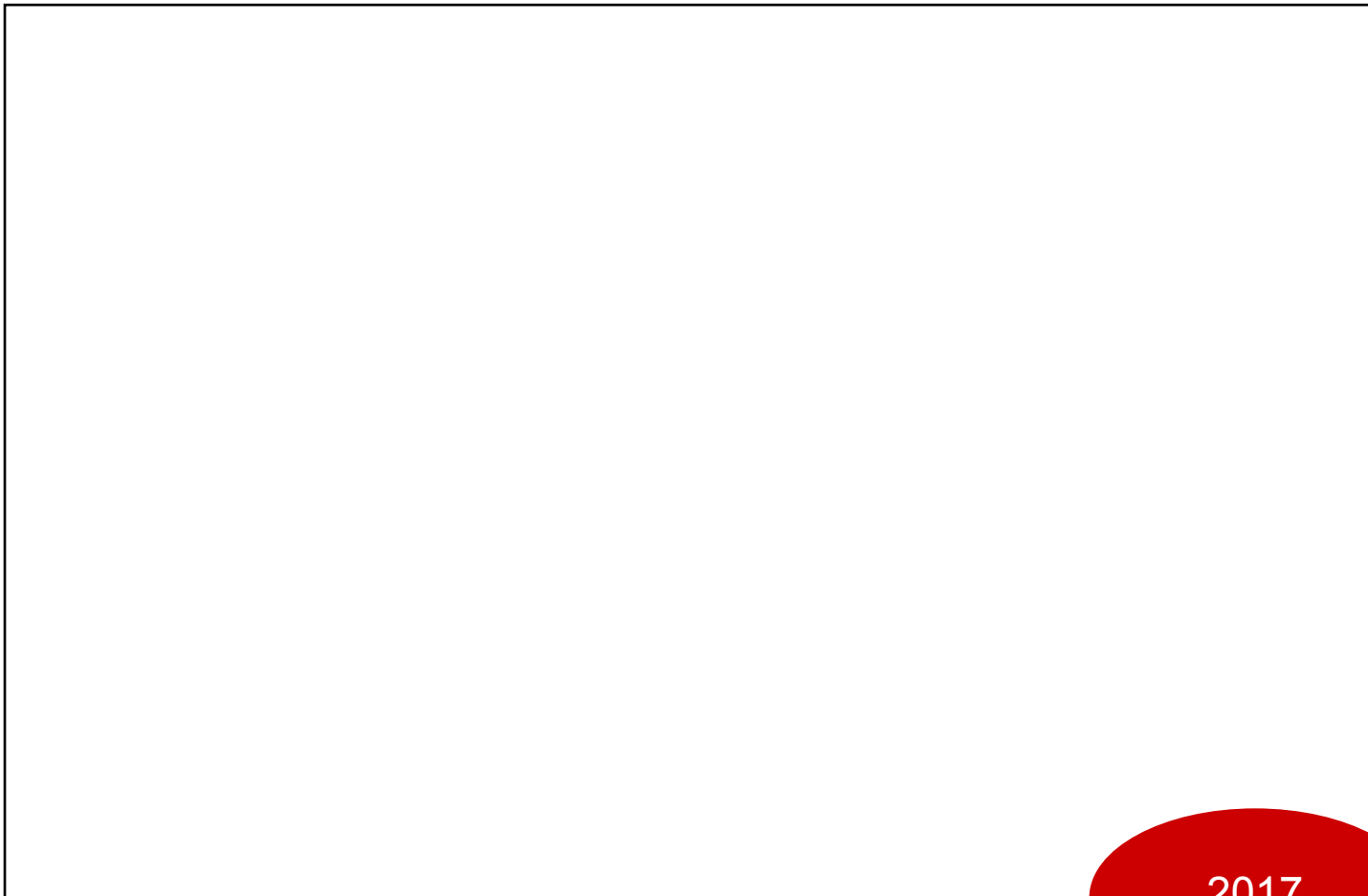


Jannali Public School

Annual Report



2017



3829

Introduction

The Annual Report for **2017** 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.

