

Jannali Public School

2019 Annual Report



3829

Introduction

The Annual Report for 2019 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.

School contact details

Jannali Public School
107-121 Sutherland Road
JANNALI, 2226
www.jannali-p.schools.nsw.edu.au
jannali-p.school@det.nsw.edu.au
9528 9315

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

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.

Improvement Measures

Raise positive TTFM student survey responses in the areas; challenged in learning and motivated in learning.

Change in pedagogy, reflecting the 4C's, is demonstrated through observations, surveys and student work samples.

Students demonstrate creativity, communication, collaboration and critical reflection across all Key Learning Areas.

All students understand and follow PBL expectations reflected through observations and surveys.

Reduced behaviour referrals in Sentral.

Progress towards achieving improvement measures

Process 1: 4C's Project

Project: Students develop and implement skills in communication, collaboration, critical reflection and creativity within all Key Learning Areas.

Focus Areas

- Working Mathematically
- STEAM– Enrichment
- Film making/Filmpond

Evaluation	Funds Expended (Resources)
<p>All staff have altered their pedagogical approach to build their capacity in teaching and learning experiences. They have demonstrated their ability to authentically embed 4C's within their lessons with a future focused approach.</p> <p>Staff have positively responded to our 4C transformative learning. We have observed an increase in teacher autonomy and consistency in the classrooms. Our work environment is collaborative and teaching staff feel valued. Staff have adapted their professional learning school wide to ensure consistency in practice.</p> <p>Strong professional relationships have been established through our engagement with our community of schools. This has enabled a richer and deeper discussion with other experts in education, in improving and reflecting on our schools vision.</p>	<p>Professional Learning conducted throughout the year.</p> <p>Human resource– to ensure Project Teams could regularly meet.</p>

Process 2: Wellbeing Project

Positive behaviour strategies are implemented K–6 to ensure students connect, succeed and thrive.

Focus Areas

- Positive Behaviour for Learning (PBL)
- Bounce Back
- Staff Wellbeing

Evaluation	Funds Expended (Resources)
<p>JPS staff have engaged in Professional learning on the topics of wellbeing and PBL. These were completed over the duration of the year and involved</p>	<p>Funds utilised to send staff to Professional learning, employ casuals</p>

Progress towards achieving improvement measures

many professional discussions and sharing of successful ideas from other schools within our region. These experiences have given teachers a sense of motivation and further understanding of the concepts in order to build upon student wellbeing.

Parent's have actively engaged in an information session lead by our schools PBL coach mentor. Teachers use collaborative planning time to collect data, build resources and share ideas.

Expectations of behaviour have been co-developed with students, staff and the community. They are designed to ensure effective conditions of learning. They are explicitly, consistently and supportive applied across the school. Throughout the teaching of these explicit expectations students were made aware and can now identify a staff member that they can confidently turn to for advice and assistance at school.

The school has organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

JPS has adopted a planned approach –the school collects, analyses and uses data including valid and reliable student, parent and staff surveys and feedback to monitor and refine a whole school approach to wellbeing and engagement to improve learning.

Individual learning needs were addressed with well developed evidence-based approaches, programs and assessment processes identify regular monitoring and review individual student learning needs.

Successful trials done for dojos to give an indicator to where our next steps are for fast and frequent whole school reward system and PBL signage quotes received, to move to reinforce expectations through a visual means and referral for staff.

Using the collected data, the wellbeing project team are developing lesson plans that can be differentiated. These have been done in according to the PBL professional learning suggestions using video modelling. Also incorporating successful lesson plan examples from partnering schools.

to cover collaborative planning time and have guest speakers at parent information evenings.

Cover organised to allocate time to teachers to analyse data.

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.

Improvement Measures

All students make progress against the literacy and numeracy progressions.

Students know what they are learning, where they are going next and know how to get there reflected through student surveys.

100% of teachers use formative assessment practices in their teaching of literacy and numeracy, reflected through teacher observations and surveys.

100% of teachers to participate in professional learning projects.

Teachers successfully meet personal goals as supported by evidence and the PDF.

Progress towards achieving improvement measures

Process 1: Formative Assessment Project

Using research informed pedagogy, this project is designed to enhance teacher's formative assessment practices in order to improve literacy and numeracy outcomes for all students.

Focus Areas

- Feedback
- Visible Learning practices

Evaluation	Funds Expended (Resources)
<p>Staff have been working together in the areas of evaluative practice, collaborative community, 4C project and wellbeing project. We have put in to place processes of evaluation, mid-year reviews to develop 2020 milestones.</p> <p>All staff are familiar and have implemented the standardised assessments for JPS as per scope and sequence that was developed in 2018.</p> <p>All staff commenced training in PLAN2 and SCOUT to input data and track learning.</p> <p>All staff participated in PL's for 4C with a community of schools and staff members ran a staff development day PL in collaboration with other schools. Teachers have implemented the 'Wheel of Disposition' in their pedagogy across the curriculum.</p> <p>Administered TTFM survey to years 4–6 and collected feedback from this.</p> <p>The evaluative practice team have implemented our literacy data wall. All staff using literacy data wall to monitor reading targets.</p>	<p>Professional Learning.</p> <p>Casuals to cover teaching staff attending Professional Learning.</p>

Process 2: Collaborative Classroom Practice

Collaborative classroom practices, including collaborative programming, assessment and reporting, will ensure consistency, enhance teaching and learning programs and increase student outcomes K–6.

