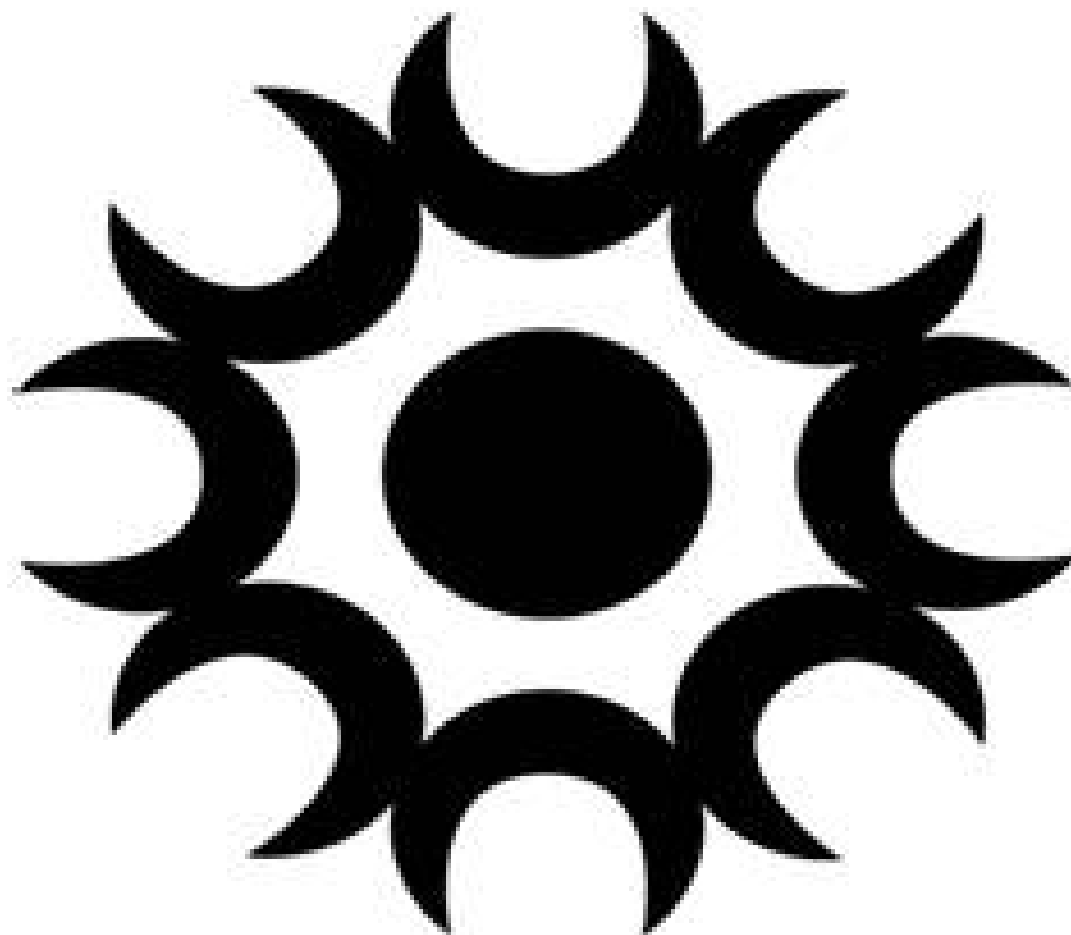


2021 Annual Report

Jannali East Public School



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Introduction

The Annual Report for 2021 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 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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School vision

At Jannali East Public School, our vision is to be recognised as a school that inspires academic excellence and personal best. Through quality teaching we foster inclusivity and nurture respectful relationships.

School context

Jannali East Public School provides a safe and inclusive educational environment where every student is known, valued and cared for. Located in the Sutherland Shire, the school has a "country school in the city" feel with original school buildings surrounded by natural bush which the children explore as a part of their playground.

The school has a current enrolment of 352 students. There are 14 classes and students come from diverse socio-economic and cultural backgrounds. The student body is predominantly English-speaking. Approximately 2% of students come from an Aboriginal or Torres Strait Islander background, and 16% of students come from a background where English is the second language or dialect (EALD).