Karen Andrews

Principal

School contact details

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Message from the Principal

Jannali Public School develops students who are happy, engaged and love learning. There is a strong emphasis on growing independent student learning and wellbeing. Jannali Public School is a community based metropolitan school situated in the Sutherland Shire and has an enrolment of 138 students from an economically diverse community. Forty per cent of students come from linguistically and culturally diverse backgrounds. Quality teaching programs cater for all students with programs for gifted and talented students as well as for students with additional learning needs. The community strongly supports the school's focus on student wellbeing, healthy lifestyles and excellent student behaviour through PBL. Jannali Public School prides itself on the huge number of extra–curricular opportunities in the Creative Arts and Sport, led by a talented and enthusiastic staff.

Karen Andrews

Principal

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

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.

.In the **LEARNING DOMAIN**, our school focussed on the elements of Wellbeing and Assessment. The culture was strongly focussed on holistic education, the building of aspiration and ongoing performance improvement across the school. The school rates itself as Delivering in the area Wellbeing. This year our school joined the Southern Sydney Governance Group (SSGG) and actively participated in a whole day wellbeing course. Together, we closely analysed the Wellbeing Framework and participated in multiple workshops which educated staff in implementing wellbeing practices across all areas of the school. This significantly impacted student wellbeing as a growth mindset approach was adopted school wide. Positive Behaviour for Learning (PBL) has continued to be implemented across the school and has resulted in a more productive learning environment for all. Significant shift was an increase in student ownership over learning. Personalised learning goals were implemented for our students through student teacher conferencing in Years 3–6 and through observations for Years K–2. This enabled students to work towards authentic learning goals which resulted in progress against the literacy and numeracy continuums.

In the **TEACHING DOMAIN** Jannali Public School focused on Professional Standards and Learning and Development. The school rates itself as Delivering in the area of Professional Standards. Staff employed critical reflection strategies to develop meaningful professional goals for Performance and Development Plans based personal areas of success, areas for growth, individual student needs, whole school priority areas and the Professional Teaching Standards. This built teachers' understanding of effective strategies in both the teaching and assessment of numeracy. Staff seeking

accreditation were supported by mentor teaching peers. These opportunities were targeted towards staff Performance and Development Plan goals and whole school priority areas. Quality professional learning was delivered by staff members on a bi-weekly basis, as well as longer professional learning sessions during staff development days. Staff engaged in collaborative practice and feedback in a variety of ways throughout the year. The school rates itself as delivering effective quality learning programs. Consistent teacher judgement was facilitated within dedicated stage and faculty meetings and staff were provided feedback during formal and informal discussions with staff mentors and teaching peers.

In the **LEADING DOMAIN**, our school focussed on the elements of Educational Leadership, School Planning, Implementation and Reporting and School Resources. The school rates itself as delivering in the area of Education Leadership. At Jannali Public School, Leadership development is central to our school capacity building. We formed a new leadership team at the beginning of 2017 and our executives joined the BETA (Building Excellence Together Alliance). The leadership team regularly met with other executives from neighbouring primary schools to develop their capacity to lead and implement the growth coaching model. Through implementing the growth coaching model at Jannali Public School, quality conversations have taken place between leaders, teachers and staff to enable all staff members to make progress towards their professional learning goals. The school leadership team worked collaboratively to develop parent/carer forums and focus groups such as the numeracy workshop. The numeracy workshop received really positive feedback, with parents reporting an increased understanding of practical activities to support their child in numeracy at home.

The school rates itself as Delivering in the area of School Planning, Implementation and Reporting. A parent/community focus group was initially held at the end of 2017 to seek information from our community about what our school excels in and what can be improved. This was led by a DoE Consultant who compiled the information and generated a written report. The executive team carefully analysed the report and identified key themes which were used to inform our school planning for 2018–2020. The school executive leaders attended multiple workshops on school planning and developed their knowledge and skills in this area to inform our future planning and School Plan for 2018–2020.