Focus Areas

- Quality Teaching Rounds
- Collaborative stage meetings

Progress towards achieving improvement measures

- Process 2:**
- Data collection and analysis
 - Consistent assessment and reporting practices

Evaluation	Funds Expended (Resources)
<p>Staff have been working together in the areas of evaluative practice, collaborative community, 4C project and wellbeing project. We have put in to place processes of evaluation, mid-year reviews to develop 2020 milestones.</p> <p>The evaluative practice team have implemented our literacy data wall. All staff using literacy data wall to monitor reading targets.</p>	

Strategic Direction 3

Collaborative Community

Purpose

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

Improvement Measures

TTFM survey results indicate our school community is aware of and engaged in the school vision.

Increased parent attendance at assemblies, community days and other events.

All teaching staff utilise future focused engagement tools to communicate with parents within their classrooms.

100% staff engaged in external professional learning communities.

Increased Kindergarten enrolments.

Progress towards achieving improvement measures

Process 1: Shared Vision

All members of the school community will share a vision of success within Jannali PS.

Focus Areas

- Marketing/branding

Evaluation	Funds Expended (Resources)
It is clear that feedback is genuinely valued and used to drive continuous improvement. Jannali Public School has an active Parents and Citizens (P&C) Association consisting of parents, teachers and interested citizens who work together to promote the interests of the school and the children who attend the school. They meet twice per term, with executive staff members attending all meetings. The P&C are highly valued members of the Jannali PS school community, with the meetings further supporting a connected school community. The P&C greatly value their consultative role within the school and demonstrate a commitment to the 2018–2020 School Plan. This is confirmed through their own three year strategic plan, which has been developed directly from the JPS model.	Promotional materials. Running orientation program.

Process 2: Future Focused Engagement Tools

School community members will be engaged in all aspects of school life through authentic communication and collaboration using future focused engagement tools.

Focus Areas

- Parent forums
- Classroom connections

Evaluation	Funds Expended (Resources)
After collecting and analysing feedback from parents, it was evident that Facebook and Enews were a preferred method of communication. As a result, staff were trained in using the school Facebook page to engage and communicate with parents and the community. We established a roster which enabled all staff to regularly contribute to the facebook page, sharing information about their class and students which was highlighted as a priority	Subscription to eNews and SENTRAL communicative applications.

Progress towards achieving improvement measures

from the JPS community. A culture of celebrating student success was established and 'student of the week' is now posted weekly. We have continued to post the weekly update which was highly valued by parents and the community. To ensure consistency, we established Enews as our main channel of communication, updating the parents and community with important information, reminders and school notes.

Process 3: Successful Transitions

Strong connections are developed, maintained and strengthened with local preschools and the Heart of the Shire Community of Schools (HOTSCOS).

Focus Areas

- Preschool links
- High school links

Evaluation	Funds Expended (Resources)
Preschool connections were reinforced through many events throughout the year. Jannali Preschool attended the Book Parade (approximately 100 pre-schoolers), Passport Play date, Ready, Set, Go Transition Day and various other visits throughout the year (Preschool visit program in Term 2).	Resources for Passport Day. Video Production.

Process 4: Professional Learning Communities

All staff members are engaged in meaningful professional learning within a larger network of like-minded schools, enhancing professional practice school wide.

Focus Areas

- Southern Sydney Governance Group
- Transformative Learning 4C Network
- BETA
- 3 Rivers 4 Learning

Evaluation	Funds Expended (Resources)
Various Professional Learning and initiatives were undertaken and implemented by Jannali Public School staff and Implementation of school projects led by project teams. including:4C network, SSGG (Southern Sydney Governance Group), Quality Teaching Rounds, Happiness Helpers, 3 Rivers 4 learning Network, Growth Coaching, HOTSCOS Community of Schools, PBL Network Learning Progressions	Professional Learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Source: Aboriginal background loading Total	Student assessment data is regularly used to plan for interventions of support and differentiate learning experiences.
English language proficiency	Funding Source: English language proficiency	Student assessment 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. 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 Total	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)	Collaborative planning time was timetabled to set whole school goals with a focus on improving Literacy and Numeracy outcomes. Student reading data was collected and collaboratively analysed across the school to assess the growth of students' reading skills.
Socio-economic background	Funding Source: Socio-economic background	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	Beginning Teacher Professional Learning 3 Rivers for Learning upskilling and building capacity of our newly Proficient teacher leaders.	Beginning Teachers were supported through timetabling and given their allocated Relief from face to face teaching, of an extra hour per week. Beginning Teachers were sent to targeted Professional learning for Beginning teachers to assist them with understanding the accreditation process, wellbeing, behaviour management and reflective teaching and learning. This resulted in 3 out

<p>Support for beginning teachers</p>	<p>Beginning Teacher Professional Learning</p> <p>3 Rivers for Learning upskilling and building capacity of our newly Proficient teacher leaders.</p>	<p>of 5 beginning teachers obtaining their Proficient accreditation level, as well staff capacity to progress in their careers with two of our beginning teachers successfully undertaking executive roles in Semester Two. Teaching staff have</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Funding Source: Support for beginning teachers Total</p>	<p>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.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	66	65	74	74
Girls	69	70	64	67

