

2021 Annual Report

Jannali Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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Message from the principal

As a result of a rigorous situational analysis during 2020, our new school improvement plan (2021-2024) builds on from these strong foundations. We began the first stage of this new plan in 2021 and despite the impact that global COVID-19 had on learning during Term 2 and 3 of 2021, we continued to focus on promoting a shared vision between staff, students and the community, to ensure Jannali Public School's learning culture continues to be one of collaboration, future focused learning and evaluative practice across all areas of learning. We continue to work together to create:

- School-wide practices to promote communication, collaboration, critical reflection across all key learning areas.
- School-wide systems which demonstrate a high performance culture with a clear focus on evaluative practice.
- A proficient and dedicated staff who are enthusiastic about learning and teaching.
- a school culture which embraces the moral, ethical, cultural, physical and emotional values in our students. Once again throughout 2021, we proved our resilience and optimism by overcoming or adjusting to the resulting challenges. We embraced the flexibility required in transitioning to online learning and appreciated the importance of maintaining trusting relationships and effective communication between students, staff and our community, during these challenging times

I certify, to the best of my ability, that the information in this report is the result of a rigorous school self evaluation process and is a balanced and genuine account of the school's achievements and areas for development. to acknowledge the dedication of the school executive team and community for their contribution to the collation of this annual report.

Narelle Chaplin

Relieving Principal

Message from the school community

Jannali P&C are a very active group of parents and citizens from the Jannali Public School community. For such a small school we have a very strong community. 2021 continued to challenge the community however, the P & C were still able to support the school community and continue to contribute resources and funds to the school. Jannali Before and After School Centre continued to be open and slowly is recovering from the effect of the previous few years. It was able to remain open for the parents who needed it during the lockdown and the P & C would like to acknowledge the dedication and passion of the staff at the centre and thank them for everything they do. We were able to continue to run the canteen and uniform shop as well even though, at times that looked slightly different including home deliveries of snack packs from the canteen during lockdown. . While we have been limited to what we were able to run, we still managed to run a few events including an art competition and an easter raffle. We continue to be able to support the Wellbeing officer at the school 2 days a week. During 2021 we were also successful in securing a grant to place a new sandpit in the school grounds and that will be happening during 2022. A huge thanks and congratulations to all the students, parents/carers and staff at JPS for your efforts in 2021. It continued to be a time like no other and the community has continued to show its strength and resilience. We are looking forward to reconnecting as a community in 2022 and seeing what we can achieve together..

Message from the students

Jannali Public School is a small school, where every teacher knows your name and students from all grades play together. We have a great playground with beautiful school grounds and feel very privileged attending this school. 2021 was a challenging year with the restrictions around COVID-19 and home learning, however we still felt connected and supported by our teachers and classmates throughout the home learning process.

Some of our favourite memories from 2021 include the sport carnivals, PSSA, debating, dancing, leadership days, Play on Sports Program and PBL fun days. During the home learning period we created videos for our class showing our learning and had the opportunity to Zoom with our class and all teachers from the school during Fun Friday Zooms.

Jannali Public School is a special place and we wish the JPS community all the best in the future.

Xavier C, Kamaniya I, Ruby D and William M

2022 - Elected Student Leadership Team



Student Leaders 2022

School vision

Our vision is to be partners in learning to enhance student growth through building a culture of collaboration and high expectations. Empowering all students to become confident, resilient, self-directed and successful learners.

School context

Jannali Public School is situated in the Sutherland Shire area of Sydney. It is a small school that has steadily increased in enrolments to its current enrolment of 149 students. 14.28% of the student enrolment come from an EAL/D (English as an additional language or dialect) background. The school is supported by an actively involved P & C, who work in partnership with the school to provide facilities such as Before and After School Care (BASC), canteen, uniform shop and to support programs to enhance student learning and Wellbeing.

The school has a community based culture where students, staff and parents work together with the wider community. Our teaching staff are committed to building School Excellence and our vision is to be partners in learning to collaboratively empower all students to become confident, resilient, self-directed and successful learners.

The whole school community was consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. Through our situational analysis, we have identified a need to use data driven practices to inform teaching and learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. Work will take place on developing what works best practices and developing quality assessment tasks and data collection practices and developing greater consistency of judgement within the schools.