The school rates itself as Delivering in the area of School Resources. The community (P&C) strongly supported the school through the provision of high quality resources including a Promethean Whiteboard (P&C funded) and saving money for replacement of playground equipment (P&C funded). The school began to implement flexible learning spaces through updating classroom furniture and adding sensory hubs to meet a broad range of student learning needs. The school has also purchased three Promethean Whiteboards to enhance student learning.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Growth mindset was implemented school wide which saw a shift in student attitudes towards school and learning. Teachers continued to implement Positive Behaviour for Learning across the school and consistent PBL classroom expectation matrices were made by students and staff. The library was opened during lunchtimes to support student's wellbeing and decrease behavioural referrals. Teachers implemented formative assessment pedagogy, particularly feedback and learning intentions and success criteria in numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN data shows 4% increase of the percentage of students in the top two NAPLAN bands by the end of 2017.	SLSO's providing additional support in targeted classes. Funding: \$50,000	In Year 3, we saw a 12.6% increase of students in the top 3 bands in Numeracy. In Reading we saw a 20.2% increase of Year 3 students in the top 3 bands. In Writing we saw a 14.9% increase of Year 3 students in the top 3 bands
All Aboriginal students show expected growth in NAPLAN for reading & numeracy.	Funding: \$3,000	Participation increased with improvements evident across welfare and academic frameworks.
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.	Funding: \$7,000	Teachers using consistent PBL language Decreased behaviour incidents in targeted areas of playground. Allstaff attended a whole day professional learning course about Wellbeing. Staff implemented growth mindset across the school which resulted in students taking more risks in their learning and understanding the importance of making mistakes in their learning. Students displayed a more resilient and positive approach to learning and behavioural referrals decreased across the school.
PLAN data shows 70% of students moving the expected number of cluster levels.	Funding:\$3,000	Collaborative "Teacher Projects" were undertaken to work towards achieving Performance and Development strategies. Internal evaluations of quality learning and teaching indicated a high level of satisfaction from students, parents and teachers
95%of students regularly attend school.		Student attendance data shows improvement in partial and unexplained absences.

Next Steps

- Develop the next 3 Year School Plan and Strategic Directions with a focus on Wellbeing, Formative Assessment and PBL.

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 2017, staff within Jannali Public School continued to implement reflective practices to enable the development of meaningful goals within teachers Performance and Development Plans. Teachers displayed an in depth understanding of the teaching standards and demonstrated these standards within quality teaching practice. Staff collaborated regularly and ensured a culture of high expectations through quality formative assessment practices. They further enriched their knowledge, skills and understandings of student wellbeing, as well as a range of innovative teaching practices through quality professional learning opportunities within a number of Community of Practices. These professional relationships have continued to grow and flourish through thoughtful interactions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Performance and Development Plan for all teaching staff reflecting evidence of achievement of professional goals aligned with the teaching standards. All staff have innovative teaching programs that have been developed collaboratively that set high expectations for individual student learning. A professional mentoring program within strong collegial teams. Community of Practices to encourage collective teacher efficacy. All staff have written observations and feedback opportunities to further grow quality teacher practices.	Using critical reflection practices, all teaching staff developed meaningful professional learning goals based on their personal areas of success, areas for growth, individual student needs, whole school priority areas and the Professional Teaching Standards. Executive staff trained in developing and implementing SASS Performance and Development Plans. Using critical reflection practices, all SASS staff developed meaningful professional learning goals based on personal areas of success, areas for growth and school needs.	Funding: TPL: \$1500 QTSS: \$3,000 Total: \$45,000

Next Steps

*Develop the next three year school plan and strategic directions, focussing on innovative programs and quality teacher feedback.

