	96.3	95.7
5	92	96.5	96.5	92.7
6	95	84.6	94.8	93.4
All Years	95.9	93.9	96	96.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.55
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
School Administration & Support Staff	1.76
Other Positions	0.05

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

This year our staff participated in valuable weekly professional learning sessions to support student learning outcomes and mandatory guidelines.

Professional Learning included; Cronulla Community Of Practice Leadership program, Community of Practice –collective teacher efficacy, Geography Syllabus implementation, professional standards for teachers, Mathematics Building Blocks for K–6 students, Positive Behaviour for Learning (PBL), Connected Learning (iPads, Google Drive/Classroom, Chromebooks, See Saw), Writing– Consistent Teacher Judgement.

We have also had three staff development days this year where staff were given professional learning in the Geography and History Syllabus, PBL, School Plan, IEP/PLP development, Self Assessment against School's Excellence Framework.

All staff completed their three personal professional learning goals in areas that are related to their personal development, professional development and a goal

related to the school plan.

Staff have also completed mandatory training in CPR, code of conduct, anaphylaxis, asthma, child protection and emergency care.

There are currently 2 Teachers seeking accreditation, 3 staff members gained Proficiency and 5 staff maintaining at Proficient.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 13 October 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	244 167.86
(2a) Appropriation	237 925.64
(2b) Sale of Goods and Services	250.01
(2c) Grants and Contributions	5 800.40
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	191.81
Expenses	-87 389.78
Recurrent Expenses	-87 389.78
(3a) Employee Related	-59 938.30
(3b) Operating Expenses	-27 451.48
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	156 778.08
Balance Carried Forward	156 778.08

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 086 565.11
Base Per Capita	7 268.81
Base Location	0.00
Other Base	1 079 296.30
Equity Total	28 277.14
Equity Aboriginal	3 823.50
Equity Socio economic	6 408.04
Equity Language	2 081.50
Equity Disability	15 964.09
Targeted Total	77 460.01
Other Total	49 340.81
Grand Total	1 241 643.07

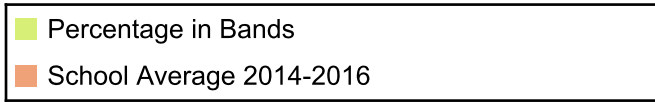
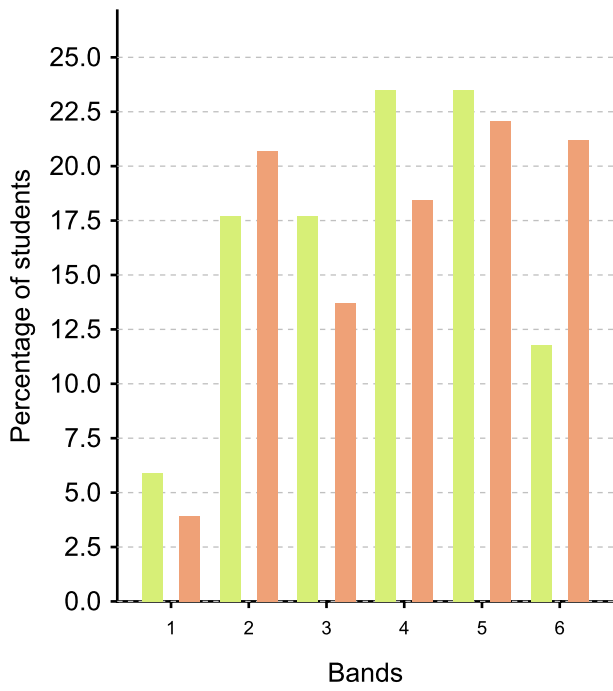
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