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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success. We will further develop and refine data enhanced teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Increasing reading and numeracy growth and attainment

Resources allocated to this strategic direction

Integration funding support: \$94,193.00
Low level adjustment for disability: \$63,867.00
English language proficiency: \$28,252.00
Literacy and numeracy intervention: \$23,544.78
Socio-economic background: \$10,645.25
Literacy and numeracy: \$4,361.00
Professional learning: \$6,962.51

Summary of progress

In 2021, we introduced consistent assessments including bench marking, multi-lit, quality reading programs, phonics, check-in assessment and NAPLAN. Teacher used a parent reporting proforma to track and report on student growth. COVID ILSP and learning support students were tracked through PLAN2 and monitored for growth.

The quality of these activities is evidenced by high growth and NAPLAN and on internal measures.

What has been the impact of our strategies on student growth and attainment?

High growth has been recorded in both Literacy and Numeracy from baseline and 2019 data.

What has been the impact of teachers focusing on assessment and data for differentiation?

Teachers have a better understanding of where their students are and where to next.

What has been the impact of strengthened Assessment processes?

Teachers are demonstrating greater collaboratively strategies to support assessment and data collection.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
There is a demonstrated commitment within the school community that all students make learning progress Increased percentage of students achieving in the top 2 bands of NAPLAN reading from 39.5 in 2019 towards the lower bound target of 52.3 % (upperbound target 57.3 %)	There is demonstrated commitment within the school community that all students make learning progress. Learning Culture / High Expectations: self assessed at Sustaining and Growing <ul style="list-style-type: none">• Data indicates 56.1% of students are in the top two skill bands for reading which is an increase of 11% against baseline data. This is an increase of 16.63% from 2019 data. The school is above the lower bound target and close to the upper bound target.

uplift =6.4%	
Increased percentage of students achieving in the top 2 bands of NAPLAN Numeracy from 23.7 % in 2019 towards the lower bound target of 43.2%(upperbound target 47.3 %) uplift =10%	Data indicates 40% of students are in the top two skill bands for numeracy which is an increase of 6.2% against baseline data. This is an increase of 16.32% from 2019 data. The school is approaching the lower bound target.
Increased percentage of students achieving expected growth in NAPLAN reading from 45% in 2019 towards the lower bound target of 62.3 %(upperbound target 67.3 %) uplift =6%	<ul style="list-style-type: none"> The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased by 23.71% from baseline and 35% from 2019. This is above our upper bound target.
Increased percentage of students achieving expected growth in NAPLAN numeracy from 45% in 2019 towards the lower bound target of 62.3 %(upper bound target 67.3 %) uplift =4%	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased by 9.7% from baseline and 15% from 2019. This is moving towards our lower bound target.
Established baseline of targeted students meeting their individual learning goals/ individualised growth targets so that equity gaps are closing	<ul style="list-style-type: none"> Due to COVID disruptions this has become a goal for 2022.
Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.	Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. Data skills and use - Data Literacy: self assessed at Delivering
The school's curriculum provision in reading and numeracy and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.	The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. Curriculum / Curriculum provision: self assessed at Sustaining and Growing

Strategic Direction 2: Building a culture of High Expectations

Purpose

Our purpose is to focus on building a culture of High Expectation that will further strengthen teaching practices. Through the implementation of the high potential and gifted education policy (HPGE), We will enhance student learning to support continuous improvement and challenge. Through explicit teaching and feedback we will ensure maximum learning opportunities for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- What works Best-Focus on Teacher Practice
- High Potential and Gifted Education

Resources allocated to this strategic direction

Professional learning: \$1,500.00

QTSS release: \$28,365.85

Summary of progress

In 2021, the school revisited the What Works Best (WWB) participated in Leading Evaluation, Evidence and Data (LEED). There was a school focus of the teaching of Literacy with a specific focus on explicit teaching. The school focused used previous NAPLAN assessment and linked them to current teaching strategies. The school initiated the High Potential and Gifted Education Policy with activities including Night of Notables, Public Speaking and Debating and Participation in the state Multicultural Public Speaking competition. Strong enrichment links with The Jannali High School continued in Term 1 and Term 4 2021.

The quality of these activities can be evidenced through improved PDP's that reflect and understanding of the AISTL teaching standards and the importance of explicit teaching, improved reported process that focused on feedback to parents included collaboratively developed proforma and growth areas for every student in individual reports. Differentiation of curriculum has been initiated and will be further developed in 2022.

