# Jannali Public School

# Annual Report



2018

3829

# Introduction

The Annual Report for **2018** 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

The 2018 school year has been rewarding and successful. I have been extremely proud of the way our students have worked towards their individual learning goals. The staff, students and parents have also worked together to build a collaborative and caring learning environment. We have achieved our goal of providing personalised learning for every student through the implementation of evidence–informed teacher practice and regular monitoring of student progress against the literacy and numeracy continuums. In 2018 staff participated in a professional learning initiative, 4C learning, which has been instrumental in developing a focus on the skills and attributes that are needed to be successful in the 21st century. Establishing Performance and Development Plans for every teacher has also led to improved teacher quality through a specifically targeted approach to teacher professional learning. We have continued to provide a challenging and balanced curriculum, where students have opportunities to be involved in a wide range of experiences such as creative and performing arts, sport, music, public speaking, debating, science, environmental and cultural studies. I am passionate about the vision we have for our school, its students and for our community in general and am excited about continuing to move Jannali Public School forward into the future.

Karen Andrews

Principal

# School background

## School vision statement

At Jannali Public School our vision as quality educators is to inspire confident lifelong learners who thrive and adapt to the demands of a rapidly changing and interconnected world.

We empower students to become self–regulated learners, by employing a transformational approach to teaching and learning.

We are committed to providing an inclusive environment that fosters meaningful learning experiences for each and every student.

Students,staff and the community work collaboratively to cultivate safe, respectful learners.

## 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, public speaking and debating. Jannali Public School has a dedicated staff comprised of experienced SASS staff and both early career and experienced teachers. The staff are 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 and participated in an external validation. 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,** Jannali Public School focused on the elements of Wellbeing and Assessment. Overall, the school rates itself as *Delivering*. At Jannali Public School we have a holistic approach to student wellbeing and ensure every student is known, valued and cared for. We ensure a multidimensional approach that links curriculum to the emotional, social, physical and spiritual wellbeing of all students. As a school we work with the community to build positive student values towards education and learning. Positive Behaviour for Learning (PBL) continued to be a strong focus. Staff are committed to the ongoing development of PBL principles in all school settings and using the PBL framework in a systems approach to support our current student wellbeing policy. Student growth was evidenced through a range of assessment opportunities, including formative and summative assessment. Students were engaged in explicit learning through the use of quality, targeted learning intentions and success criteria, with student progress monitored and tracked on our K–6 data wall.

In the **TEACHING DOMAIN**, Jannali Public School focused on the elements of Effective Classroom Practice and Learning and Development. Overall, the school rates itself as *Sustaining and Growing*. Teachers employ evidence–based, effective teaching strategies. Successful methods are identified, promoted and modelled, with students' learning improvements monitored, demonstrating growth. Jannali Public School teachers use the Australian Professional Standards to measure themselves, reflect on practice and plan for and monitor their own professional development to improve teaching performance. Teachers routinely use evidence of learning to inform their teaching practice, utlising both formative and summative assessments. Our teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.

In the **LEADING DOMAIN**, Jannali Public School focused on the elements of Educational Leadership and School

Resources. Overall, the school rates itself as *Sustaining and Growing*. Professional learning in the school emphasises the development of effective instructional leadership and management skills to facilitate whole school improvement and build leadership capacity school wide. The leadership team ensures that the teacher performance and development policy is implemented within a culture of high expectations for every staff member. They also undertake annual staff performance and development reviews for teaching and non–teaching staff. The school uses its resources strategically to improve student outcomes and maintain a high quality learning environment. The school leadership team collaborates at the beginning of each year to allocate funds and set the budget for the year. This is then routinely monitored to ensure funds are being used to address the school strategic priorities. In 2018, funds were budgeted to ensure learning spaces are used more flexibly to better meet the needs of students. Technology, including Chromebooks and robotics, has also been a priority for the leadership team in 2018.

Our self–assessment and the external validation 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

Future Focused Learning

## Purpose

School–wide practices promote communication, collaboration, critical reflection and creativity within a safe, positive and challenging learning environment.

## Overall summary of progress

4C: Transformative Learning was implemented school–wide which saw a shift in teacher practice and student learning, with a promotion of communication, collaboration, critical reflection and creativity. Teachers continued to implement Positive Behaviour for Learning across the school, with evidence of an increase in student understanding of expectations within a safe, positive and challenging learning environment.

## Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|---|
| Raise positive TTFM student survey responses in the areas; challenged in learning and motivated in learning. | | Tell Them From Me (TTFM) survey results<br><br>Students who are interested and motivated<br> • School Mean– 76%<br> • NSW Government Norm– 79%<br>Effective learning time<br> • School Mean– 9.0<br> • NSW Government Norm– 8.8 |
| Change in pedagogy, reflecting the 4C's, is demonstrated through observations, surveys and student work samples. | $12 000 | Teachers actively engaged in innovative professional learning, including 4C: Transformative Learning and STEAM Formative Assessment Framework.<br><br>A 4C leadership team was established, with both teachers and executive staff represented. The team attended external *'4Cs: Transformative Learning'* professional development in collaboration with Sydney University. The leadership team also presented internal professional learning to all staff.<br><br>Teachers use collaborative planning time to share ideas and observe each others classrooms, utilising the 4C: Transformative Learning observation structure of Collaborative Classroom Visits (CCVs). |
| Students demonstrate creativity, communication, collaboration and critical reflection across all Key Learning Areas. | | Through implementation of 4C transformative learning strategies, student communication, collaboration and critical reflection has increased, as evidenced by teacher observations of student engagement and participation in classroom learning. |
| All students understand and follow PBL expectations reflected through observations and surveys. | $6 000 | Teachers consistent use of PBL language, a weekly, whole school expectation focus and the implementation of consistent PBL templates and structures across K–6 has shown an increase in student understanding of expectations. |
| Reduced behaviour referrals in Sentral. | | The PBL team consistently analyse student behaviour data. Changes made based on this critical reflection has aided in decreasing behaviour in targeted areas of the playground. |

## Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|---|
| Reduced behaviour referrals in Sentral. | | Consistency in teachers using the PBL language and expectations has supported the decrease in classroom behaviour incidents. |

## Next Steps

- Work towards including negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

## Strategic Direction 2

Evaluative Practice

## Purpose

School–wide systems demonstrate a high performance culture with a clear focus on evaluative practices through quality assessment and data analysis.

## Overall summary of progress

Teachers continue to build their capacity to analyse Scout data and use data effectively to inform the teaching and learning cycle.

## Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|---|
| All students make progress against the literacy and numeracy progressions. | SLSOs providing additional support in targeted classes.<br><br>$50 000 | In 2018 the Learning Support Team and School Executive determined that analysis of the internal and external assessment data used to monitor, track and report on student and school performance in Literacy would be a priority in 2018.<br><br>In Term 1 a data wall was constructed to track, plot and monitor the progress of all students against the literacy continuum together with the PAT–Reading assessment K–6. This data was used to identify students at risk and to plan interventions of support and differentiate experiences.<br><br>In Semester 2 all staff were trained in the use of the progressions. A small group of staff closely monitored groups of students plotting their achievements on the progressions. |
| Students know what they are learning, where they are going next and know how to get there reflected through student surveys. | | In 2018 the 'How I Learn' survey was conducted with students. This allowed teachers to share criteria for assessment with students. The survey indicated that 89% of students reported that they know what they are learning and 76% of students reported that they can identify their personal learning goal. As a result, we concluded that through the implementation of various formative assessment practices, students were now more confident in taking responsibility for their own learning. |
| 100% of teachers use formative assessment practices in their teaching of literacy and numeracy, reflected through teacher observations and surveys. | $4 000 | In Term 1 of 2018, the Evaluative Practice team worked collaboratively to develop an assessment practice survey for teachers. It was developed to clearly ascertain which assessment practices are routinely used and which assessment practices could be implemented to better support the teaching and learning cycle.<br><br>Formative assessment strategies were being used regularly by teachers to inform teaching and learning practices. However, data indicated that strategies such as feedback were only used by 37% of teachers. This highlighted the need to provide professional guidance on the use of specific strategies. |

| Progress towards achieving improvement measures | | |
| --- | --- | --- |
| **Improvement measures (to be achieved over 3 years)** | **Funds Expended (Resources)** | **Progress achieved this year** |
| 100% of teachers to participate in professional learning projects. | $10 000 | Professional learning projects were a priority to build teacher skills in the analysis, interpretation and use of student progress and achievement data. Staff have developed their skills and understanding of different types of data, methods of analysis and use in teaching and planning. Teachers were involved in preliminary training in the use of the new learning progressions which will be used as a tool to support teachers in making consistent judgements about learning.<br><br>Key staff members participated in the introduction to the Learning Progressions and Using the Progressions and PLAN2 in Semester 2 of 2018. In addition, key staff members were explicitly trained in the use of Scout as an education data and analysis platform, with all staff completing the introduction module on the use of Scout and how to navigate reports. |
| Teachers successfully meet personal goals as supported by evidence and the PDF. | $3 000 | 100% of staff complete PDPs, including review, annual review and evidence aligned to their goals. There was increased documentation of Teaching Standards attached to school based professional learning. |

## Next Steps

- The implementation of the new literacy and numeracy progressions.
- Utilising the Maths progressions to identify, plot, track and monitor progress of students K–6.
- To improve the implementation of learning intentions and success criteria in the classroom.

## Strategic Direction 3

Collaborative Community

## Purpose

Shared school–wide vision builds collaborative partnerships, creating a culture of high expectations and authentic community engagement.

## Overall summary of progress

In 2018, teacher professional growth was supported through targeted, authentic professional learning opportunities across a number of professional learning communitites. New scheme and experienced teachers were engaged in innovative professional learning, working towards embodying a future focused mindset through transformative pedagogy.

We continued to provide meaningful support and authentic engagement through our Kindergarten transition program, which includes our Passport Playdate and the Ready, Set, Go! transition program.