The school has dedicated staff members who provide quality educational programs to meet the needs of all students. Genuine collaboration and collegiality are highly valued and key factors contributing to our school's success and positive learning environment. Excellence is promoted across all areas of the curriculum and the school is committed to continuous improvement in teaching and learning, and the embedding of technology to enhance learning. The school is fortunate to be well supported by an active School Council and Parents and Citizens Association who focus on bringing our families together and all work to promote a sense of community. With their support we have been able to provide our students with additional resources both in and out of the classroom.

Student wellbeing continues to be central to all decision-making. Promoting respectful relationships, student voice and Positive Behaviour for Learning are priorities. Students are given opportunities to build self-confidence in supportive class activities and to develop leadership skills through programs such as the Student Representative Council, Peer Support, Buddies and in elected school-based positions. A number of creative and performing arts and sporting programs are offered, giving students the opportunity to participate in extra-curricular activities. Transition to and from Jannali East Public School is integral to students beginning their education feeling safe and supported, and we maintain close associations with neighbouring schools and preschools as a proud member of the Heart of the Shire Community of Schools.

Our comprehensive situational analysis and external validation process led us to understand that our focus needs to be student growth and attainment achieved through quality teaching and a deeper understanding of contextual aspects that impact student wellbeing. Provision of opportunities for teachers to collaborate to undertake data analysis, evidence-based lesson planning and peer observation will be essential in achieving our targets and improving student learning outcomes, as well as increasing students' sense of belonging.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy, we will ensure that all teachers understand and explicitly teach literacy and numeracy to students at all levels.

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.

- Improving Reading and Numeracy

Resources allocated to this strategic direction

QTSS release: \$23,000.00
Professional learning: \$6,000.00
Literacy and numeracy: \$11,898.00
Integration funding support: \$262,697.00
English language proficiency: \$47,394.96
Socio-economic background: \$18,110.72
Low level adjustment for disability: \$97,580.25
Literacy and numeracy intervention: \$47,089.56

Summary of progress

In 2021, the school implemented the following activities:

- Professional learning on Walker Learning (inquiring-based teaching).
- Professional learning on the Learning Progressions.
- Professional learning on High Potential and Gifted Education - the quality of implementation is evidenced in numeracy and STEM activities, including videos selected for Film by the Sea.
- Professional learning on Additive Strategies online
- Specialist teachers delivering intensive small group support. E.g. MacqLit, MiniLit and ILSP (COVID group).

Have student learning outcomes in reading and numeracy been maximised?

- NAPLAN clearly shows extensive growth in both literacy and numeracy.
- ACER/PAT testing show continual student growth.

What has been the impact of data and assessment on our value-added trend?

- Although our value-added trend is working towards delivering, our expected growth data shows significant improvement from 2019.

Is there an increased percentage of students in the top 2 bands in reading and numeracy?

- There is a 13.88% increase in Top 2 bands reading and an 8.55% increase in Top 2 bands numeracy from 2019.

Where to next?

Professional learning on writing.

Introduction of decodable texts.

Using QTSS time to improve practice.

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
An increase of 1% of students achieving expected growth in NAPLAN Reading.	<ul style="list-style-type: none"> The proportion of Year 5 students achieving expected growth in NAPLAN reading is 68.18%. (From 51.11% in 2019) Uplift equals 17.07%.
An increase of 1% of students achieving expected growth in NAPLAN Numeracy.	<ul style="list-style-type: none"> The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 58.14%. (From 45.65% in 2019) Uplift equals 12.49%.
The leadership team are analysing student progress and achievement data for insights into student learning and discuss results with the whole staff. All teachers contribute to gathering and analysing data.	<p>The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.</p> <p>Data Skills and Use - Data Analysis - Delivering</p>
Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.	<p>Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.</p> <p>Assessment - Formative Assessment - Sustaining and Growing</p>
Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.	During COVID and learning from home, teachers were not expected to differentiate curriculum and were instructed to send 'one unit of work'. On the return to school, teachers consistently differentiated curriculum to meet the needs of all students in their classroom as evidenced in their teaching and learning programs.
To establish the baseline of targeted students meeting their individual learning goals/stage benchmarks so that equity gaps are closing.	In 2021, approximately 80 students were supported through LAST/COVID program or through individual learning goals. Of these, 90% achieved their individual goals.
To increase the percentage of students in the top 2 bands in reading and numeracy, with each requiring an uplift of 3% to meet upper bound targets.	<ul style="list-style-type: none"> The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading has increased from 53.47% in 2019 to 67.35% in 2021. Uplift equals 13.88%. The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy has increased from 43% in 2019 to 51.55% in 2021. Uplift equals 8.55%.

