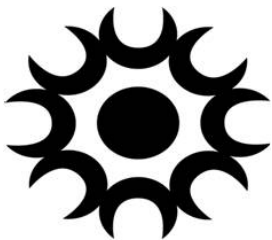# Jannali East Public School

Annual Report

2016

4004

Introduction

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

Katherine Horner

Principal

School contact details

Jannali East Public School
Box Rd
Jannali, 2226
www.jannalie-p.schools.nsw.edu.au
jannalie-p.School@det.nsw.edu.au
9528 8101

School background

We have high expectations for our whole school community…

We provide quality teaching and learning with challenging and creative learning opportunities…

We develop partnerships to support student wellbeing…

We build confidence and capacity through professional learning and working together on projects to meet targets…

We inspire, motivate and celebrate the achievement of personal best!

School context

Jannali East Public School is situated in the Sydney suburb of Jannali and has an enrolment of 350 students. There are 14 classes and students come from diverse socio-economic and cultural backgrounds. Additional support programs are provided in the areas of Reading Recovery, Learning and Support, and Enrichment.

The school has highly dedicated staff members who provide quality educational programs to meet the needs of all students. Excellence is promoted across all areas of the curriculum and the school is committed to continuous improvement in teaching and learning. An emphasis is placed on providing students with a range of opportunities and the embedding of technology to enhance learning. A range of performing arts and sporting programs are offered, giving students the opportunity to participate in extra-curricular activities and represent the school. Promoting student voice and Positive Behaviour for Learning are priorities and students are given opportunities to develop leadership skills through programs such as the Student Representative Council, Peer Support, Student Leadership in Public Schools (SLiPS), Buddies and in elected positions. The school is well supported by an active School Council and Parents and Citizens Association who contribute a significant amount of funding to the school on an annual basis, and work to promote a sense of community.

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, school achievements and the next steps to be pursued.

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

Our school identified areas where we were achieving well and areas where we could achieve further. We are working towards achieving our targets in the School Plan and have made improvements in NAPLAN growth, spelling K-6, teaching of literacy and numeracy and the effective use of feedback. Significant improvements have been evident in the area of student wellbeing, strongly supported by the full implementation of Positive Behaviour for Learning strategies across the school

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

Excellence in Student Learning

Purpose

To improve student outcomes and achieve academic excellence in English and Mathematics. Through reflection on current practices and analysis of qualitative and quantitative data, teachers will embed evidence-based teaching and learning, delivering consistently high quality educational practices in line with the NSW syllabus documents for the Australian Curriculum.

Overall summary of progress

The school completed many of its planned milestones for 2016. Additional training was undertaken to develop consistent practices in the teaching of numeracy using Targeted Early Numeracy (TEN) in K-2 and Focus on Reading was begun in years 3-6. Professional learning was undertaken to support teachers with implementing the school's spelling program K-6. Consistent assessment practices were cemented K-6. Increased use of data by staff members has resulted in improved tracking of student results and improved results in targeted areas in literacy and numeracy. The BYOD program continued to enable greater integration of technology and collaborative learning across a number of educational areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN growth from Year 3 – 5 in numeracy increased from 48.5% of students to 80% of students with greater than or equal to expected growth	59.2% of students are now achieving greater than or equal to expected growth	$7000
NAPLAN growth from Year 3 – 5 in Spelling increased from 28.6% of students to 80% of students with greater than or equal to expected growth	61% of students achieved greater than or equal to expected growth	$4000
Survey data shows 100% of students are utilising formative assessment methods.	Just over one third of the students are utilising formative assessment. Further professional learning is planned for 2017.	$400
ACER assessment shows growth of 15% between pre and post test data		$6000

Next Steps

Key focus strategies for 2017 include:
Explicit feedback given to students and successfully utilised to improve outcomes
Teaching and learning continues to be driven by assessment data and individual student needs
TEN (Targeted Early Numeracy) project continues focussing on numeracy K-2
FOR (Focus on Reading) project focussing on reading and comprehension development in years 3-6
Consistent language and lesson content embedded into the teaching of spelling K-6. Professional learning provided for staff to increase knowledge, skills and the use of consistent language.
Increase the use of data analysis to inform student learning, inform teaching, develop personalised learning plans, and differentiate curriculum
Students to develop skills in self- reflection and self-assessment.
Parents and carers to increase their knowledge and understanding of the new curriculum and
develop a broader understanding of how technology is incorporated into student learning

Strategic Direction 2

Outstanding Educators & Leaders

Purpose

To build the individual and collective capabilities of all staff members and provide opportunities for staff members to work with and learn from each other. Curriculum innovation, creativity, feedback and reflection supported by timely, high quality professional learning will assist the staff in further creating and sustaining a learning environment founded on excellence, inclusivity and respectful relationships.