The school has also seen increased parental engagement, with parent and community forums showing increased attendance and active engagement. There was also a number of successful school community events throughout the year, including our Carols on the Green end of year celebration, our interactive open day during Education Week and the White Ribbon breakfast. Community connections were also supported by various P&C led events, including the Trivia Night and Fun Fair.

## Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|---|
| TTFM survey results indicate our school community is aware of and engaged in the school vision. | | The Jannali PS Parent and Citizens Association (P&C) are highly supportive of the vision, values and priorities of the school, as evidenced in their 2018–2020 Strategic Plan mission statement: *'Enable each student to reach their potential by supporting the school, its staff and students to thrive and contribute to the school community.'* In addition, The Jannali PS strategic directions are clearly stated in the P&C strategic plan, demonstrating their commitment to school priorities. |
| Increased parent attendance at assemblies, community days and other events. | $500 | Parent engagement and attendance at assemblies, community days and other events is steadily increasing. Parents and the wider school community have actively engaged in whole school events such as the White Ribbon Breakfast and Carols on the Green, as well as teacher led parent forums on a variety of topics based on community need. |
| All teaching staff utilise future focused engagement tools to communicate with parents within their classrooms. | $1 000 | Teachers are beginning to experiment with a wider range of future focused engagement tools, including Class Dojo and Seesaw for parent communication. |
| 100% staff engaged in external professional learning communities. | $10 000 | All staff are engaged in external professional learning communities. <br> • **Southern Sydney Governance Group** engaged in 'STEM and Formative Assessment' professional learning. (All staff participated with two classroom teachers presenting to the wider Community of Practice) <br> • **The River Network** engaged in professional learning focused on 4C: Transformative Learning, led by Dr Miranda Jefferson of Sydney University. |

## Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|---|
| 100% staff engaged in external professional learning communities. | | (Leadership team of 4 staff members comprised of 2 classroom teachers, Assistant Principal and Principal.)<br> • **BETA group** engaged in GROWTH Coaching International professional learning led by Marian Grant. (Assistant Principal and Principal) |
| Increased Kindergarten enrolments. | | Kindergarten enrolments increased from 20 students in 2017 to 22 in 2018. |
| | | |
| | | |

## Next Steps

- Analyse formal feedback data from Tell Them From Me surveys and triangulate data from students, staff and parents to develop a holistic vision.
- Develop a consistent, school wide approach to utilising future focused engagement tools for classroom engagement and school promotion.
- Align staff teams more closely with the three strategic directions of the current school plan to ensure each team is able to be clear and purposeful in the implementation of the relevant milestone.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| **Aboriginal background loading** | Funding Source: Aboriginal background loading<br><br>Total: $2148 | Reviewing of Personalised Learning Pathways for Aboriginal students with updated implementation and participation of stakeholders were finalised and transferred to classroom teachers for 2019. Student assessment data is regularly used to plan for interventions of support and differentiate learning experiences. |
| **English language proficiency** | Funding Source: English language proficiency<br><br>Total: $7187 | Student assessment data is regularly used school–wide to identify student achievement and to plan where to next in learning. It has informed future school planning and directions. Students requiring Tier 2 and 3 interventions of support to develop English language proficiency have been supported during the literacy session by teachers, LaST and SLSO's.<br><br>Our English as an Additional Language or Dialect (EAL/D) teacher works directly with the Learning Support Team and classroom teacher to cater for the needs of our new arrival students. These students come to our school with varying levels of English and have different levels of schooling. Together with the classroom teacher our EAL/D teacher assesses the students and devises a program to suit their needs. Students may be withdrawn in a small group for instruction, withdrawn individually or supported in the classroom, depending on student need. |
| **Low level adjustment for disability** | Funding Source: Low level adjustment for disability<br><br>Total: $56022 | Our Learning Support Teacher supports the inclusion of students with disabilities in mainstream classrooms and her program is tailored to meet the specific needs of students by providing tailored adjustments. Through the support of SLSOs, ISTVs and our EAL/D Teacher, we are able to provide targeted support for our students with extra needs. This is of great benefit to these students. They are able to have targeted one on one teaching and learning that is specific to their needs. This support also benefits the classroom teacher and other students as the teacher can be confident that the learning needs of the identified students are being met by the support personnel. The Learning and Support Teacher (LaST) is available for consultation with Preschool teachers who may be at risk of needing additional support prior to entering kindergarten. The LaST also liaises with relevant external specialists such as Speech Therapists, Occupational Therapists, Psychologists and government agencies to assist with improving educational outcomes for students identified with additional needs. |
| **Quality Teaching, Successful Students (QTSS)** | Funding Source: Quality Teaching, Successful Students (QTSS)<br><br>Total: $23425 | Observations of practice have been collaboratively planned and carried out, with a focus on improving teaching and learning for students. |