What has been the impact of staff using explicit teaching and feedback? Staff feel there are more collaborative process in the school with a consistent maths program using explicit teaching. School results with high growth prove the impact of enhanced classroom practices grounded in explicit teaching.

What has been the impact of the implementation of the HPGE for students and staff? Staff training has been completed and we are in the initiation phrase of HPGE activities for identified students.

Where to next?

Classroom observations and shared lesson planning to incorporate feedback and learning intentions into literacy and numeracy lessons. Further options to extend our HPGE students will incorporate Tournament of the Minds and tracking High Potential students in Literacy and Numeracy and ensuring growth.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The leadership team develops processes to collaboratively review teaching expertise to affirm quality of Literacy and Numeracy practice	The leadership team develops processes to collaboratively review teaching practices to affirm quality. Educational Leadership / High Expectations Culture: self assessed at Delivering

<p>Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.</p>	<p>Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.</p> <p>Effective Classroom Practice / Feedback: self assessed at Sustaining and Growing</p>
<p>To increase the rating by staff on use of effective feedback to beyond 3.94 from the What Works Best (WWB) survey tool to 4.0</p>	<p>This measure has been delayed due to COVID.</p>
<p>Establish the baseline of percentage of students achieving in the top two bands of NAPLAN achieving or exceeding expected growth.</p>	<p>10 students from Year 3 and Year 5 and have been identified through NAPLAN Reading /Numeracy as High Potential and their growth will be tracked.</p>

Strategic Direction 3: Collaboration for Learning and Wellbeing

Purpose

Our purpose is to enhance collaboration between staff, the parent community, and other learning alliances. We will further strengthen communication and administrative processes, to promote collaborative partnerships and engagement for all stakeholders. Implementation of efficient and consistent processes will provide improved learning outcomes for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaboration for strengthened school practices
- Positive Behaviour for Learning (PBL)
- Student attendance

Resources allocated to this strategic direction

Professional learning: \$4,000.00

Aboriginal background: \$2,301.00

Summary of progress

In 2021, Jannali Public School focused on student behaviour including:

- Reviewed and implemented PBL system - Reviewed parent communication procedures for school; Facebook newsletter, parent/teacher interviews - NAPLAN, PBL & Kindergarten Parent forums - Change of playground procedures - Introduced Online Training Module module for staff led by Miranda District LAST 40 hours of teacher training around behaviour - A complete review of PBL - Change of playground eating time structures. There was a parent endorsed Code of Conduct and Anti-bullying Policy. The quality of these activities is evidenced in the significant decline in both classroom and playground incidences.

What has been the impact of our collaborations for professional learning for staff and students?

Collaboration has lead to more consistent practice across the school and a sharp decline in negative incidences recorded in Sentral.

What has been the impact of enhanced management practices and processes?

This has resulted in improved classroom management strategies and on task teaching time.

Where to next?

Continue to consolidate and refine whole school behaviour model with new staff. Consistent communication developed and maintained with parents and staff on supporting a high expectation of student behaviour.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school greater than 90 % of the time from 80.76% in 2019 towards our lower bound target of 90.8% (upper bound target = 95.4%)	• 77.58% of students reporting positive wellbeing outcomes has decreased by 11% across the positive wellbeing measures. COVID has been identified as a causal factor relating to student sense of belonging.