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

A leadership team was formed in the beginning of the year. Leaders met with executives from neighbouring primary schools and regularly attended professional development courses. The school joined a number of Community of Practices varying from 'BETA Leadership Community of Practice' and 'Southern Sydney Governance Group'. Parent forums were held regularly and received positive feedback from the community. Parents and the community participated in a focus group to inform future directions for the school. The P&C funded high quality resources including a Promethean Whiteboard and continued to raise funds for our playground. The school purchased three Promethean Whiteboards and implemented sensory hubs.

The engagement and links with the community has been strengthened through programs such as the preschool 'Passport Playdate' Open Day and the Kindergarten transition program 'Ready', 'Set', 'Go'.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase attendance of parents at workshop forums and P&C.		The school has created a supportive and encouraging environment for students and families. We have introduced many parents' forums to engage and inform our parents in numeracy strategies, assessment and reporting and class structures. As a result there has been an increase in parent and community engagement.
Community collaboration around the development of school planning and practices.	Professional Learning	A focus group was led by a DoE Consultant who sought information from our community about what our school excels in and what can be improved. He compiled the information and generated a written report which was used by the school leadership team to form the 2018–2020 School Plan
Smoother transitions and links with preschools and high schools.	Teacher release funding	Ongoing positive relationships encouraged
Increased enrolments due to improved communication, marketing strategies and community support.	Professional Learning	Parent meetings are transparent creating a sense of ownership and community.
School leaders engage in community of schools around the area of leadership and small school alliance.	Total funds: \$1,000	*Grip Leadership *Halogen Foundation

Next Steps

*Parent Engagement– PBL, parent forums, Tell Them from Me survey

*LMBR project– full implementation of the new financial, administrative and student welfare systems and continue to build community relationships

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Total: \$3592	<p>*All students have been educated on issues and values of life pertaining to local Aboriginal culture</p> <p>*Teaching resources to enhance learning for all students</p>
English language proficiency	<p>Staffing and flexible funding</p> <p>Total: \$14,948</p>	Teachers and SLSO's provided additional student support to work extensively with students across the school with a focus on early intervention.
Low level adjustment for disability	<p>Staffing and Flexible funding.</p> <p>Total: \$20,614</p>	All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. Support teachers and School Learning Support Officers supported students within classrooms and as a result there was an improvement in student engagement and personal achievement.
Quality Teaching, Successful Students (QTSS)	Total: \$9,853	Setting of whole school and individual Literacy and Numeracy goals. Team planning time and collaboration with a focus on improving Literacy and Numeracy outcomes.
Socio-economic background	Total: \$10,446	<p>Student assistance was provided to families as required to ensure full participation of all students in school programs.</p> <p>The school has enhanced our re-branding of Positive Behaviour Learning philosophy to better reflect the school vision.</p>
Targeted student support for refugees and new arrivals		

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	56	67	66	65
Girls	68	67	69	70

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.5	97.4	95.9	96.2
1	94.6	96.3	98.2	97.1
2	93.5	95.4	97.6	96.4
3	95.9	94.4	97.6	98.1
4	94.9	96.3	95.7	96
5	96.5	96.5	92.7	95.9
6	84.6	94.8	93.4	96.1
All Years	93.9	96	96.1	96.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Jannali Public School commits regular school attendance. Class rolls are marked daily with absences logged accordingly. Student non attendance is initially dealt with by the class teacher who may contact the family or send home a notice of concern that requires and explanation.

When unsatisfactory attendance patterns are identified, a series of procedures are implemented to work with parents to rectify the situation. The services of the Home School Liaison Officer are utilised to work with families where there is a concern about educational ramifications of unacceptable patterns of attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	5.65
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.76
Other Positions	0

*Full Time Equivalent

There are currently no teachers of an Aboriginal background at Jannali Public School.