| | | |
|---|---|---|
| **Quality Teaching, Successful Students (QTSS)** | Funding Source: Quality Teaching, Successful Students (QTSS)<br><br>Total: $23425 | Collaborative planning time was timetabled to set whole school goals with a focus on improving Literacy and Numeracy outcomes.<br><br>Student reading data was collected and collaboratively analysed across the school to access the growth of students' reading skills. |
| **Socio–economic background** | Funding Source: Socio–economic background<br><br>Total: $8726 | In 2018, support staff collected, analysed and used data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. This data guided the  LaST as to the most effective literacy interventions to be provided by way of a 3–tiered model. |
| **Support for beginning teachers** | Funding Source: Support for beginning teachers<br><br>Total: $10630 | Beginning teachers were provided with multiple opportunities to build on their quality teaching knowledge, skills and strategies through targeted professional learning and the promotion of reflective practices.<br><br>Executive staff support the accreditation process and link professional development with the support of a mentor and implement some identified strategies to meet teacher's goals. |
| **Targeted student support for refugees and new arrivals** | Funding Source: Targeted student support for refugees and new arrivals<br><br>Total $0 | N/A |

# Student information

## Student enrolment profile

| Students | Enrolments | | | |
|---|---|---|---|---|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 67 | 66 | 65 | 74 |
| Girls | 67 | 69 | 70 | 64 |

Jannali Public School enrolment in 2018 was 138.

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 97.4 | 95.9 | 96.2 | 95.6 |
| 1 | 96.3 | 98.2 | 97.1 | 95.2 |
| 2 | 95.4 | 97.6 | 96.4 | 93.7 |
| 3 | 94.4 | 97.6 | 98.1 | 98.4 |
| 4 | 96.3 | 95.7 | 96 | 94.7 |
| 5 | 96.5 | 92.7 | 95.9 | 92.9 |
| 6 | 94.8 | 93.4 | 96.1 | 95.3 |
| All Years | 96 | 96.1 | 96.6 | 95.1 |
| State DoE | | | | |
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 94.4 | 94.4 | 94.4 | 93.8 |
| 1 | 93.8 | 93.9 | 93.8 | 93.4 |
| 2 | 94 | 94.1 | 94 | 93.5 |
| 3 | 94.1 | 94.2 | 94.1 | 93.6 |
| 4 | 94 | 93.9 | 93.9 | 93.4 |
| 5 | 94 | 93.9 | 93.8 | 93.2 |
| 6 | 93.5 | 93.4 | 93.3 | 92.5 |
| All Years | 94 | 94 | 93.9 | 93.4 |

## Management of non-attendance

Jannali Pubic School acknowledges that regular attendance at school is essential for students to achieve quality learning outcomes. On average, school attendance was 95.1% compared to the state average of 93.4%. Extended leave for overseas travel comprised some of the leave taken by students in the year. The Jannali Public School Learning and Support Team is responsible for monitoring the attendance of students and collaborates with classroom teachers, parents and carers, the Home School Liaison Program and inter–agencies to support students whose attendance requires support.

# Workforce information

## Workforce composition

| Position | FTE* |
|---|---|
| Principal(s) | 1 |
| Assistant Principal(s) | 1 |
| Classroom Teacher(s) | 5.78 |
| Teacher of Reading Recovery | 0.21 |
| Learning and Support Teacher(s) | 0.4 |
| Teacher Librarian | 0.4 |
| School Administration and Support Staff | 1.76 |

*Full Time Equivalent

Jannali Public School enjoys a mix of experienced staff and early career teachers.

## Teacher qualifications

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

## Teacher qualifications

| Qualifications | % of staff |
|---|---|
| Undergraduate degree or diploma | 11 |
| Postgraduate degree | 89 |

## Professional learning and teacher accreditation

At Jannali PS, there is a strong understanding that student educational needs are constantly changing. Developments in curriculum, pedagogy and technologies are frequently occurring, thus a consistent yet dynamic approach to professional development is required. Jannali PS staff at all stages of their career are committed to professional improvement to enhance their knowledge and skills through collaborative practices.

Staff are active participants in a wide range of professional learning. Professional learning opportunities are underpinned by research and driven by staff PDP goals, departmental requirements and whole school priorities. All staff members are provided with leadership opportunities by presenting professional learning, which has developed a collective responsibility for improving whole school practice. Staff are supported by research–based programs that align with whole school priorities and directly impact teaching practice. This year alone, staff, including new scheme teachers, experienced teachers and executive staff,

have participated in the following external professional learning:

- *Transformative Learning Workshops*
- *Positive Behaviour for Learning*
- *Formative Assessment in STEM*
- *Literacy and Numeracy Progressions training*
- *GROWTH coaching*

Participating in external professional learning opportunities has enabled staff to build strong professional networks, as well as develop deep professional knowledge and skills. Teaching staff have demonstrated and shared their expertise with other schools and collaborated with staff to share and embed good practice.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

|  | 2018 **Actual** ($) |
|---|---|
| ***Opening Balance*** | 127,762 |
| **Revenue** | 1,696,965 |
| Appropriation | 1,480,026 |
| Sale of Goods and Services | 4,339 |
| Grants and Contributions | 210,102 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 2,499 |
| **Expenses** | -1,639,278 |
| Recurrent Expenses | -1,639,278 |
| Employee Related | -1,350,160 |
| Operating Expenses | -289,118 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| **SURPLUS / DEFICIT FOR THE YEAR** | 57,688 |
| **Balance Carried Forward** | 185,450 |