Strategic Direction 2: Classroom Practice

Purpose

To ensure that all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, a whole-school approach based on evidence-informed practice will be adopted. All teachers follow a systematic approach to collaboratively planning, ensuring that programs are centred on student information, including progress and achievement data.

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.

- Improving Classroom Practice

Resources allocated to this strategic direction

QTSS release: \$45,728.00

Professional learning: \$6,000.00

Summary of progress

In 2021, the school implemented the following activities:

- Used a range of data from different types of assessment to review prior learning, plan and deliver lessons to meet the learning needs of our students (Top Ten assessments, Benchmarking, Stage assessments, Pre/Post Writing Analysis, Learning Sprints, ACER).
- The quality of these processes can be seen in our impact data and quality teaching practices in classrooms.
- Consistent teacher judgment using triangulated data across the school enabled teachers to be better informed on what to teach next. E.g. Vocabulary.

What has been the impact of teachers using the most effective explicit teaching methods on student learning and achievement?

- In TTFM data students identified that teachers use clear learning goals. Teachers set clear goals for learning, established expectations, checked for understanding and provided feedback.

How well are teachers using explicit teaching practices in literacy and numeracy to support students at all levels?

- NAPLAN growth figures in 2021 are well above expectations. We are clearly placed to meet or exceed our targets through strong uplift.
- IEP data percentage shows that students are achieving individualised learning goals at all levels.

What has been the impact of collaborative planning?

- Consistent planning and programming across the stage.
- Teacher collaboration results in the TTFM survey have a mean of 8 with a strength being teachers in our school share their lesson plans and other materials with each other and discuss learning of particular students with other teachers for feedback and support.

What has been the impact on inquiry-based learning on student understanding and engagement?

- Due to COVID disruption, inquiry-based learning was limited to participating in professional learning for staff, science inquiry and purchasing resources for implementation in 2022.

Where to next?

- The school leadership team to review current data with the purpose of identifying trends and specific areas for improvement. Targeting PL to improve classroom practice with a focus on student improvement.

- Implement and review the new K-2 syllabus and HPGE school practices with a focus to improving quality learning opportunities for all students.

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
Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.	Teachers collaborate across stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Effective Classroom Practice - Lesson Planning - Sustaining and Growing
Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups.	Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. Learning and Development - Collaborative Practice and Feedback - Moving towards Sustaining and Growing
The school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.	Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage. Professional Standards - Literacy and Numeracy Focus - Sustaining and Growing

Purpose

To ensure that students are in the optimal zone for learning we will create an increasing positive sense of self through building stronger connections with the school community. By creating a sense of belonging for all students, they will each be known, valued and cared for. The school will promote social, emotional, behavioural and intellectual engagement and fostering positive relationships across the school community.

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.

- Wellbeing

Resources allocated to this strategic direction

Professional learning: \$10,102.06

Carried over funds: \$5,000.00

Summary of progress

In 2021, the school implemented the following activities:

- Reviewed IEPs and PLPs in Terms 1, 2 and 4. Goals were reviewed using the learning progressions and new goals were set.
- Consistent embedding of PBL weekly lessons across the school.
- Professional learning was completed in Trauma in Children and Respectful Relationships.
- The quality of the artwork and poetry shows the effectiveness of these programs.

Have students developed a greater sense of wellbeing?

- School PBL surveys show 90% of students felt supported by their teachers during home learning.
- 92% of students can identify a staff member who they can go to for help.
- 99% of students feel that teachers will listen to them if they have a serious problem.

How has wellbeing impacted on student learning?

- 97% of students feel they have improved in their learning, in particular in maths and writing.

Are new indoor and outdoor learning spaces interesting, designed for multiple purposes, accessible for all students and responsive to their needs?

- Work in progress.

Do students demonstrate improved, social emotional behavioural and intellectual engagement?

- Wellbeing data shows that the school mean is above the state norm in students with positive relationships and they have friends at school they can trust and who encourage them to make positive choices.
- 89% of students identify that they exhibit positive behaviour at school.

