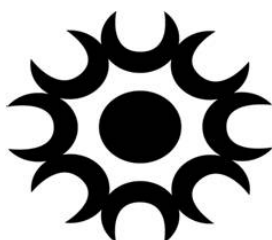


## Jannali East Public School

## Annual Report



2018



4004

## Introduction

The Annual Report for **2018** 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

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# School background

## School vision statement

We will prepare our students to lead rewarding and productive lives in the world community by inspiring and celebrating the achievement of personal best.

## School context

Jannali East Public School is situated in the Sydney suburb of Jannali and has an enrolment of 373 students. There are 15 classes and students come from diverse socio-economic and cultural backgrounds. Additional programs are provided in a number of areas .

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 perseverance, providing students with a range of opportunities and the embedding of technology to enhance learning. A number 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, Buddies and in elected school-based positions. The school is well supported by an active School Council and Parents and Citizens Association who focus on bringing our families together and work in collaboration with the school to promote a sense of community.

## 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 2. 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, survey results indicated that the school was performing at the level of 'sustaining and growing' in most areas, particularly wellbeing, learning culture, curriculum, differentiation, classroom management, assessment and student engagement. The school is committed to Positive Behaviour for Learning which underpins all aspects of teaching, learning and wellbeing. Student learning needs and behaviour are regularly monitored and explicit, consistent support is provided across the school. Student growth is extremely strong, particularly in numeracy. Student assessment has improved significantly and the continuation of formative assessment will be a key project in 2018–20.

In the Teaching Domain, data analysis and teaching were strong as were professional standards and professional learning with the school working at the level of 'sustaining and growing'. Areas of focus (feedback, coaching and mentoring, data literacy and use), where the school is performing at the level of delivering, had been identified for professional learning. Our strength in the area of Teaching has contributed to impressive student growth. Further professional learning in English curriculum delivery and data literacy should provide staff members with a broader range of strategies for identifying specific student understanding across lesson content. All teachers have worked collaboratively to develop personal goals to increase their knowledge and skills in targeted areas. Increased focus on accreditation will necessitate additional professional learning to improve teacher understanding of the process.

In the 16 elements of the Leading Domain the school, evidence showed the school is performing at either delivering or sustaining and growing. Focus group meeting consensus and community survey results indicated that community satisfaction is high, as is community engagement, however, both the P&C and staff would like this to increase. Broader Departmental administrative changes have been challenging and it is hoped that in the future these changes will positively impact the school's administrative systems and processes, and financial management.

Self-assessment processes will assist the school to refine its school plan, leading to further improvements in the delivery of a quality education to 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

### Excellence in Teaching and Learning

#### Purpose

The purpose of **excellence in teaching and learning** is to ensure the delivery of quality teaching in literacy and numeracy by expert teachers who are responsive to individual needs and able to effectively integrate digital technologies so that every student achieves their personal best

#### Overall summary of progress

Improving staff capacity to engage with data and increase student results in literacy and numeracy were goals for 2018 however, the majority of professional learning resources targeted student improvement and staff professional learning in literacy with weekly professional learning in Formative Assessment and teaching writing. Executive staff and project leaders also attended professional learning on Learning Sprints which led to staff participating in structured teaching and learning practices that began with analysis of student achievement data and pinpointing specific areas where students need to improve. Improved goal-setting and more effective measurement techniques to determine student improvement have been the outcomes of professional learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students in top two bands in literacy and numeracy to sustain student growth on internal and external measures	\$3000	<p>Focusing on mathematical language has been a priority and will continue to be in 2019.</p> <p>Numeracy results for 2018 remain steady for Year 3 with most students (59%) in Bands 5 and 6.</p> <p>Numeracy results for Year 5 continued to improve compared to previous years however, it is still an ongoing goal to have an increased proportion of students in the top two bands in numeracy.</p> <p>64% of children in year 5 achieved expected growth in spelling and numeracy</p> <p>ACER results show improvement in number across Years 3–6.</p>
Increased proportion of students in the top two bands in writing with a stretch goal of most students achieving in the top two bands in writing		<p>Premiers Priority of increasing number of students in top two bands is on track at 59%.</p> <p>Increased number of students in top two bands in writing (Year 3 and 5)</p> <p>62% of students in Yr 5 achieved expected growth in writing</p> <p>The school's focus on writing has also impacted upon student results in reading with 77% of students achieving expected growth.</p>
Increased capacity of learners in being able to reflect, deliver, utilise and apply feedback to meet individual learning goals	\$3587	<p>Student work samples show evidence of improvement in writing. Improvements in students' command of English and understanding writing structure have also been evident in public speaking and student presentations.</p> <p>Students' ability to apply feedback is not consistent and will continue to be a focus in 2019–20</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher observations reflections and programs show increasing expertise in evidence-based teaching practices, including the use of digital technologies, in literacy and numeracy	\$3000	<p>Learning Sprints model was used to identify specific areas where students needed support.</p> <p>Analysis of student data assisted teachers to identify areas of focus for teaching and learning, and which areas of the syllabus needed more time on them.</p> <p>Stage rubrics are being developed collaboratively and used for consistent teacher judgement</p> <p>Professional learning has increased confidence, knowledge and capacity of staff to effectively teach literacy. Need to revisit content from this year in 2019.</p>