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	0

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 the school plan. Staff have also completed mandatory training in CPR, code of conduct, anaphylaxis, asthma, child protection and emergency care. There are currently 2x Teachers seeking accreditation, 3x staff members gained Proficiency and 5 staff maintaining at Proficient.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	156,778
Revenue	1,522,845
Appropriation	1,437,523
Sale of Goods and Services	2,030
Grants and Contributions	80,719
Gain and Loss	0
Other Revenue	0
Investment Income	2,573
Expenses	-1,551,862
Recurrent Expenses	-1,551,862
Employee Related	-1,371,619
Operating Expenses	-180,243
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-29,016
Balance Carried Forward	127,762

The information provided in the financial summary includes reporting from January 1 2017 to 31 December 2017.

The school has a budget monitoring group who meet regularly to review forecasts and spending. Documentation is kept accurately and stored appropriately for auditing.

Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,109,318
Base Per Capita	20,632
Base Location	0
Other Base	1,088,686
Equity Total	49,601
Equity Aboriginal	3,592
Equity Socio economic	10,446
Equity Language	14,948
Equity Disability	20,614
Targeted Total	101,503
Other Total	32,011
Grand Total	1,292,433

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

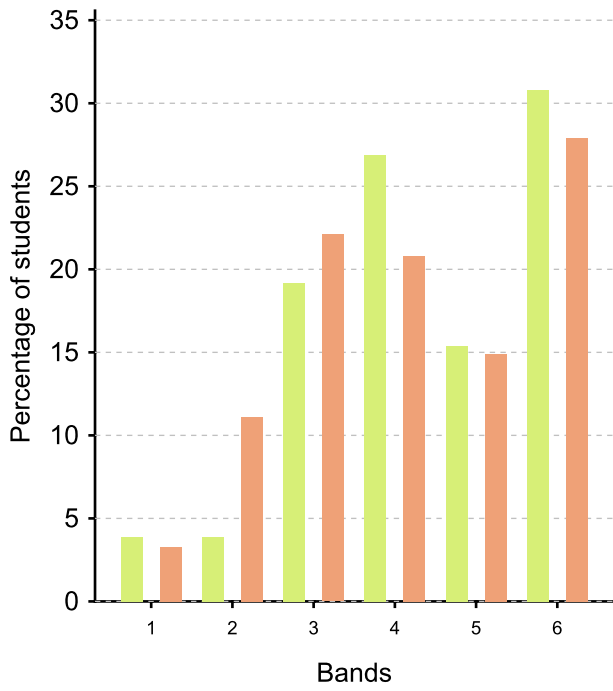
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

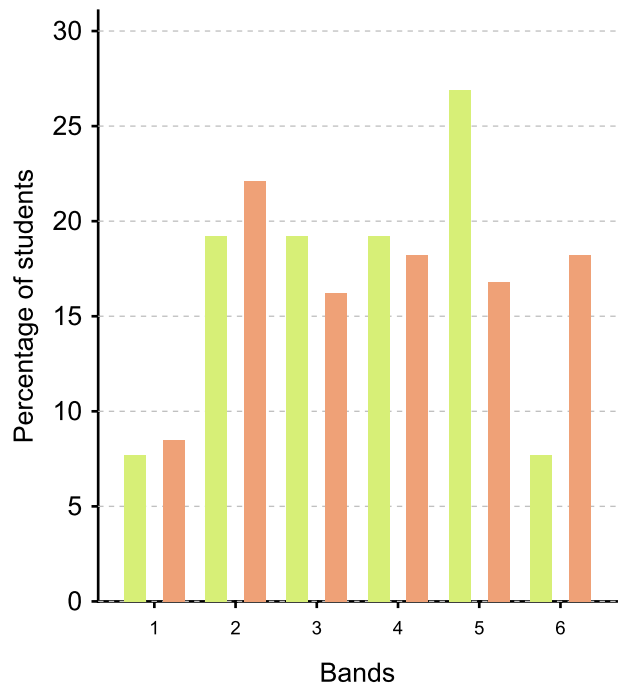
NAPLAN

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.