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

## Financial summary equity funding

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

|  | 2018 **Actual** ($) |
|---|---|
| ***Base Total*** | 1,182,890 |
| Base Per Capita | 26,105 |
| Base Location | 0 |
| Other Base | 1,156,785 |
| **Equity Total** | 74,084 |
| Equity Aboriginal | 2,148 |
| Equity Socio economic | 8,726 |
| Equity Language | 7,187 |
| Equity Disability | 56,022 |
| **Targeted Total** | 136,289 |
| **Other Total** | 46,502 |
| **Grand Total** | 1,439,765 |

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.
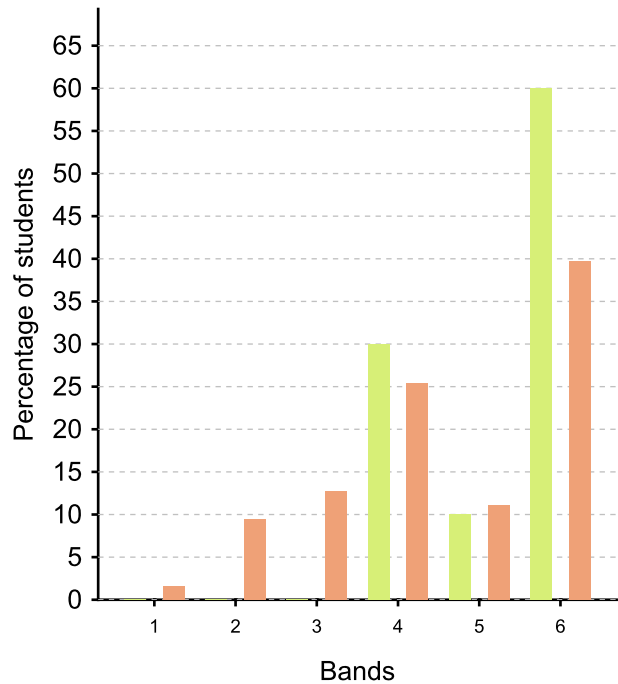
## Literacy

100% of students achieved in the top 3 bands in Reading in Year 3.

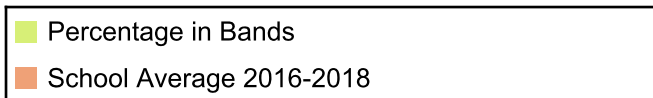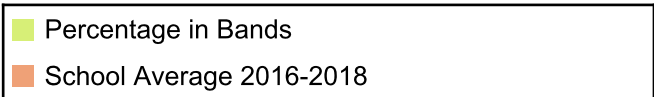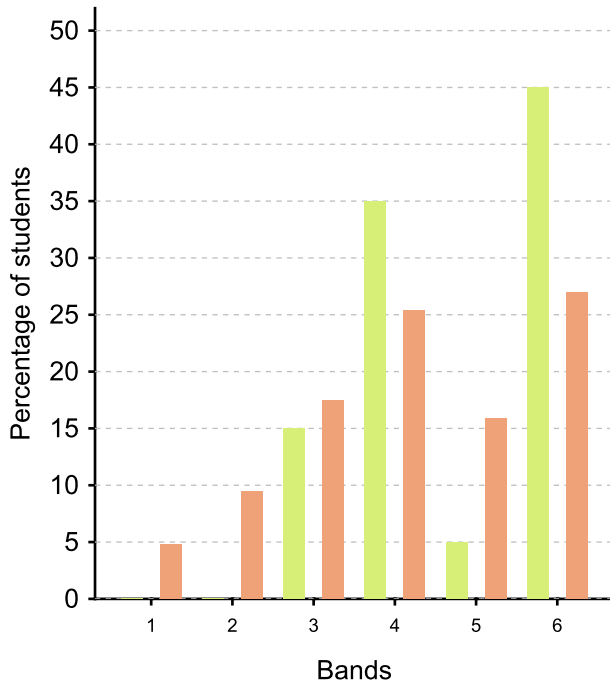53% of students achieved in the top 3 bands in Reading in Year 5.

75% of students achieved in the top 3 bands in Spelling in Year 3.