Overall summary of progress

All staff participated in the Performance and Development process and identified professional goals and targeted professional learning to assist them in achieving those goals. Staff participated in observations and reflections on their pedagogical practice. Executive staff members attended professional learning on coaching and mentoring and were able to utilise the skills acquired to a certain degree. This will continue to be a focus in the future. The scope and sequence was developed for Science and History, and was reviewed again based on feedback and an increased focus on the need to incorporate various technologies. Staff continued to complete accreditation and develop leadership skills to support future planning towards completing accreditation at higher levels, as well as promotion.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
8% increase in the number of teachers seeking accreditation at the higher levels of the Australian Professional Standards for Teachers 100% of teachers meeting their professional goals at outlined in the Performance & Development Framework 100% of teachers participating in classroom observations and providing quality feedback to colleagues TTFM survey shows increase to 95% from 67% in areas of "feedback"	All staff worked towards achieving their professional goals. Staff agreed to a school goal and stage goal which all staff achieved successfully. All staff participated in observations and feedback conversations with colleagues	$12000

Next Steps

Key Focus strategies for 2017 include:

Professional learning on providing feedback to better support the Performance and Development Framework

Implementation of revised Science and History scope and sequence. Evaluation of implementation, budget, resources and future requirements.

Provide professional learning and expand leadership opportunities for all staff to support future accreditation requirements

Provide time for executive staff to further develop their skills in coaching and mentoring

Strategic Direction 3

Supporting the development of caring, respectful future citizens

Purpose

To embed positive student welfare practices which enhance student wellbeing and support the development of caring, respectful citizens of the future. This will be achieved by strengthening our partnerships with families and local education bodies, streamlining systems, sustaining our positive culture and improving organisational effectiveness.

Overall summary of progress

The school began full implementation of the revised Student Wellbeing Policy which incorporated Positive Behaviour for Learning (PBL). Staff members worked in teams to develop lesson plans to reinforce explicit messages to promote students being safe, respectful learners. Staff members participated in professional learning to ensure the use of consistent language and expectations, as well as promoting anti-bullying/inclusiveness messages. Students and community members were also offered the opportunity to participate in workshops promoting resilience and anti-bullying. Our chaplain implemented programs to support student wellbeing and arranged parent information sessions on various topics such as anxiety in children. The Learning and Support Team further streamlined its processes and supported staff to improve and monitor student outcomes. Enrichment opportunities for gifted and talented students in years 1-6 in our Community of Schools group were provided in areas such as mathematics, visual arts, drama and science.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of staff state consistent student wellbeing practices are evident across the school data shows 70% of parents/carer respondents have an awareness of school goals and welfare initiatives TTFM data shows a 20% improvement in organisational effectiveness	Most staff believed that there had been a significant improvement in the delivery of consistent messages to students. Some areas of the playground still required discussion to ensure students were all aware of expectations. Most parents/carers who responded to TTFM survey felt the school had high expectations regarding student behaviour.	$3400

Next Steps

Key Focus strategies for 2017 include:

PBL messages referred to daily and further collaboration to develop lesson plans to ensure the consistent delivery of explicit content on values and expectations

Executive staff provided with time to develop coaching and mentoring skills

Professional learning for key staff on LMBR software which is then used effectively