## Next Steps

Professional learning next year in writing, spelling and reading, and to review the school's English Scope & Sequence . Teaching Spelling and Reading presentation T2– \$2000

Consolidate Focus on Reading (FoR) and embed FoR practices, incorporating new knowledge and skills into English syllabus delivery.

Revisit key messages from writing professional learning from 2018.

Staff to undertake Online Professional Learning (PL) through NESA – Narrative Writing – no cost – 12 hours registered PL in 2019, followed by Persuasive Writing in 2020

In 2019 there will be a greater focus on Mathematics. Review of the school's scope and sequence for Mathematics is needed (in light of areas consistently identified as needing more teaching time). Staff will use the Learning Sprints protocol and begin to use the Learning Progressions to assist them in planning targeted student learning experiences.



## Strategic Direction 2

### Engaging the Community

#### Purpose

The purpose of **engaging the community** is to develop a culture of trust based on quality communication and deep parent/carer awareness of curriculum, school processes and our goal to improve learning for all students.

#### Overall summary of progress

P&C and school data showed a significant increase in community involvement in school activities. Responses to surveys, both online and via paper, also showed an increase in participation. The school achieved their goal of establishing a Fathering Project Group which successfully held five events during the year. The school's Facebook page was developed and regular postings ensured the community were provided with a snapshot of activities in which the children were involved. The school's new website was established by the Department however, it continues to be a challenging platform upon which to upload images. The school, with the support of the chaplain/wellbeing officer, provided opportunities for parents to attend workshops on a range of topics and these were well-attended.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of parents/carers participating in school/P&C community engagement activities	\$3000	Facebook platform being accessed by community. 100% of survey respondents wanted Facebook and eNews communication to continue.  There has been a 40% increase in the number of survey respondents compared to 2017.  Community members stated through the survey that they can see the P&C and school have tried to increase involvement of the community.
The school is recognised as responsive to local needs (through survey data, focus group meetings) by its community	\$5765	Community survey showed that Aboriginal cultural activities are highly valued  Tell Them From Me (TTFM) data showed Aboriginal students believe that the school values and has an understanding of Aboriginal culture.  More than 60% of parents/carers state they have been involved in or asked for their input by the school to shape the school's future directions.
Successful introduction and continuation of the Fathering Project	\$200.	Goal of having established a "Fathering Project" Group at Jannali East has been achieved. A number of events have been held this year. Final Fathering Project event had over 35 parents and 60 children attend.  Good support from JEPS P&C Canteen and Community Engagement team with catering which has assisted in the success of the Project.  Only a small number of responses to the questionnaire trying to identify skills/talents in the community.

#### Next Steps

To maintain the Fathering Project (Janna East Father Figures – JEFFS) Group, check in early Term 1 2019 with John

Kirkland and JEFFS Group. Need to plan ahead of time for Fathering Project events. Suggest Term 1 2019 – a gardening afternoon.

Increase ways in which parent/carers can be "brought into the classroom by virtual means"

Continue to provide opportunities for families to be involved in the school and develop a greater understanding of the school by promoting information sessions, workshops and social events.

### Strategic Direction 3

#### Engaging and empowering learning

#### Purpose

The purpose of **engaging and empowering learning** is to improve the learning capacity of students, staff and leaders. Developing a growth mindset empowers all learners to engage positively with their own learning so that improvement is continuous, responsive to assessment and feedback, and motivated by student needs and individual learning goals.