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.9	96.2	95.6	96.4
1	98.2	97.1	95.2	93.1
2	97.6	96.4	93.7	92.7
3	97.6	98.1	98.4	94.4
4	95.7	96	94.7	94.6
5	92.7	95.9	92.9	93
6	93.4	96.1	95.3	94.3
All Years	96.1	96.6	95.1	94.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.79
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	185,450
Revenue	1,740,457
Appropriation	1,601,924
Sale of Goods and Services	124
Grants and contributions	136,196
Investment income	2,212
Expenses	-1,814,154
Employee related	-1,489,066
Operating expenses	-325,089
Surplus / deficit for the year	-73,698

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	96,751
Equity Total	83,934
Equity - Aboriginal	3,001
Equity - Socio-economic	9,951
Equity - Language	9,628
Equity - Disability	61,353
Base Total	1,194,306
Base - Per Capita	32,380
Base - Location	0
Base - Other	1,161,926
Other Total	85,993
Grand Total	1,460,984

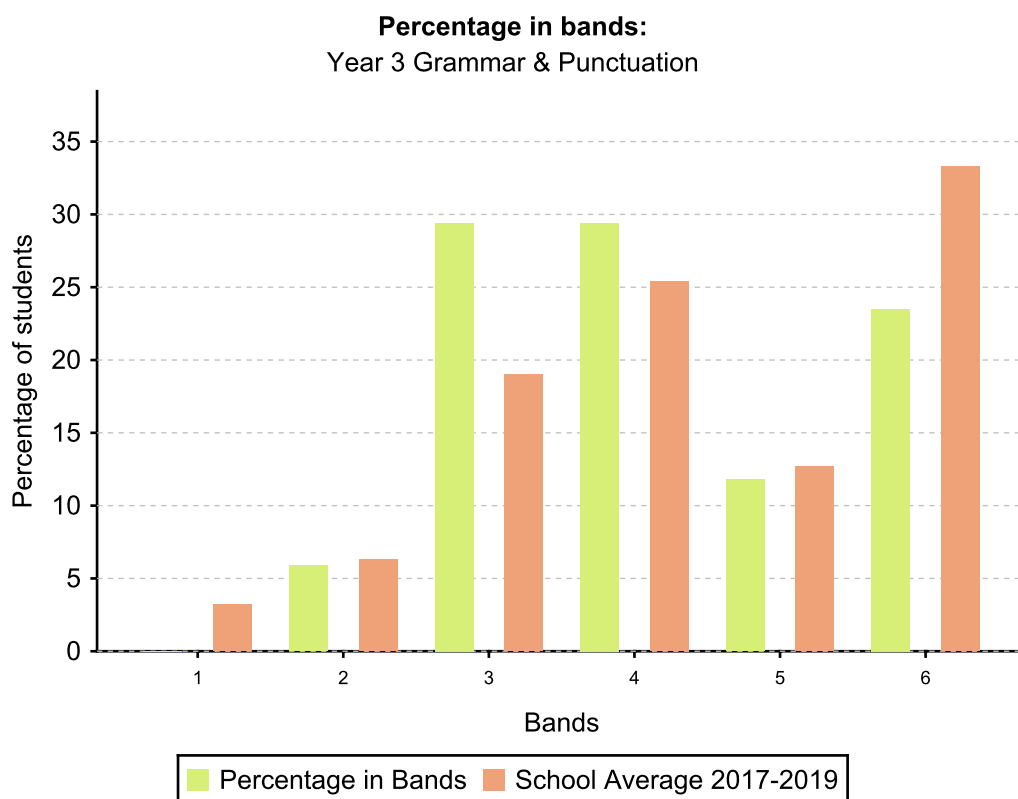
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

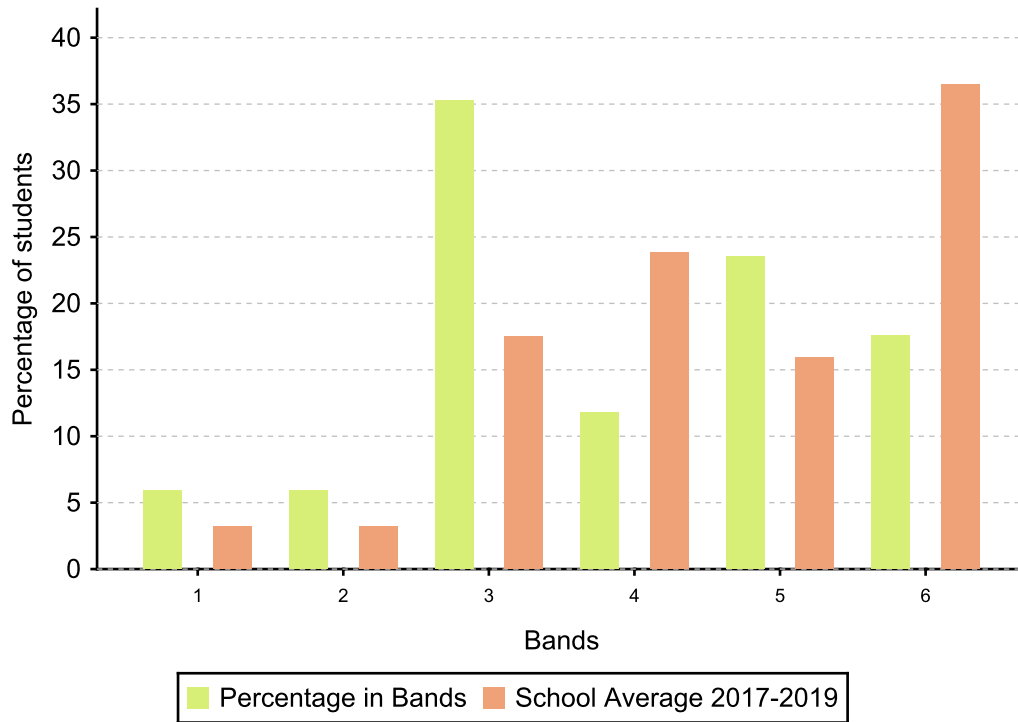
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