Uplift = 5%	
Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups.	<p>Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement</p> <p>Learning and Development / Collaborative Practice and Feedback: self assessed at Delivering</p>
The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required.	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased by 0.2%. This builds upon the 7% uplift in 2019.
Establish baseline in the number of negative incidents in SENTRAL and increase in the positive behaviors through tracking awards.	In 2021, there was a 50% reduction of negative behavioural incidents of negative behaviour.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$94,193.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Jannali Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Increasing reading and numeracy growth and attainment <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Employment of SLSOs and LAST to implement programs of support for students with additional needs. Data shows these students are making strong growth on their individual learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of a strong program of support including implementation of MultiLit and programs through LAST and Covid ILSP.</p>
<p>Socio-economic background</p> <p>\$10,645.25</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Jannali Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Increasing reading and numeracy growth and attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through PBL behaviour to support student learning <p>The allocation of this funding has resulted in: Improved behaviour and tracking through enhanced PBL program. Sentral data shows significant drop in negative incidences. This has allowed classrooms to focus on learning through improved student behaviour.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of PBL with a focus on consistent follow up with parents and enhanced expectations from community.</p>
<p>Aboriginal background</p> <p>\$2,301.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Jannali Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$2,301.00</p>	<ul style="list-style-type: none"> • Positive Behaviour for Learning (PBL) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: Aboriginal students were able to have fully implemented pathways documents and tracking of student progress, showing expected growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: To be continued to be integrated into the LAST equity program as small amount of funding. Link with high school to support indigenous leadership and embed whole school cultural understanding.</p>
<p>English language proficiency</p> <p>\$28,252.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Jannali Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Increasing reading and numeracy growth and attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: Consistency of literacy programs and reading components for EALD students. Use of MultiLit and in class EALD support for identified students. The EALD students who participated in these programs showed significant reading growth in regards to reading level competency , reading comprehension and fluency as assessed and evident in external Check -in Assessment data.80 % of targeted EALD students tested above State and SSSG .</p> <p>After evaluation, the next steps to support our students with this funding will be: This program will be continued in 2022 as a part of Equity/ LAST support.</p>
<p>Low level adjustment for disability</p> <p>\$63,867.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Jannali Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Increasing reading and numeracy growth and attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of LaST and interventionist teacher • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in:</p>

<p>Low level adjustment for disability</p> <p>\$63,867.00</p>	<p>The LAST and SLSO have been able to support students so that allow equity of outcomes for identified students with disability. Individual learning plans were monitored and playground support structures were implemented to support high needs students. This support contributed to a 50% reduction in negative reported incidents.</p> <p>After evaluation, the next steps to support our students with this funding will be: This program will continue with opportunities for additional support on the playground through SLSO implementation around peer resilience and belonging.</p>
<p>Literacy and numeracy</p> <p>\$4,361.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Jannali Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Increasing reading and numeracy growth and attainment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • staff training and support in literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release to engage staff in collaborative planning for learning intentions in Literacy. <p>The allocation of this funding has resulted in: Increased improvement measures in literacy, increased percentage of students in the top two bands in reading in NAPLAN (from 13% in 2019 to 32% in 2021) collaborative practices around the explicit teaching of reading and consistent data collection has been part of strategies introduced through being involved in the LEED project.</p> <p>After evaluation, the next steps to support our students with this funding will be: This money will be targeted to increasing resources for decodable texts, assessments. To continue to develop and enhance teacher collaborative planning for Literacy with a focus on learning intentions.</p>
<p>QTSS release</p> <p>\$28,365.85</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Jannali Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • What works Best-Focus on Teacher Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Review PDP processes for clear articulation of independent and whole school goals. Collaborative practice around whole school plan and future directions. Supporting professional learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to review and refine school priorities based on a focus of High</p>

<p>QTSS release</p> <p>\$28,365.85</p>	<p>Expectations and embedded culture of learning based on collaborative practice. To continue to facilitate quality support for new and beginning teachers through a targeted High impact professional learning and quality school based induction programs and support.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Jannali Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Increasing reading and numeracy growth and attainment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>The implementation of LAST intervention and support programs for identified students to increase equity of access to the curriculum. Our growth in reading showed that that we exceeded our upper bound target in Literacy. NAPLAN data (2021) for numeracy showed an improvement in the number of students achieving band 1 from 5% to 15% and band 2 18% to 25% when compared to 2019 . Improved results in literacy were also reflected in the Check-in Assessment data.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to run MiniLit and MultiLit programs, targeted Yr 3 & Yr 5 small grouping comprehension lessons and targeted intensive preparation NAPLAN reading and maths groups. In Semester 2,2022 support focus will move to small groups to consolidate strategies in Numeracy, with a focus on number talks and problem solving.</p>
<p>COVID ILSP</p> <p>\$45,233.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> employment of teachers/educators to deliver small group tuition providing targeted, explicit instruction for student groups in literacy/numeracy - MultiLit Fluency program, Yr 3 & Yr 5 Comprehension Groups. <p>The allocation of this funding has resulted in:</p> <p>Intensive targeted COVID support was implemented in Term 1 and term 2 for Reading , NAPLAN 2021 data showed a very positive growth with the targeted groups (with a decrease in the of students in the low middle bands for literacy from 21% in 2019 to 7% in 2021) and (an Increase in Students achieving in the top 2 bands for Literacy from 13% in 2019 to 32% in 2021) Our growth in reading showed that that we exceeded our upper bound target in results in the area of reading have excelled and numeracy. Improved results in the Check-in Assessment.</p>