#### Overall summary of progress

Staff began the delivery of the SSAT Embedding Formative Assessment professional learning and literacy project. Combined, these provided the majority of the professional learning for 2018. Changes in practice are evident; staff are supported by and demonstrate an improved ability to be able to more effectively analyse student achievement data, deliver feedback to students and colleagues, and to reflect on their practice. Teachers are better able to deliver specific feedback and most understand the giving of feedback forms the foundation of a culture of growth however, this continues to be an area where the school can further improve.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching and learning programs show assessment is used flexibly and responsively as an integral part of daily teaching and learning	\$1000	Teachers are beginning to implement Formative Assessment (FA) techniques when programming, planning and in lesson delivery and reflection.
Staff and student data provides evidence of a change in practice		Teachers have applied given feedback and used it to improve pedagogy – evident in most classes.  The giving of feedback has been accepted as a part of a culture of growth however, needs to included in lessons with greater consistency.  FA techniques and language are incorporated into lesson planning.
Data shows most students achieving stage outcomes and /or self-designed learning goals		Students are developing the knowledge and skills to be able to reflect on their learning. They are beginning to understand why the FA techniques are being used.
Increased proportion of staff giving, receiving and reflecting on quality feedback from colleagues that improves professional practice and student learning outcomes		Teachers have observed colleagues and delivered honest and goal-driven feedback.  The giving of feedback has been accepted as a part of a culture of growth.

#### Next Steps

Staff survey regarding Feedback is required to determine what changes are needed.

Focus for QTSS was on kindergarten to support new colleagues with classroom management.

Revisit Growth Mindset language with staff and students

Support SASS staff in the development of PDPs.

Need to encourage staff self-improvement that incorporates wellbeing.



Staff to complete the Formative Assessment end of year review. Strategic direction team to collate data from the end of year review and compare with results of survey from the beginning of the year.

Most teachers are confident in implementing Formative Assessment techniques in their everyday teaching however, need support/ideas on how to assist students in being able to reflect on their learning. This may link to the Feedback Project concept/goals.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$6 700	<p>Aboriginal and non-Aboriginal students enjoyed a number of opportunities which aimed to increase their awareness of Aboriginal culture.</p> <p>A visit from the Koomurri team and local artist and elder, Aunty Deanna Schrieber, enabled students to acquire hands-on experiences to learn about music, dance, painting history and artifacts.</p> <p>Personalised Learning Pathways (PLPs) developed and implemented. Regular meetings with families to identify progress and key areas of need.</p> <p>AECG meetings attended by staff. Information brought back to the school and shared with staff.</p> <p>NAIDOC activities – K-6</p> <p>Koori Art Expressions Exhibition – three classes had works exhibited in the exhibition</p> <p>Day at Endeavour High school at the end of the year enabled Aboriginal students from different schools in the area to get together share stories, learn together and make connections.</p> <p>SCOUT data shows Aboriginal students are achieving at similar levels similar to non-Aboriginal peers</p> <p>Student recognition at Deadly Awards</p>
<b>English language proficiency</b>	\$23 000	<p>Students receiving English as Second Language or Dialect support showed steady progress.</p> <p>PL in English and Mathematics focused heavily on sentence structure and vocabulary development which has assisted students to acquire the language needed to support them in understanding content and completing curriculum requirements.</p> <p>improved students outcomes were the result of regular small group instruction and improved whole class programming.</p>
<b>Low level adjustment for disability</b>	\$106 000	<p>Increased Learning and Support Teacher time each week.</p> <p>LaST support provided to staff to build capacity on a daily basis.</p> <p>LaST support for transition programs (preschool to primary, primary to high school), attending transition meetings (daily during Terms 3 &amp; 4)</p> <p>LaST attendance at PLP/IEP meetings (Terms 1 &amp; 4) – integral to supporting</p>