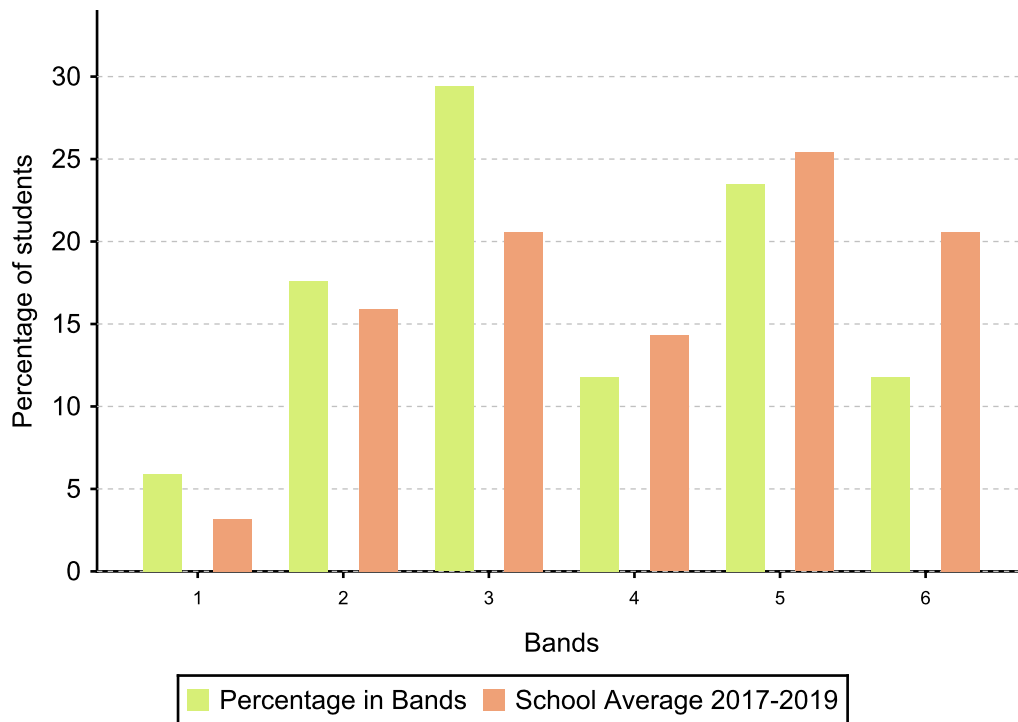
Band	1	2	3	4	5	6
Percentage of students	0.0	5.9	29.4	29.4	11.8	23.5
School avg 2017-2019	3.2	6.3	19	25.4	12.7	33.3

**Percentage in bands:
Year 3 Reading**



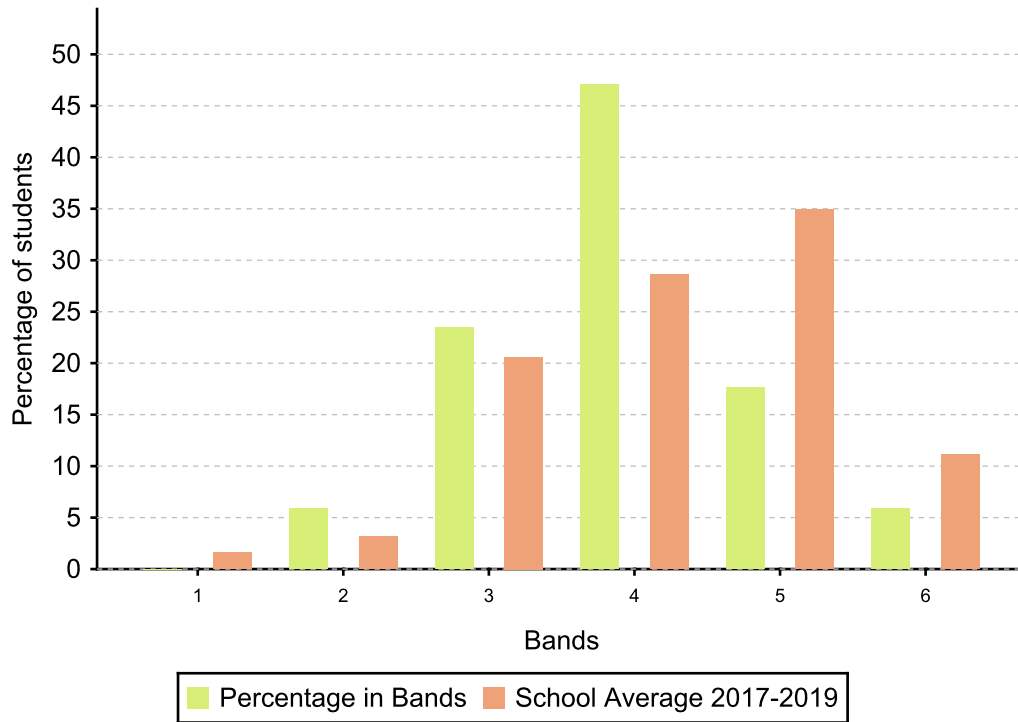
Band	1	2	3	4	5	6
Percentage of students	5.9	5.9	35.3	11.8	23.5	17.6
School avg 2017-2019	3.2	3.2	17.5	23.8	15.9	36.5