TTFM data shows a 20% improvement inorganisational effectiveness

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Students' personalised learning plans show improvements in literacy and numeracy Students recognised through Deadly Awards. Whole school programs to promote Aboriginal culture eg. Koomurri, Koori Art Expressions Literature purchased to support the implementation of the new syllabus reflecting Aboriginal perspectives 90% of Aboriginal students participated in excursions. 100% of our indigenous students achieved expected progress across PLAN continuums/school assessment growth	$3003
English language proficiency	ESL students showed steady progress along scales, NAPLAN, and school-based assessment Small groups of students in Years 1 and 2 were supported each week in the acquisition of English.	$21 186
Low level adjustment for disability	Increased Learning and Support Teacher time utilised to support teachers and students in the development, implementation and review of personalised learning plans MiniLit resources, professional learning and program implementation Intensive literacy groups in years 3 and 4 Support provided for transition programs (preschool to primary/primary to high school)	$18 215
Quality Teaching, Successful Students (QTSS)	QTSS time was spread across each week and staff requested time to either observe or be observed, or to meet with colleague partners.	0.26 allocation spread throughout the week
Socio-economic background	A speech therapist was engaged to support students in Kindergarten and Year 1. Students were supported with a physical wellbeing program of fitness to increase students' activity Small groups of students in Years 1, 2 and 3 were supported throughout the week in literacy groups Intensive groups targeted students whose results were below expected levels of achievement	$9661
Support for beginning teachers	Beginning teachers have reduced responsibilities and teaching loads Supervisors and collaborative practices with	$8 000

Support for beginning teachers	colleagues support beginning teachers and provide feedback on performance goals	$8 000
	Opportunities provided for observations of colleagues	
	Professional learning for beginning teachers is provided to support behaviour management, personalised learning plan development, quality teaching, and student engagement.	

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	143	159	169	180
Girls	143	159	164	169

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.5	95.1	97	96.2
1	95.5	96	95	93.8
2	95.2	96.2	94.6	95.5
3	96.3	94.7	96.2	95.7
4	95	96	95.2	96.2
5	95.5	96.1	96.7	96.8
6	95.7	96.3	95	96.8
All Years	95.5	95.7	95.7	95.8
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

Student attendance at Jannali East Public School is very good. Teachers follow up on student absences and report concerns to the principal. All staff believe that students must attend school to give them the best opportunity to achieve their potential and increase their career and life options. The school works with families to promote regular attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.19
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration & Support Staff	2.82
Other Positions	0.12

In 2016 there were no permanent staff members who identified as Aboriginal.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

Professional learning opportunities were provided to all staff through a range of initiatives including weekly staff professional learning meetings and development days. Staff members also attended workshops, professional learning network meetings and conferences covering topics such as; child protection; code of conduct; technology; cross-cultural understanding, anaphylaxis, CPR and emergency care, working with students requiring adjustments, Positive Behaviour for Learning (PBL); non-violent crisis intervention, MiniLit, spelling; SSSMF choir; public speaking, environmental education, coaching and mentoring, beginning teachers meetings, bullying, gifted and talented students, and Learning and Support. Staff also attended meetings and participated in in-school professional learning to acquire knowledge on the National Curriculum (science, history and mathematics); ipads in the classroom, and bushfire emergencies. Specialist staff attended professional learning to support their unique roles in the school including LMBR, Sutherland Shire Teacher-Librarian Committee Meetings; PSSA meetings, and Learning Support Team Network Meetings. In total, the school committed $24 000 towards teacher professional learning in 2016.

All staff members worked on their personal professional learning goals. The school's professional learning programs supported both individual goals and school priorities. In 2016 there were eight staff members working towards attaining or maintaining their accreditation. The school supported a number of casual staff members with their accreditation and ongoing professional development.

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

Income	$
Balance brought forward	**211 172.00**
Global funds	244 201.00
Tied funds	306 486.00
School & community sources	245 988.00
Interest	5 895.00
Trust receipts	44 011.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	17 354.00
Excursions	63 876.00
Extracurricular dissections	107 501.00
Library	4 676.00
Training & development	270.00
Tied funds	210 350.00
Short term relief	50 301.00
Administration & office	74 461.00
School-operated canteen	0.00
Utilities	33 130.00
Maintenance	36 511.00
Trust accounts	20 824.00
Capital programs	15 445.00
Total expenditure	0.00
Balance carried forward	**0.00**

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

|	2016 **Actual** ($)
Opening Balance	0
Revenue	450 340
(2a) Appropriation	425 350
(2b) Sale of Goods and Services	25
(2c) Grants and Contributions	24 327
(2e) Gain and Loss	0
(2f) Other Revenue	309
(2d) Investment Income	327
Expenses	-196 902
Recurrent Expenses	-196 902
(3a) Employee Related	-115 721
(3b) Operating Expenses	-81 181
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	253 437
Balance Carried Forward	253 437

The principal works with the staff and in consultation with the community where appropriate, to allocate school finds to target the goals of the school. All distribution and expenditure of school monies are aligned with the Department's financial policy requirements.