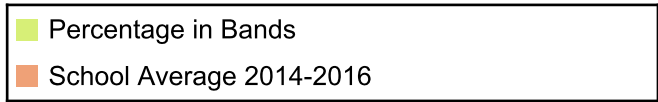
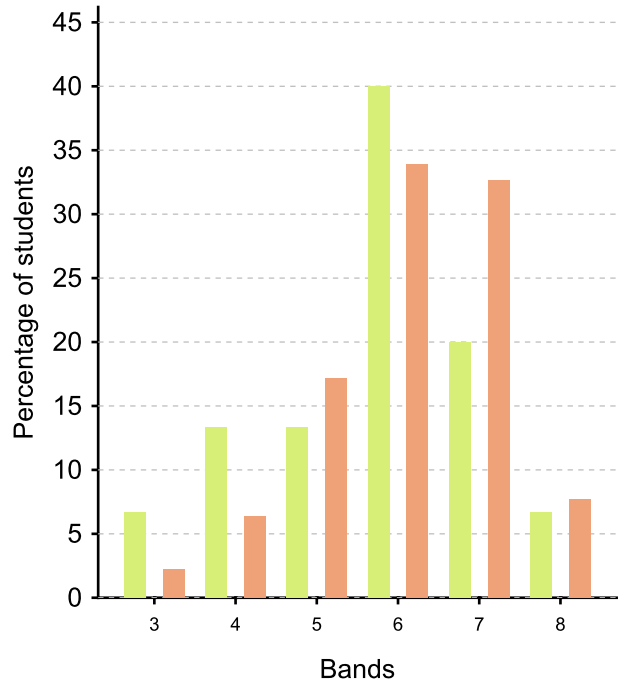
NAPLAN

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

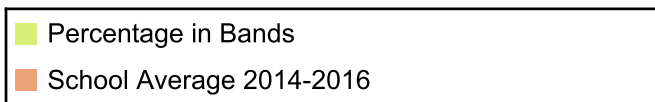
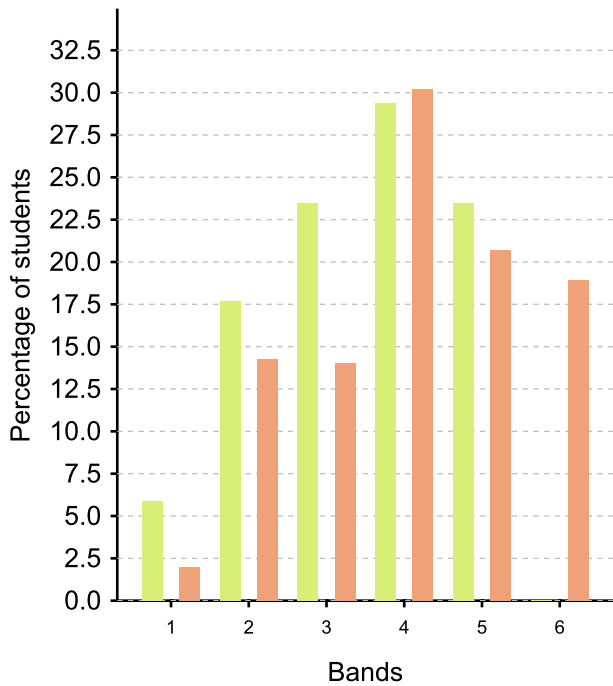
Percentage in bands:
Year 3 Spelling



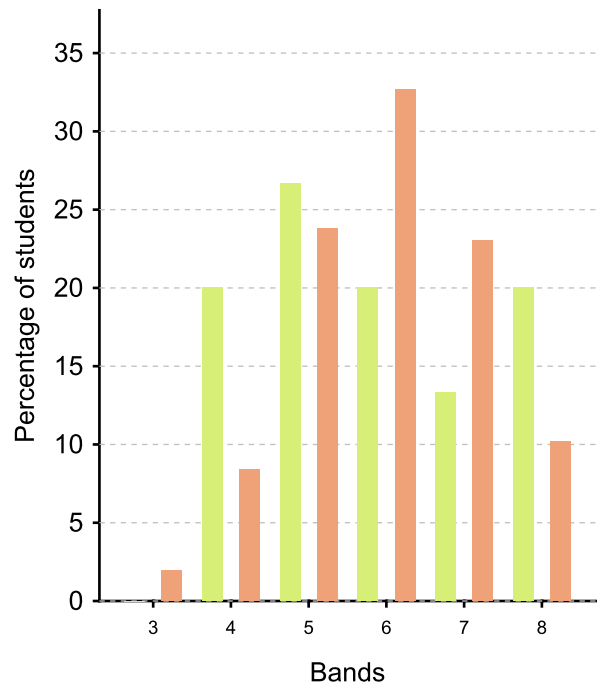
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in bands:
Year 5 Grammar & Punctuation