**Percentage in bands:
Year 3 Spelling**



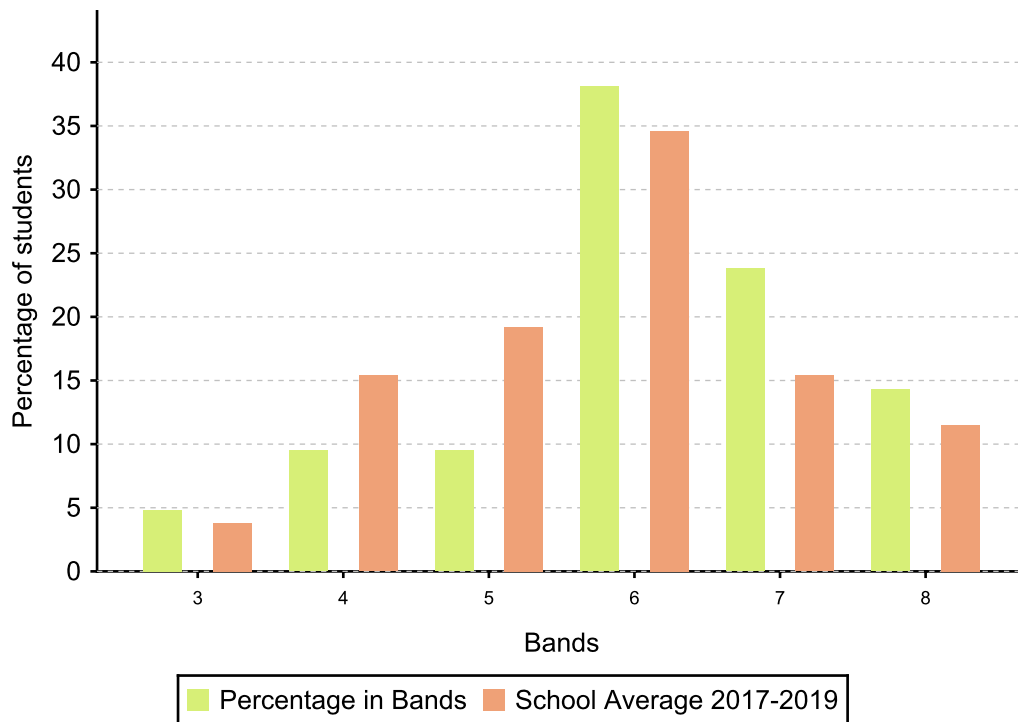
Band	1	2	3	4	5	6
Percentage of students	5.9	17.6	29.4	11.8	23.5	11.8
School avg 2017-2019	3.2	15.9	20.6	14.3	25.4	20.6

Percentage in bands:
Year 3 Writing



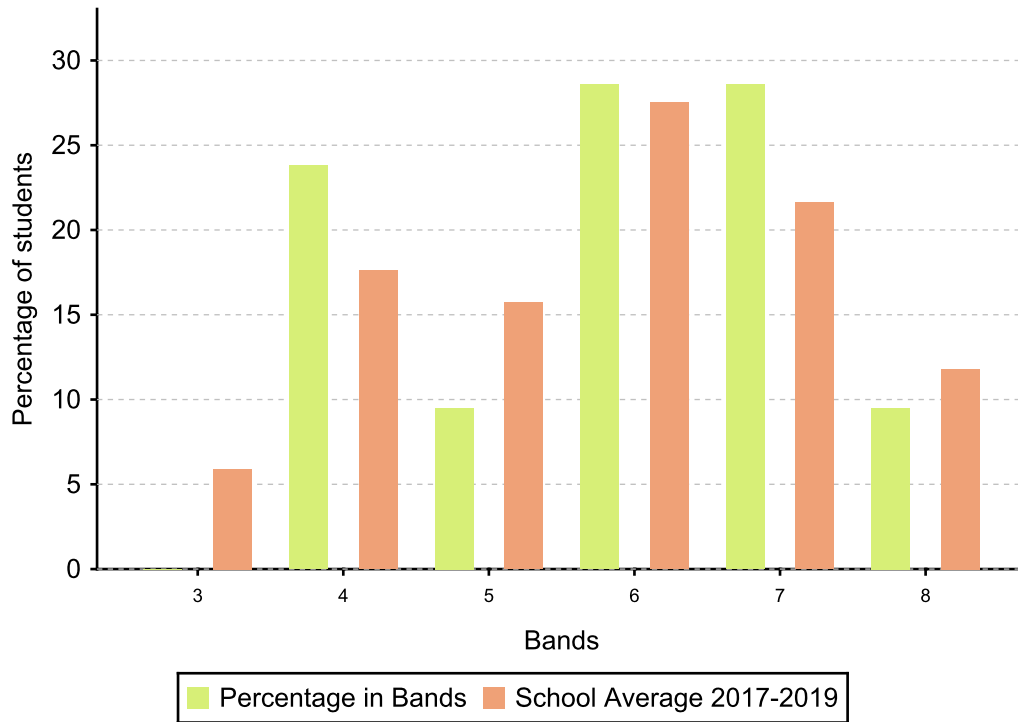
Band	1	2	3	4	5	6
Percentage of students	0.0	5.9	23.5	47.1	17.6	5.9
School avg 2017-2019	1.6	3.2	20.6	28.6	34.9	11.1