|	2016 **Actual** ($)
Base Total	2 277 695
Base Per Capita	18 060
Base Location	0
Other Base	2 259 634
Equity Total	113 277
Equity Aboriginal	3 002
Equity Socio economic	9 661
Equity Language	21 185
Equity Disability	79 427
Targeted Total	107 820
Other Total	57 840
Grand Total	2 556 632

School performance

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the *Find a school* and select *GO* to access the school data.
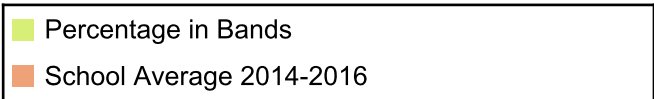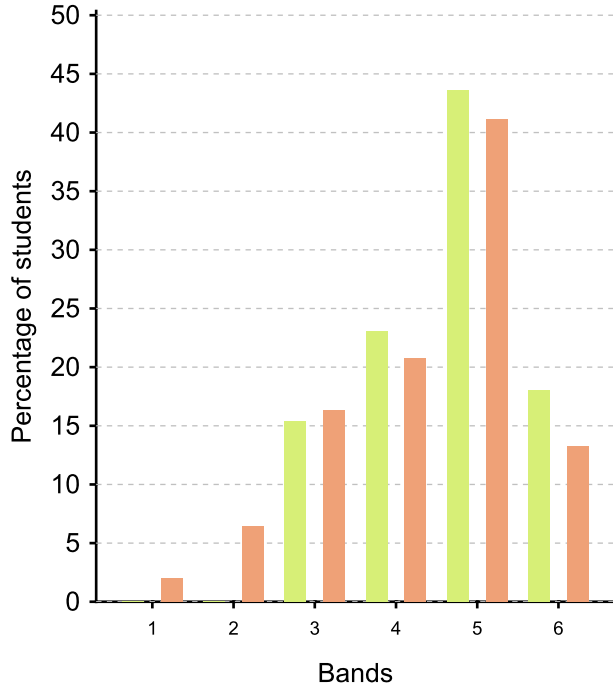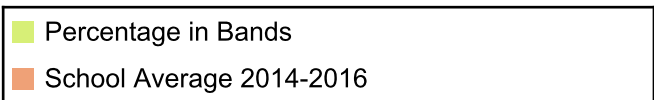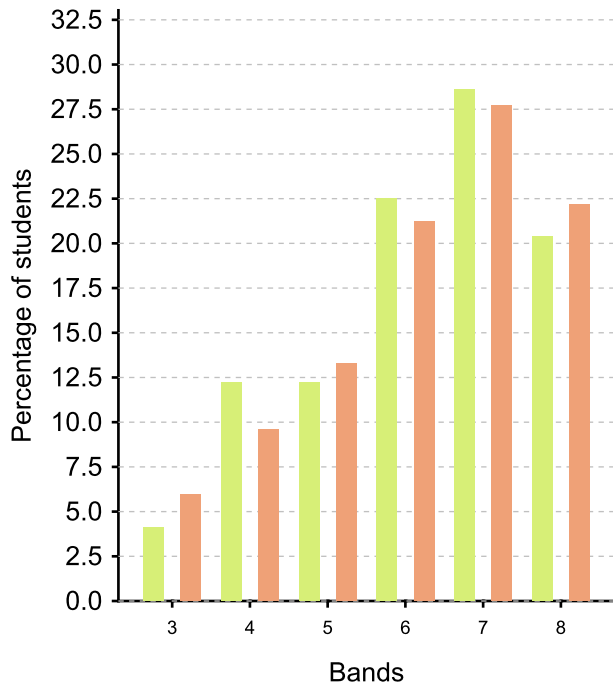
Percentage in bands:
Year 3 Grammar & Punctuation