<b>Low level adjustment for disability</b>	\$106 000	<p>students and staff in the implementation and evaluation of IEPs/PLPs which has also included liaison with specialist staff.</p> <p>SAS implementation – successful implementation of social skills program and providing teacher and parent/carer feedback on a weekly basis. Success evidenced by students' ability to draw on the skills used in times of need.</p> <p>Students receiving individual or small group support (Mini Lit, BOOST group, Intensive Reading Support) each achieved personal milestones.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>		<p>Structure of QTSS time was better and more effectively utilized this year.</p> <p>Staff undertook observations (linked both to formative assessment/feedback and requirements of PDPs) and participated in follow up feedback meetings.</p> <p>The focus of QTSS time was on Early Stage 1 and Stage 1 staff and their respective supervisors/mentors and LaSt.</p>
<b>Socio–economic background</b>	\$12 000	<p>Intensive literacy groups across Stages 1 and 2..</p> <p>SLSO support in implementation of MiniLit program.</p> <p>Need for additional time / increased number of volunteers to support as many students as possible and to provided continuity of support for students coming off intensive reading support programs in 2019</p>
<b>Support for beginning teachers</b>	\$17 548	<p>Beginning teachers had reduced responsibilities and teaching loads. They had the opportunity to take on additional roles within the school if they wished, supported by an experienced colleague.</p> <p>Additional release time to upskill teachers and to provide time with mentors/supervisors. Areas covered and tasks undertaken included – undertaking assessments, reporting, formative assessment, writing, developing Individual Education Programs and PLPs, learning support, behaviour management, collegial collaboration and curriculum implementation.</p> <p>Opportunities provided for staff to visit other classrooms, undertake observations and participate in feedback meetings.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	169	180	194	202
Girls	164	169	170	172

The school continued to see growth in enrolments with the total school population at the end of the year at 373 students.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	97	96.2	96.9	96.7
1	95	93.8	94.7	96.3
2	94.6	95.5	94.6	96
3	96.2	95.7	96.6	95.7
4	95.2	96.2	96.7	94.8
5	96.7	96.8	97.1	96.1
6	95	96.8	96	93.7
All Years	95.7	95.8	96	95.6
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

Students are expected to attend school every day unless they have a valid reason as per the Attendance Policy. Non-attendance is followed up by the school. Students whose attendance is causing concern are referred to the Home School Liaison Officer.

The Home School Liaison Officer visits the school regularly during the year to check on student attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.85
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.82

\*Full Time Equivalent

Reporting of information for all staff must be consistent with privacy and personal information policies.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2018 there were no permanent staff members who identified as Aboriginal. Casual teachers who identified as Aboriginal were employed on a number of occasions throughout the year.

At the end of the year we celebrated and acknowledged the committed service to public education of three long-standing staff members; Mrs Edwards, our Teacher-Librarian who retired at the end of the year, and Mrs Ward and Mrs Melrose, who were classroom teachers and both moved north to Queensland and Byron Bay respectively.

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Professional learning opportunities were provided to all staff through weekly professional learning meetings and development days. Staff members participated in mandatory online training and also attended workshops, professional learning network meetings and conferences covering topics such as; child protection;

code of conduct; technology; Aboriginal education, visual arts, CPR and emergency care, working with students requiring adjustments, Formative Assessment, Improving students' writing, Positive Behaviour for Learning (PBL); teaching students with autism; spelling; SSSMF choir; beginning teachers meetings, executive meetings, supporting students with dyslexia; gifted and talented students, and Learning and Support.

Staff also attended meetings and participated in in-school professional learning to develop their skills and knowledge of implementing Seven Steps to Writing and Effective Feedback – students and staff. Specialist staff attended professional learning to support their unique roles in the school. These included attendance at the Sutherland Shire Teacher–Librarian Network Meetings; PSSA meetings, and Learning Support Team Network Meetings. In total, the school committed \$11203 towards teacher professional learning in 2018.

All staff completed their Personal Development Plans and all achieved at least one of their goals. The school professional learning programs supported both individual goals and school priorities. In 2018 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

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	209,674
<b>Revenue</b>	3,491,191
Appropriation	3,065,261
Sale of Goods and Services	2,845
Grants and Contributions	418,399
Gain and Loss	0
Other Revenue	0
Investment Income	4,686
<b>Expenses</b>	-3,298,834
Recurrent Expenses	-3,298,834
Employee Related	-2,736,248
Operating Expenses	-562,586
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	192,357
<b>Balance Carried Forward</b>	402,031

School finances are managed by the principal, school executive and School Administration Manager. School finances and large expenditure is discussed at School Council meetings and reported to the P&C regularly.

Money is set aside to fund programs for improving student outcomes in literacy and numeracy, and to support students with additional needs. This includes committing funds to provide professional learning for teachers, which enhances learning opportunities for every child.