Percentage in bands:
Year 5 Grammar & Punctuation



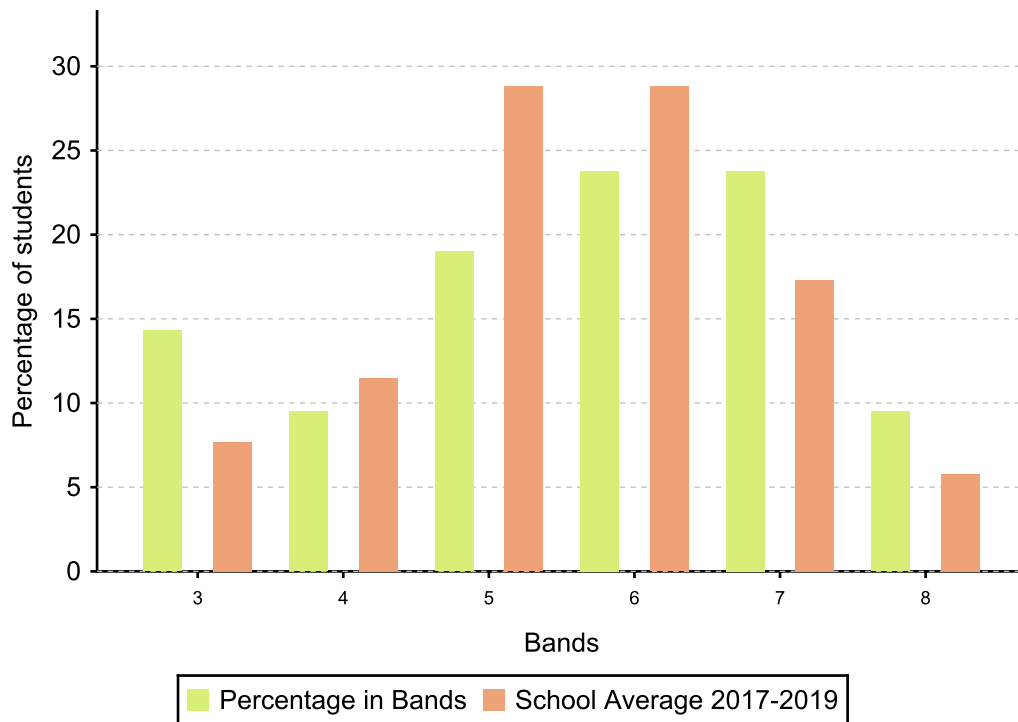
Band	3	4	5	6	7	8
Percentage of students	4.8	9.5	9.5	38.1	23.8	14.3
School avg 2017-2019	3.8	15.4	19.2	34.6	15.4	11.5

**Percentage in bands:
Year 5 Reading**



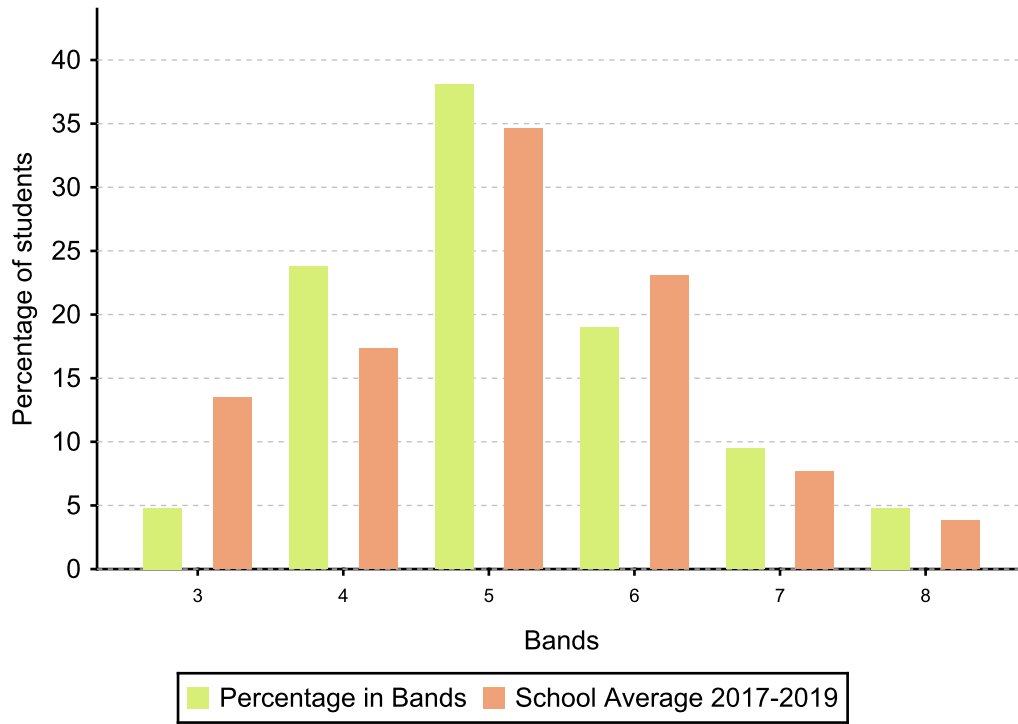
Band	3	4	5	6	7	8
Percentage of students	0.0	23.8	9.5	28.6	28.6	9.5
School avg 2017-2019	5.9	17.6	15.7	27.5	21.6	11.8