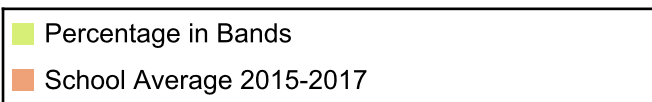
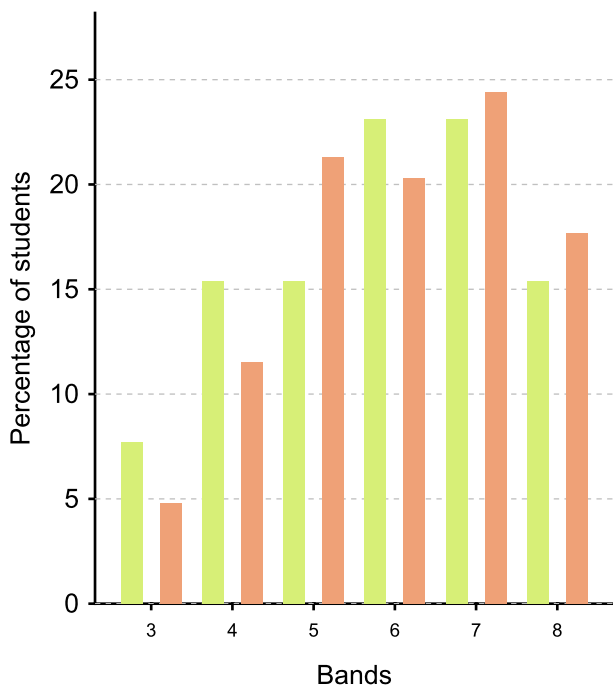
Percentage in bands:
Year 3 Reading



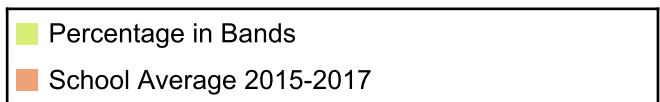
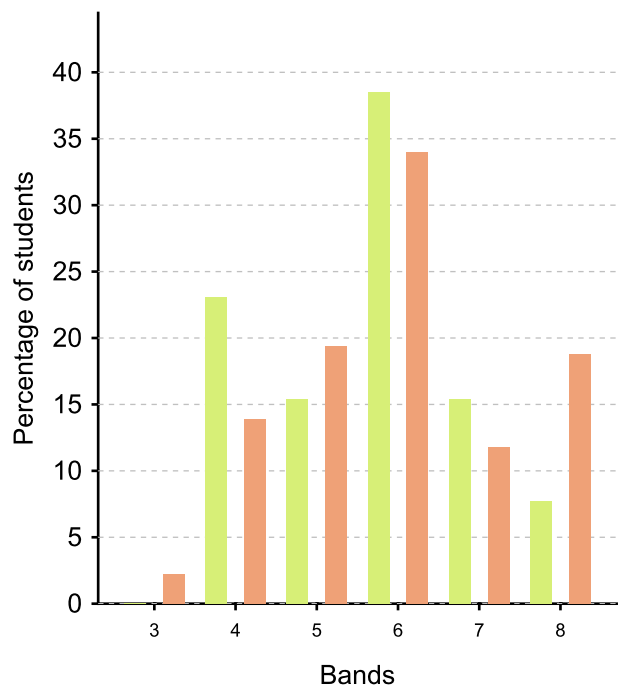
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Numeracy



Parent/caregiver, student, teacher satisfaction

In 2016 the school through a series of meetings, forums and community surveys sought the opinions of parents, staff and students. In 2017 all ideas and suggestions were further enhanced. At public meetings and P & C meetings seem to suggest the following outcomes:

*Parents acknowledge that the school promotes high expectations for academic and positive behaviour.

*Teachers set high expectations for student learning and monitor the progress of individual students

*Teachers used a variety of teaching strategies during lessons and provided feedback to students to increase learning.

*The majority of parents felt welcome when they approached the teaching staff and can easily speak with their child's teacher.

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 History and Geography scope and sequence ensures that student perspectives are broadened and appreciation of diverse cultural heritages encouraged.