Significant funds were used to replace three interactive whiteboards during the year and an additional \$22 000 has been set aside to replace another three in 2019 as well as to increase the school's suite of Chromebooks.

The school is committed to improving and extending the playground at the rear of the school over the next three years. The Jannali East P&C and Jannali East Before and After School Care have worked in collaboration with the school to fund this project which will go to tender next year.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,531,830
Base Per Capita	70,386
Base Location	0
Other Base	2,461,443
<b>Equity Total</b>	132,453
Equity Aboriginal	7,272
Equity Socio economic	12,400
Equity Language	23,533
Equity Disability	89,248
<b>Targeted Total</b>	158,939
<b>Other Total</b>	110,899
<b>Grand Total</b>	2,934,120

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. Most students in years 3 and 5 succeeded in gaining results in the top two bands in literacy and numeracy with 59% of students achieving the Premiers' Priority goal.

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.

In literacy, year 3 results showed students were above the state average in most areas of proficiency with 70% of students in year 3 achieving scores in the top two bands in reading. In spelling, 66% of students achieved results in the top two bands and 58% in writing.

Growth in literacy across year 5 was excellent with 62% of students achieving expected growth in writing and 64% of students achieving expected growth in spelling.

Students in year 3 performed well in numeracy with 59% achieving in top two bands. 64% of students in year 5 achieved expected growth in numeracy however, only 46% were achieving in the top two bands.

Value added data places the school at the level of 'sustaining and growing'.

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.>

*Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

Overall, students in years 3 and 5 identifying as Aboriginal performed at a similar level as their non-indigenous peers.

## Parent/caregiver, student, teacher satisfaction

The survey completed by all teachers indicated staff felt the school was placed at 'sustaining and growing in all areas of "learning culture" and that teachers believed that student wellbeing, curriculum and high expectations were strong elements of our school culture.

Areas for improvement identified in the teacher survey included use of formative assessment, reporting, and the provision of feedback.

In 2018, data literacy and formative assessment were identified as possible areas to look at improving in a combined project.

Student surveys were completed by children in Years 2–6. Students generally felt that the school is welcoming of new ideas and over 80% thought the school praised or rewarded students who were successful. Over 80% of respondents thought the students were the school's main concern and thought they received adequate feedback regarding their progress. More than 90% of students stated they were proud of their school and felt the school encouraged them to do their best. Students stated they received regular feedback..

Surveys and focus group meetings were used to obtain information regarding school performance and satisfaction. Feedback from the school community showed that parents and carers felt welcome and



happy about the school and the programs it offered. Areas where the school could improve were in communication and community involvement in school activities. Only 78% of parents/carers reported that they were involved in school committees and a large proportion of respondents stated they were involved in school activities only once or twice per year. These are areas that will inform the school plan and strategic directions for the next three years.

Harmony Day was acknowledged on March 21. This event celebrates the cohesive and inclusive nature of Australians. On this day our students were involved in activities to help them to understand how Australians of different backgrounds live together however, the philosophy of inclusivity is pervasive across the school and forms a framework that encapsulates all that the school does .

## 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 Aboriginal and Torres Strait Islander histories and culture.

English programs from Kindergarten to Year 6 incorporate an Aboriginal perspective. Students in both Stage 2 and Stage 3 learnt about important milestones in Aboriginal political history and the people who have made significant contributions to Australia. Aboriginal students continued to develop and work through their individualised learning plans.

During a visit from the Koomurri team, students learnt about the science behind the boomerang and the didgeridoo. They also listened to stories and songs. In Term 3 and 4, Aboriginal students participated in two special days where they were able to bring a non-Aboriginal friend. The first, a workshop funded by Cronulla Sharks Rugby League Club and held at school, was led by local artist and elder Aunty Deanna Schreiber who taught students about Aboriginal song, dance and art. The second was a day in the Royal National Park learning more about culture and students were again able to bring along a non-indigenous friend.

Staff members attended local AECG meetings to strengthen links with our indigenous leaders.

At school we continue to begin all formal occasions with an Acknowledgement of Country and sing three verses of the national anthem, including one verse sung in the local Dharawal language.

### Multicultural and anti-racism education

At Jannali East Public School we appreciate and celebrate multicultural diversity. Students from all cultural, religious and language backgrounds are encouraged to express and share their individual cultural heritage. Approximately 30% of the students come from a 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, respect, and acknowledge the cultural celebrations of various peoples throughout the year.