**Percentage in bands:
Year 5 Spelling**



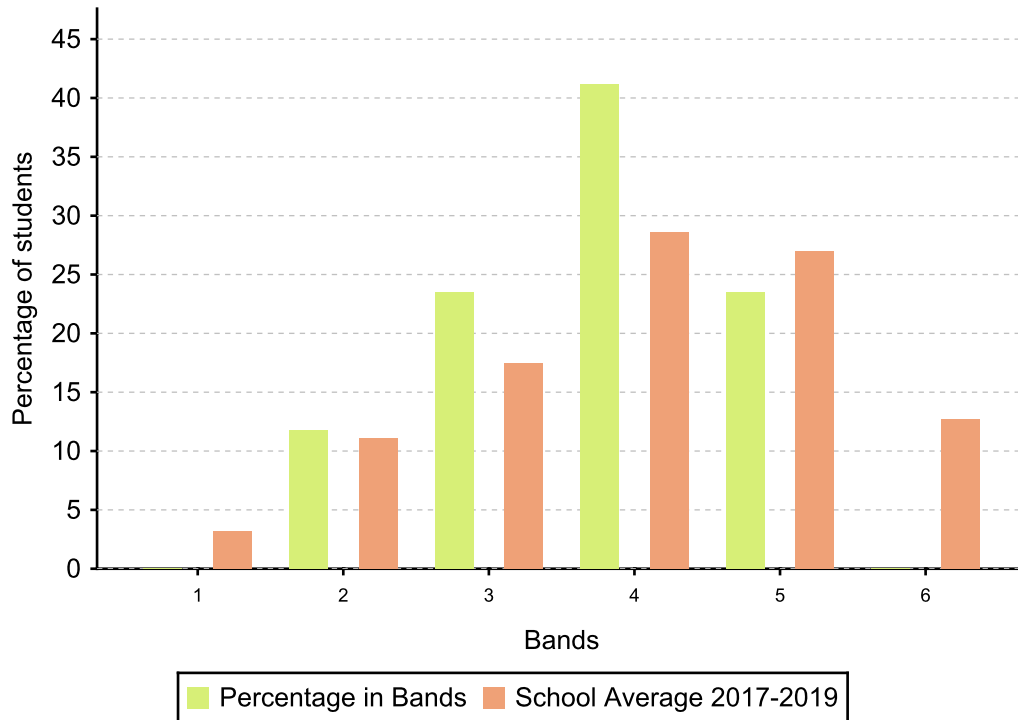
Band	3	4	5	6	7	8
Percentage of students	14.3	9.5	19.0	23.8	23.8	9.5
School avg 2017-2019	7.7	11.5	28.8	28.8	17.3	5.8

Percentage in bands:
Year 5 Writing



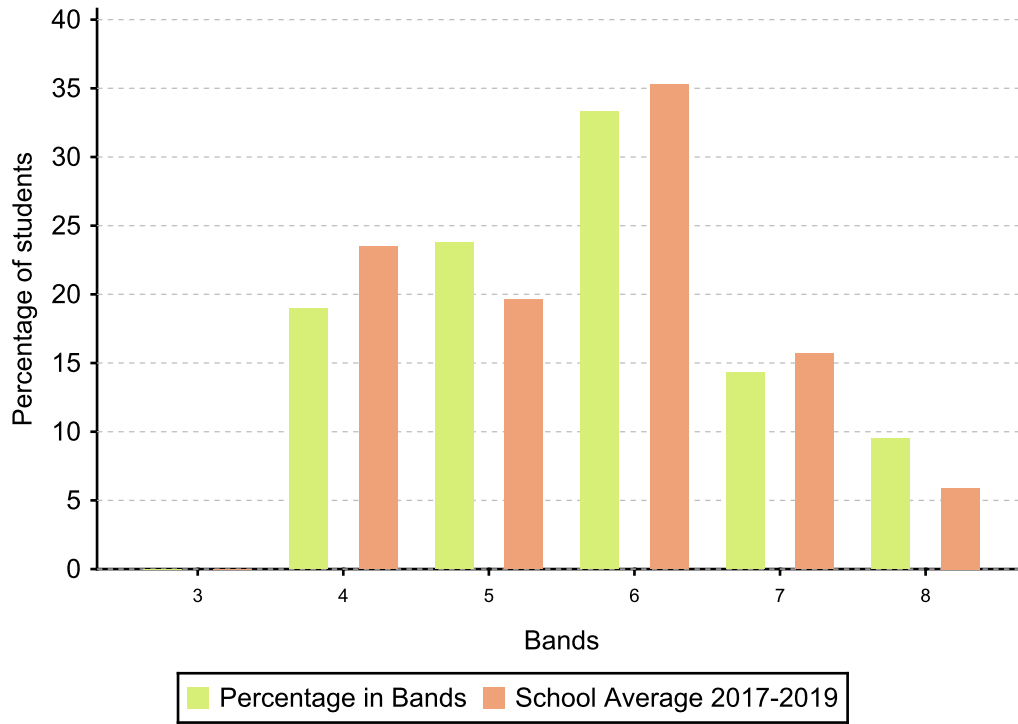
Band	3	4	5	6	7	8
Percentage of students	4.8	23.8	38.1	19.0	9.5	4.8
School avg 2017-2019	13.5	17.3	34.6	23.1	7.7	3.8

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	11.8	23.5	41.2	23.5	0.0
School avg 2017-2019	3.2	11.1	17.5	28.6	27	12.7