- Percentage in Bands
- School Average 2014-2016
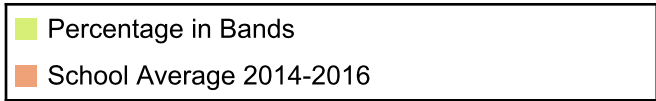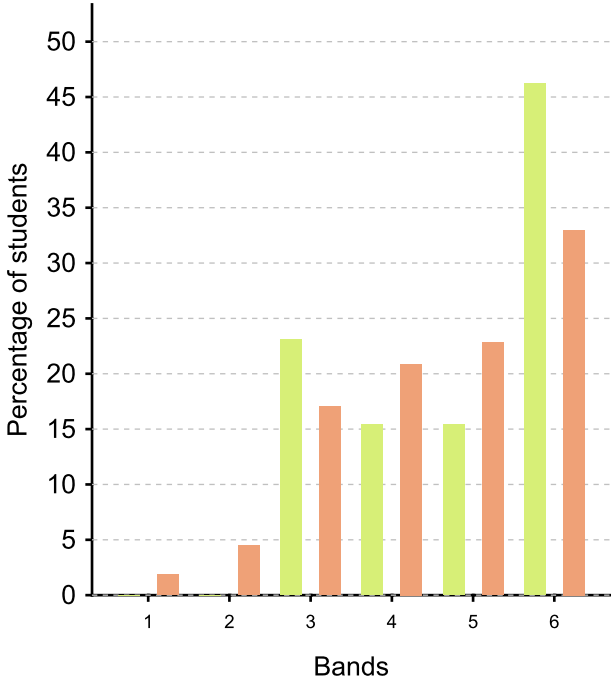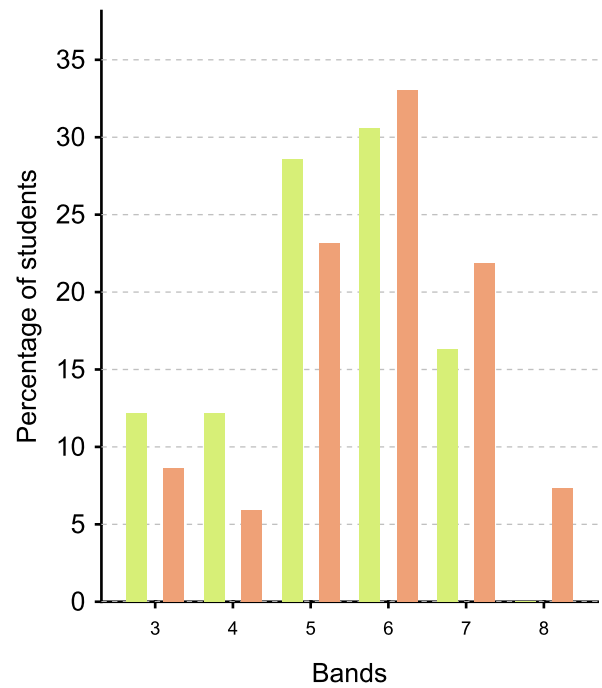
Percentage in bands:
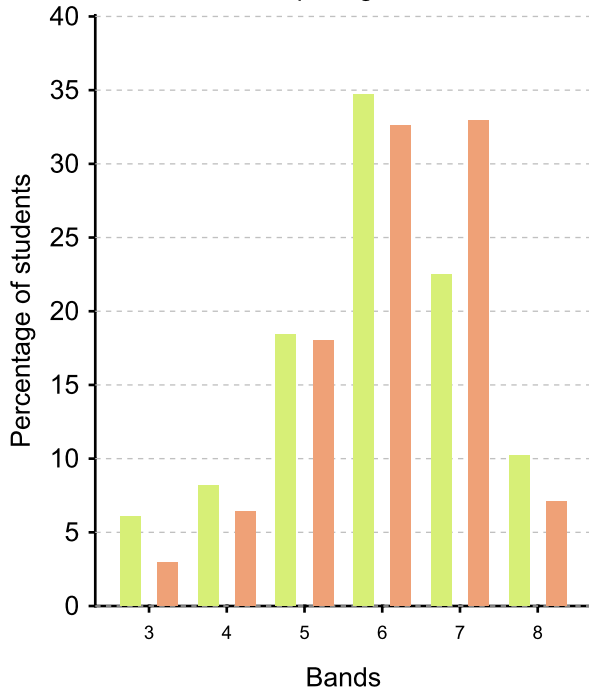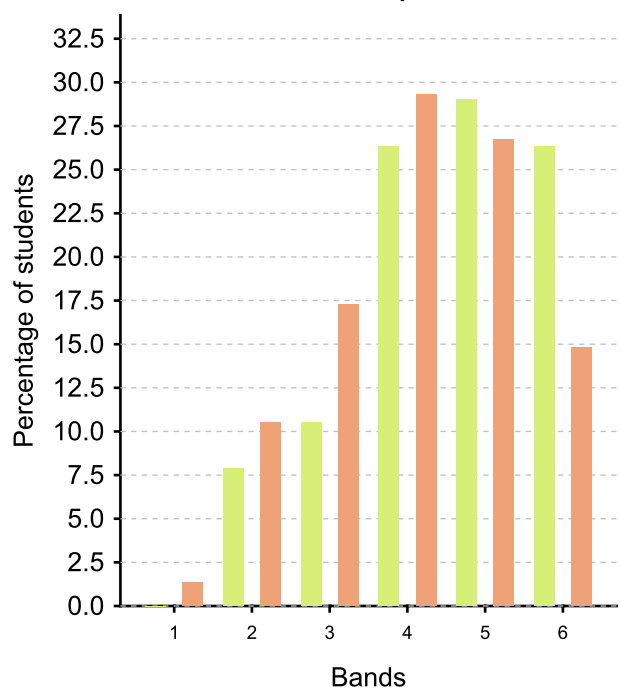Year 3 Reading