Has there been an improvement in attendance?

- Data shows that attendance has improved since 2019.

Where to next?

Implementation of Life Skills GO program.

Trial of play-based investigation learning in Kindergarten.

Establish Reconciliation Action Plan Committee.

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
TTFM responses to increase the percent of students with a positive sense of belonging from 2020 towards our lower bound target requiring an uplift of 5%.	<ul style="list-style-type: none">• 85.14% of students reporting positive wellbeing outcomes has decreased by 2% across the positive wellbeing measures. School identifies that COVID has impacted student wellbeing.
Increase the percentage of students attending school 90% of the time from 2019 towards our lower bound attendance target requiring an uplift of 11%.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has increased by 4.6%.
Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.	<p>The needs of all students are explicitly addressed in teaching and learning programs.</p> <p>Wellbeing - Individual learning Needs - Delivering</p>
TTFM responses show students valuing their learning outcomes in 2020 moves from 90% to 92% in 2021, requiring an uplift of 2%.	In 2021, 89% of students believe that schooling is useful in their everyday life and will have strong bearing on their future (Students that value schooling outcomes).

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$262,697.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Jannali East 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"> • Improving Reading and Numeracy <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). • implementation of targeted programs to differentiate teaching and learning programs. <p>The allocation of this funding has resulted in: The school being able to employ additional staff to support students with additional needs resulting in improvements in learning. The majority of students achieved their goals. Throughout Covid, the LaST officer was able to support students and their families through regular phone calls.</p> <p>After evaluation, the next steps to support our students with this funding will be: The plan for 2022 will be to continue employing the LaST and also to employ an AP Curriculum and Instruction from school funds to further monitor the success of targeted programs.</p>
<p>Socio-economic background</p> <p>\$18,110.72</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Jannali East 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"> • Improving Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Sound check phonics to support identified students with additional needs. • employment of additional staff to support Chipper Chat program implementation. • resourcing to increase equitability of resources and services. • providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in: The school being able to support students in literacy and numeracy through the delivery of targeted programs. eg. MiniLit, MultiLit with approximately 80% of students achieving teacher identified goals. The school was also able to support individual students with resources, attendance at activities and uniforms.</p> <p>After evaluation, the next steps to support our students with this funding will be: The programs were deemed successful despite the interruptions of Covid and will continue in 2022.</p>
<p>Aboriginal background</p> <p>\$5,638.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Jannali East 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</p>

<p>Aboriginal background</p> <p>\$5,638.00</p>	<p>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> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans. • employment of specialist additional staff (SLSO) to support Aboriginal students. • employment of additional staff to support literacy and numeracy programs. <p>The allocation of this funding has resulted in: Supporting students in literacy and numeracy and in the collaborative development of Personal Learning Pathways programs for students. Cultural resources were also purchased. TTFM data showed Aboriginal students feel that their culture is valued.</p> <p>After evaluation, the next steps to support our students with this funding will be: To build on our success by developing a Reconciliation Action Plan to expand cultural understanding across the school community.</p>
<p>English language proficiency</p> <p>\$47,394.96</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Jannali East 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"> • Improving Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs. • additional staffing to implement Individual Educational Plans for all EAL/D students. • provision of additional EAL/D support in the classroom and as part of differentiation initiatives. <p>The allocation of this funding has resulted in: EALD students being supported in the classroom through additional staffing and differentiated programs. Data shows growth on internal and external measures.</p> <p>After evaluation, the next steps to support our students with this funding will be: This program will continue in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$97,580.25</p>	<p>Low level adjustment for disability equity loading provides support for students at Jannali East 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"> • Improving Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • LaST and SLSOs supported integration funded students and students with additional needs (including EAL/D students) by delivering MacLit and MiniLit programs, and Intensive Reading Support.