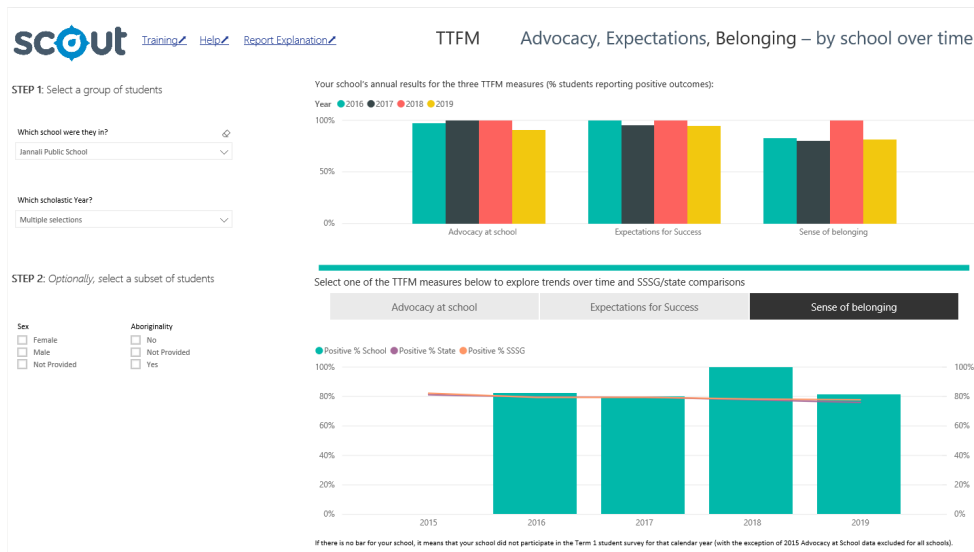
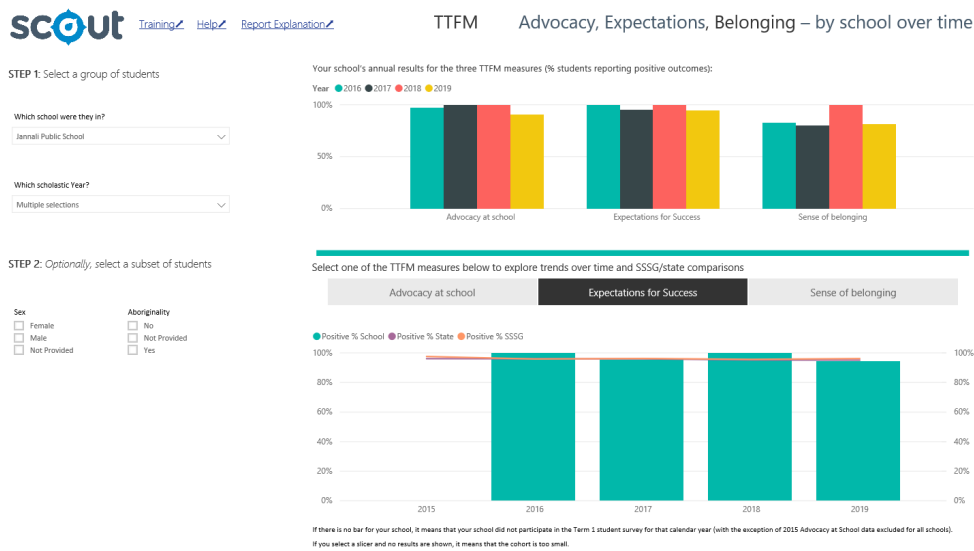
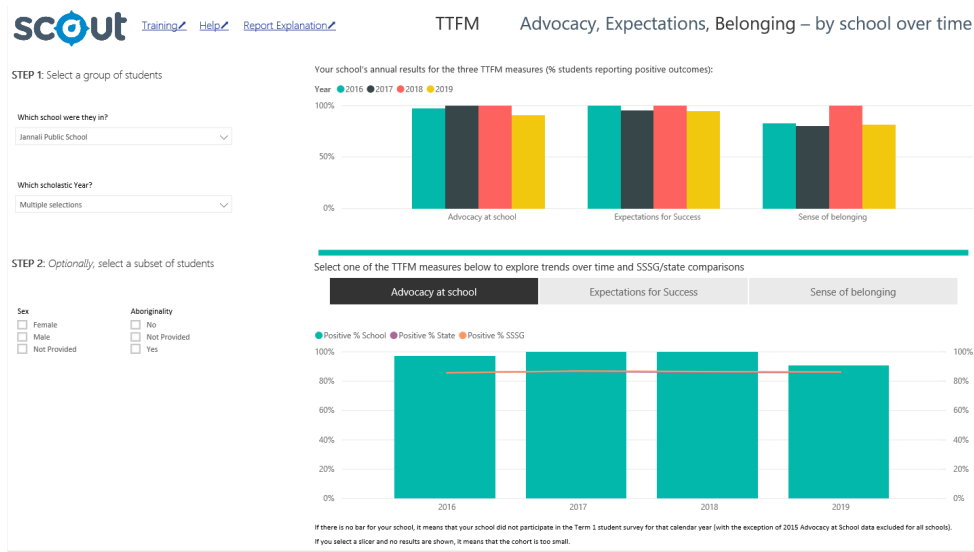
Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	19.0	23.8	33.3	14.3	9.5
School avg 2017-2019	0	23.5	19.6	35.3	15.7	5.9

Parent/caregiver, student, teacher satisfaction

Parent and Staff survey responses were under 5, to which we did not qualify to see the results.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.