COVID ILSP

\$45,233.00

After evaluation, the next steps to support our students with this funding will be:

COVID support will continue to be put towards small group programs to support literacy and numeracy , we will continue to focus on targeting the lower middle.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	74	74	82	87
Girls	64	67	64	58

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.6	96.4	94.6	92.7
1	95.2	93.1	95.6	94.9
2	93.7	92.7	93.6	95.5
3	98.4	94.4	93.5	94.4
4	94.7	94.6	95.8	93.2
5	92.9	93	95.9	95.2
6	95.3	94.3	95.6	96.1
All Years	95.1	94.1	94.9	94.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	5.81
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	-3,016
Revenue	1,721,155
Appropriation	1,647,247
Sale of Goods and Services	218
Grants and contributions	73,664
Investment income	25
Expenses	-1,625,209
Employee related	-1,439,248
Operating expenses	-185,961
Surplus / deficit for the year	95,945
Closing Balance	92,929

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.

	2021 SBAR Adjustments (\$)
Targeted Total	94,193
Equity Total	105,066
Equity - Aboriginal	2,301
Equity - Socio-economic	10,645
Equity - Language	28,252
Equity - Disability	63,868
Base Total	1,263,923
Base - Per Capita	35,991
Base - Location	0
Base - Other	1,227,932
Other Total	93,154
Grand Total	1,556,337

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.

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

Student Satisfaction Survey

In 2021 the school surveyed students in Years 4-6 using the "Tell them from Me - Student outcomes and School Climate survey"

Students identified "Sense of Belonging" as an area for school focus as sporting and extra curricular activities were reduced in 2021 due to Covid 19. Year 5 and 6 students stated they have friends they can trust and who encourage them to make positive choices. Student positive behaviour is rated above the state mean with 86% of students stating they do not get into trouble for disruptive or inappropriate behaviour. Keeping students interested and motivated remains a school priority (School 52% and NSW Gov norm 78%) .Explicit teaching remains a school priority where students identified they need teachers to set goals for learning, establish expectations and check for understanding and provide feedback. Advocacy at school and student expectations for success are school priority areas . An area of school strength was student perseverance levels, above the state mean where students pursue their goals to completion even when faced with obstacles.

During learning from home students identified they had good resources and received feedback. Students identified despite the school focus on wellbeing during remote learning, they did not feel connected to school during this time. They know where to get help when bullied (78%) and 75% of students believe PBL is improving behaviour in the classroom. Student Wellbeing strategies are a priority for 2022 with a focus on Positive Behaviour for Learning and increasing Sense of Belonging.

Teacher satisfaction survey

At the beginning of 2022, staff completed an open ended survey reflecting on 2021 and their experiences and aspirations for Jannali Public School. The data gathered from this survey has been used in developing and updating the 2021-2024 School Improvement Plan. The staff indicated a positive satisfaction and enthusiasm about working at the school. Data from the survey indicated that staff believe additional growth is required in the following areas:

- Having a greater understanding of the learning needs of students with special learning needs
- Increasing collaboration and collective efficacy in the school
- Establishing challenging and visible learning goals for students
- Using formative assessment to inform planning and programming

2022 Staff Professional Learning will focus around these themes and any additional adjustments to the 2021-2024 SIP will be made collaboratively with the Jannali Public School community.

Parent satisfaction survey

In 2021 the school surveyed parents using the "Tell them from Me - Partners in Learning Parent Survey" 29 parents responded to the survey.

A school strength was parents supporting home learning while a focus for the school is around keeping parents informed and inclusive school practices. Parents identified that they wanted to be more informed around their child's social and emotional development and their child's academic progress. They reported that they talk with their child about feelings towards other children at school. and they encourage their child to do well at school. Parents would like more extracurricular activities as this was impacted by remote learning.

Importantly a parent identified focus area for the school is around the school handling behaviour issues in a timely manner and helping to prevent bullying. Parents would like to see staff creating more opportunities for students who are working at a slower pace and providing extra support. Telephoning and texting were the preferred methods of communication followed by formal and informal meetings. The parents were overwhelmingly positive about the school facilities.

During learning from home parents were positive about the resources provided and the contact from the school, they were however concerned about whether students were actually learning while at home. The school plans to follow up on these survey results to further strengthen community engagement and communication.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