Policy requirements

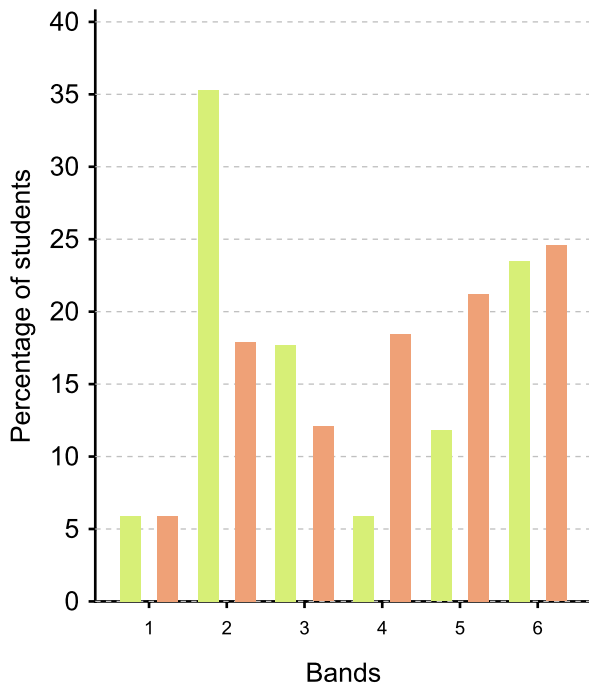
Aboriginal education

Aboriginal education and cultural awareness is embedded throughout all the teaching and learning programs across the school. Students participated in various creative and performing arts programs with a strong acknowledgement of this rich indigenous culture resulting in strong partnerships.

Multicultural and anti-racism education

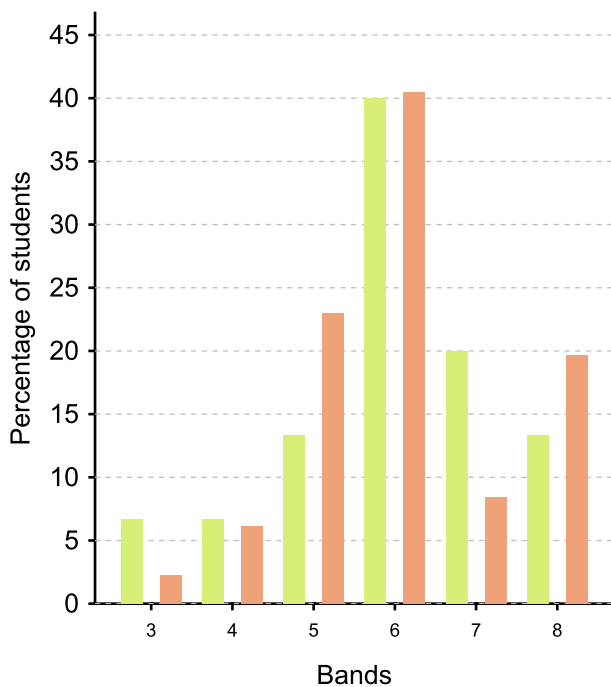
Multicultural perspectives are embedded in teaching and learning across all stages. Students participated in Harmony Day celebrations acknowledging the diverse community of Jannali Public School and numerous other activities. The school's HSIE scope and sequence ensures that student perspectives are broadened and appreciation of diverse cultural heritages encouraged.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.