- Percentage in Bands
- School Average 2014-2016
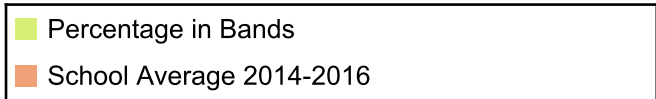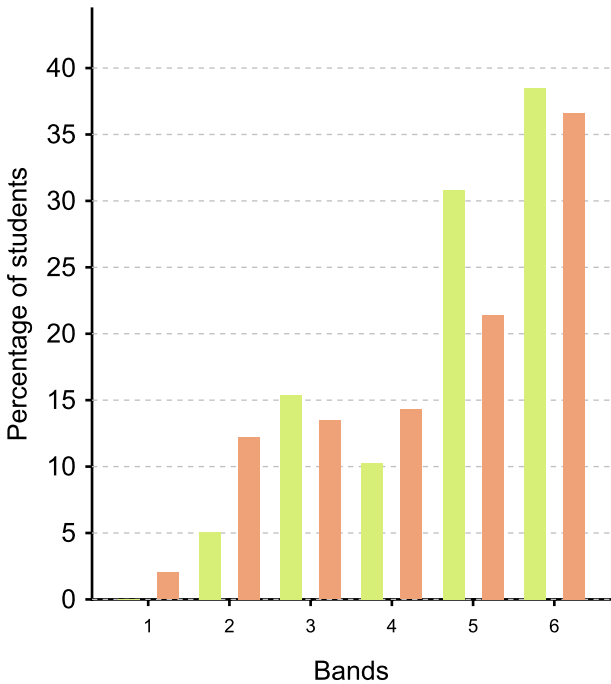
Percentage in bands:
Year 3 Writing

- Percentage in Bands
- School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation

- Percentage in Bands
- School Average 2014-2016

Percentage in bands:
Year 5 Reading

Legend:
- Percentage in Bands
- School Average 2014-2016
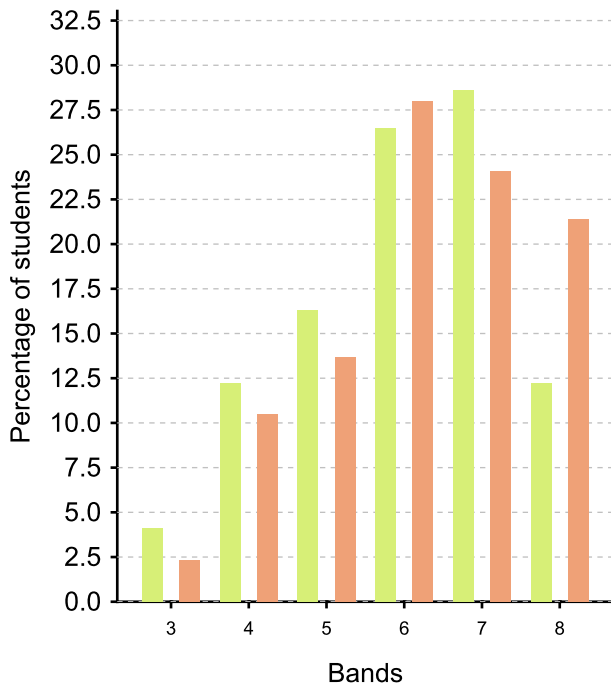
Percentage in bands:
Year 5 Writing