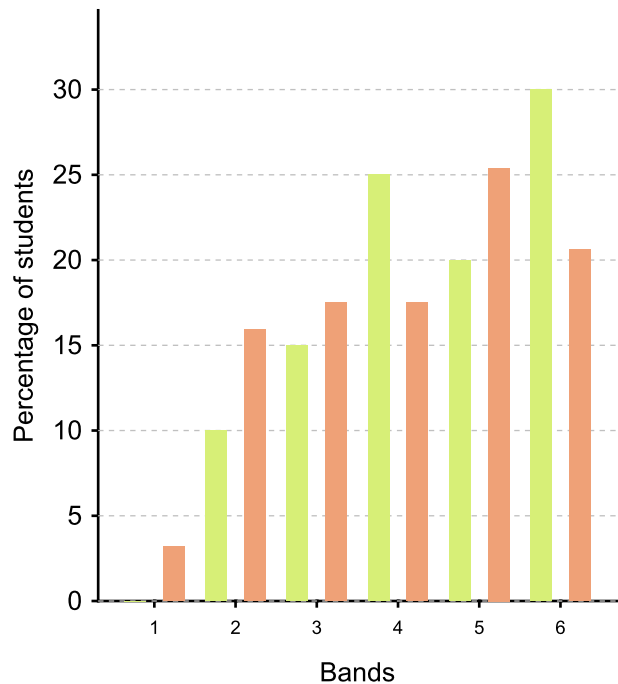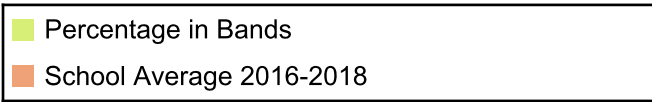55.6% of students achieved in the top 3 bands in Spelling in Year 5.
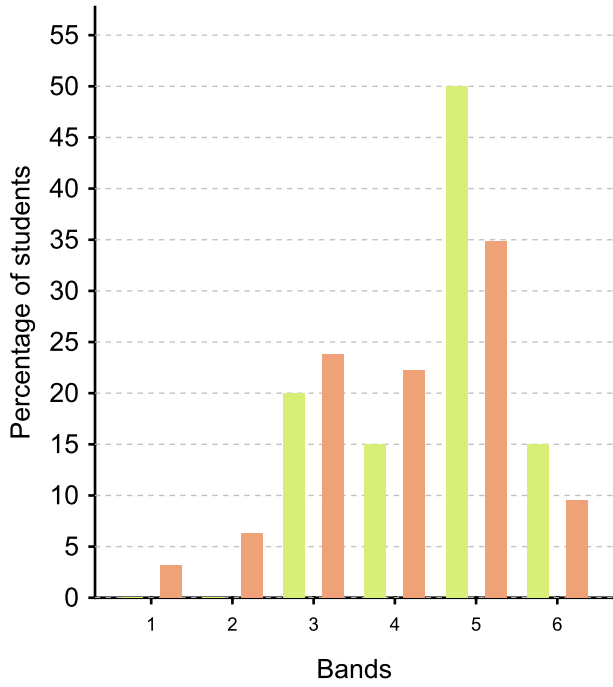
**Percentage in bands:**
Year 3 Grammar & Punctuation

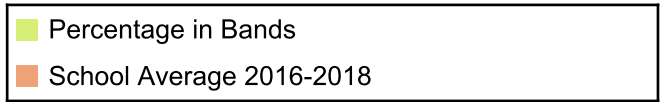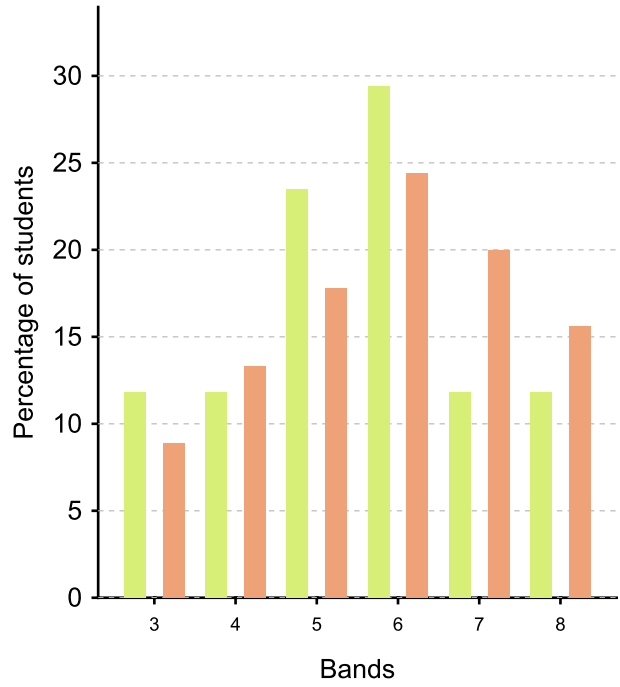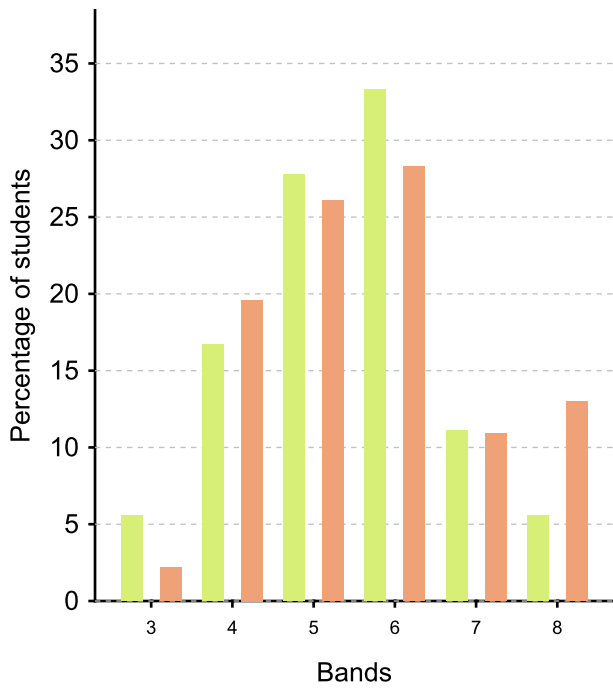**Percentage in bands:**
Year 3 Reading