Legend:
- Percentage in Bands
- School Average 2014-2016

Percentage in bands:
Year 5 Spelling

Legend:
- Percentage in Bands
- School Average 2014-2016

Percentage in bands:
Year 3 Numeracy

Legend:
- Percentage in Bands
- School Average 2014-2016

Jannali East Public School 4004 (2016) Printed on: 24 March, 2017

Percentage in bands:
Year 5 Numeracy

Legend:
- Percentage in Bands
- School Average 2014-2016
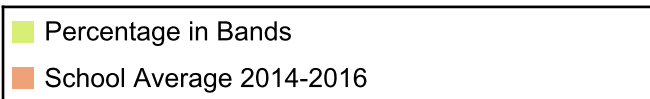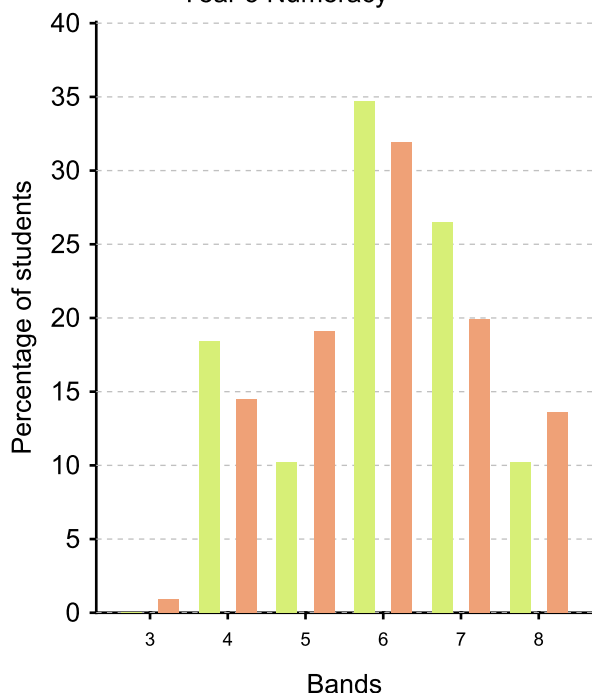
Parent/caregiver, student, teacher satisfaction

Parents and carers indicated that they felt welcome at the school. They felt the school supported learning and had high expectations for students with regard to their education and positive behaviour, and dealt with issues in a timely manner. The survey found most respondents believed the school was inclusive.

Policy requirements

Aboriginal education

All students participate in cross-curriculum activities throughout the year which are embedded into teaching and learning programs and inform and educate students about our Aboriginal and Torres Strait Islander histories and culture.

Staff regularly attended local AECG meetings to strengthen links with our indigenous leaders and to discuss local activities and initiatives.

English programs from Kindergarten to Year 6 included newly purchased literature with an Aboriginal perspective that provided the foundation for discussions. Students in both Stage 2 and Stage 3 learnt about important milestones in Aboriginal political history and the people who have made significant contributions. This was supported by information gained during excursions which all included an Aboriginal perspective.

In term 2, students from Kindergarten to Year 6 participated in an all-day Aboriginal workshop

incorporating dance, language, song, story-telling, painting and discussion on artifacts and Aboriginal history. It was an amazing day and through survey data, Aboriginal students stated that they felt the school had a very good understanding of them, personally, and their culture. Student and teacher interaction and was thoroughly enjoyed by all.

At school we continue to begin all formal occasions with an "Acknowledgement of Country" and sing a verse of the national anthem in the Dharawal language.

Multicultural and anti-racism education

At Jannali East Public School we appreciate and celebrate the value of our multicultural diversity. Students from all cultural, religious and language backgrounds are encouraged to express and share their individual cultural heritage. Approximately 40% of the students at Jannali East Public School come from language backgrounds other than English

Our school promotes a tolerant and inclusive learning environment which is embedded in curriculum. Teachers plan cross-curriculum units of work that foster inter-cultural understanding, and respect, and acknowledge the cultural celebrations of various peoples throughout the year.

The school provided students with the opportunity to explore texts about the people and countries of Asia. Stage 2 classes were involved in studies of Asia. Through the study of a variety of Asian picture books, kindergarten students discovered similarities with other cultures They also enjoyed creating Asian-inspired artworks and tasting Asian foods.