**Percentage in bands:**
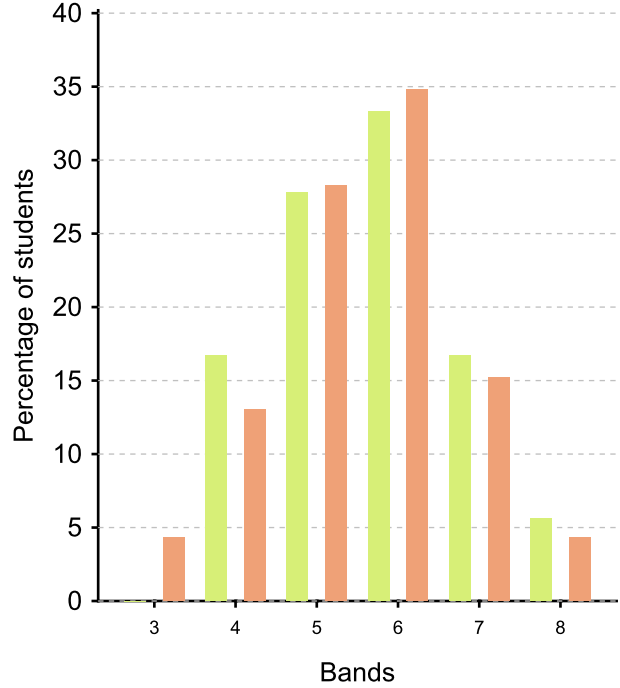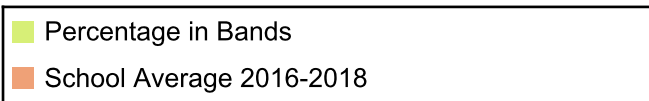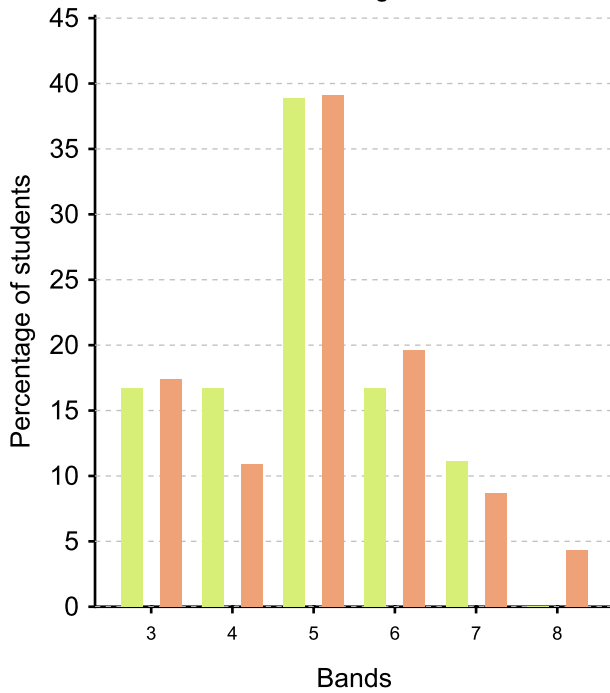Year 3 Spelling

## Percentage in bands:
### Year 3 Writing



Percentage of students vs Bands (1–6)

Legend:
- Percentage in Bands
- School Average 2016-2018

## Percentage in bands:
### Year 5 Reading



Percentage of students vs Bands (3–8)

Legend:
- Percentage in Bands
- School Average 2016-2018

## Percentage in bands:
### Year 5 Grammar & Punctuation



Percentage of students vs Bands (3–8)

Legend:
- Percentage in Bands
- School Average 2016-2018

## Percentage in bands:
### Year 5 Spelling



Percentage of students vs Bands (3–8)

Legend:
- Percentage in Bands
- School Average 2016-2018

Jannali Public School 3829 (2018)
Printed on: 31 May, 2019

## Percentage in bands:
### Year 5 Writing

**Percentage of students** (y-axis: 0 to 45)
**Bands** (x-axis: 3, 4, 5, 6, 7, 8)

Legend:
- Percentage in Bands
- School Average 2016-2018

## Percentage in bands:
### Year 5 Numeracy

**Percentage of students** (y-axis: 0 to 40)
**Bands** (x-axis: 3, 4, 5, 6, 7, 8)

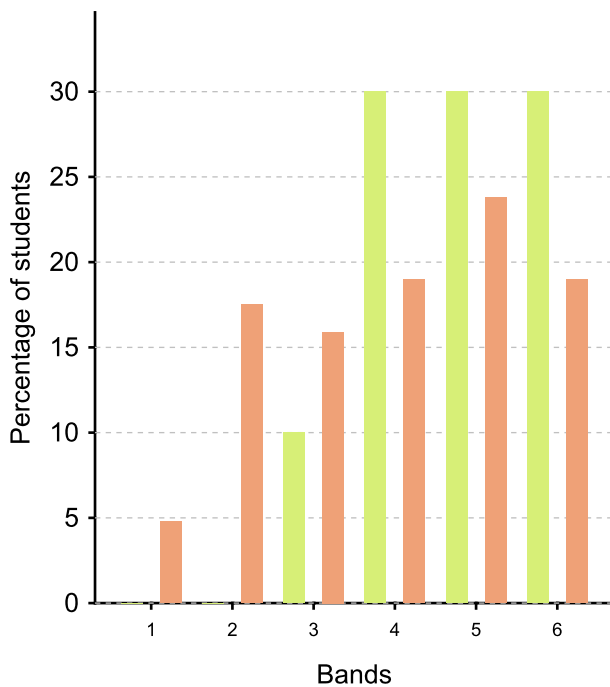Legend:
- Percentage in Bands
- School Average 2016-2018
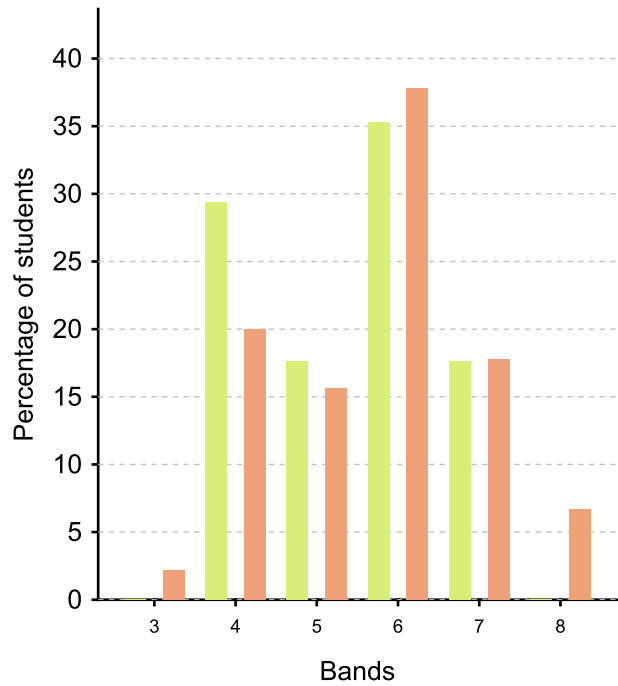
### Numeracy

90% of students achieved in the top 3 bands in Numeracy in Year 3.

52.9% of students achieved in the top 3 bands in Numeracy in Year 5.

## Percentage in bands:
### Year 3 Numeracy

**Percentage of students** (y-axis: 0 to 30)
**Bands** (x-axis: 1, 2, 3, 4, 5, 6)

Legend:
- Percentage in Bands
- School Average 2016-2018

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

A cohort of Aboriginal students which was smaller than 10 undertook the NAPLAN assessments in Years 3 and 5, hence this performance is not reported.

## Parent/caregiver, student, teacher satisfaction

Jannali Public School is committed to building a strong relationship between students, staff, parents and the wider community. The school has put in place practices and processes to continually inform and engage the community about student learning and educational programs. The school actively seeks feedback from the P&C, parent, student and teacher focus groups. Data collected indicates that parents have a high degree of satisfaction about school programs, specifically those linked to extra curricular activities including sporting and creative arts programs. Other key findings included the importance of continued home/school connections, with events such as Meet the Teacher and parent information forums greatly valued. There was also a strong focus on classroom connections through future focus tools such as Class Dojo and SeeSaw, with feedback showing a high level of parental satisfaction.

# Policy requirements

## Aboriginal education

Jannali Public School is committed to improving the educational outcomes and wellbeing of all Aboriginal students. In 2018, Jannali Public School continued to have cross curriculum priorities embedded into teaching and learning programs with all teachers striving to embed Aboriginal perspectives in all Key Learning Areas.

All Aboriginal students at Jannali Public School have Personalised Learning Pathways (PLPs) that have been collaboratively developed by parents/carers, students and their classroom teachers. All teachers with Aboriginal students have a copy of these plans, which are referred to as part of the teaching, learning and reporting processes at the school.

National Aboriginal and Islander Day Observance Committee (NAIDOC) week provided an outstanding opportunity for our school to celebrate these cultures. In 2018, Jannali Public School actively participated in a range of Aboriginal cultural activities, which concluded with a whole school canvas painting which is now proudly displayed in our school hall.

## Multicultural and anti-racism education

Jannali Public School implements procedures consistent with Department of Education policies on multiculturalism and anti–racist education. Classroom programs are culturally inclusive and develop concepts of active citizenship within a diverse and democratic society.

Multicultural education is fostered within a learning culture and environment that recognises and celebrates difference, inclusivity and connectedness. Learning programs and special events promote equity, cultural understanding and harmony. The school participates in Harmony Day activities and respects and acknowledges significant cultural events celebrated by the students and their families.