<p>Low level adjustment for disability</p> <p>\$97,580.25</p>	<ul style="list-style-type: none"> • an additional LaST was employed three days per week to support teachers and students, and to provide professional learning for SLSO staff however, this was disrupted due to Covid. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. <p>The allocation of this funding has resulted in: MacLit, MiniLit and Intensive Reading Programs were delivered in addition to Covid Support. Most targeted students achieved growth in their respective individual support programs (IEPs, PLPs, adjustments, IR). All staff participated in in HPGE training however, due to the disruptions as a result of Covid, HPGE opportunities for students were restricted to in-class enrichment. Professional learning opportunities for SLSO staff were disrupted due to Covid.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to collect and analyse data consistently. Meet during Weeks 4 and 9 of each term to review data and discuss next steps. Provide professional learning for SLSO staff so as they are more effectively able to support the students with whom they are working with.</p>
<p>Literacy and numeracy</p> <p>\$11,898.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Jannali East 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"> • Improving Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy. • purchasing of literacy resources such as quality picture books for guided and shared instruction. <p>The allocation of this funding has resulted in: Staff building their capacity to deliver high quality literacy learning and using the Progressions to identify student needs and where they need to go next.</p> <p>After evaluation, the next steps to support our students with this funding will be: PL on the use and application of the Progressions for numeracy was interrupted due to Covid and this will be a focus for 2022.</p>
<p>QTSS release</p> <p>\$68,728.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Jannali East 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"> • Improving Reading and Numeracy • Improving Classroom 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. • additional staffing to support staff collaboration in the implementation of high-quality curriculum. • implementation of instructional rounds to strengthen quality teaching practices.

<p>QTSS release</p> <p>\$68,728.00</p>	<p>The allocation of this funding has resulted in: Executive staff working shoulder to shoulder with classroom teachers to build capacity in classroom practice in literacy and numeracy. Stage 3 teachers engaged in instructional rounds with mathematical vocabulary being identified as an area of need.. Collaborative planning in literacy was a focus.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue with collaborative planning in literacy and numeracy. Executive staff to be released to work alongside classroom teachers to analyse data, improve practice and curriculum delivery.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Jannali East 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"> • Improving Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in 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. <p>The allocation of this funding has resulted in: Staff building their capacity to deliver high quality literacy learning and using the Progressions to identify student needs and where they need to go next.</p> <p>After evaluation, the next steps to support our students with this funding will be: The plan for 2022 will be to continue employing the LaST and also to employ an AP Curriculum and Instruction from school funds to further monitor the success of targeted programs.</p>
<p>COVID ILSP</p> <p>\$58,016.55</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. • releasing staff to analyse school and student data to (identify students for small group tuition groups/monitor progress of student groups). <p>The allocation of this funding has resulted in: 20 students participating in small group instruction in literacy in Semester 1 and 20 students participating in small group instruction in numeracy in Semester 2. 100% of students achieved their learning goal in literacy. 100% of students achieved progress in understanding worded problems in numeracy in Semester 2. 57% of students achieved their learning goals in numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

COVID ILSP \$58,016.55	As funding is now available, Covid support groups will continue in 2022.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	202	194	198	193
Girls	172	165	172	159

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.7	94.5	94.9	94.7
1	96.3	95.9	94.1	94.9
2	96	94.5	94.8	95.2
3	95.7	94.8	94.4	95.4
4	94.8	93.2	95.5	94.4
5	96.1	94.1	95	94.9
6	93.7	92.8	92.6	92.8
All Years	95.6	94.3	94.4	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)	3
Classroom Teacher(s)	12.8
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.87

*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	524,943
Revenue	3,548,651
Appropriation	3,318,145
Sale of Goods and Services	3,541
Grants and contributions	226,657
Investment income	309
Expenses	-3,451,164
Employee related	-2,980,890
Operating expenses	-470,274
Surplus / deficit for the year	97,488
Closing Balance	622,430

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	262,697
Equity Total	169,937
Equity - Aboriginal	6,951
Equity - Socio-economic	18,011
Equity - Language	47,395
Equity - Disability	97,580
Base Total	2,558,654
Base - Per Capita	91,211
Base - Location	0
Base - Other	2,467,443
Other Total	199,158
Grand Total	3,190,446

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.

Parent Satisfaction

In analysing the feedback to Jannali East Public School about the extent to which parents feel that we support learning and positive behaviour and promote a safe and inclusive environment, our strengths include: parents feeling welcome, safety at school, parents supporting learning at home and creating an inclusive school environment. Parents expressed that written information to the school is in clear, plain language and that they feel well informed about school activities. Students feel safe going to and from school and believe that the staff play an active role in ensuring that all students are included in school activities. Targeted areas from the perspective of parents include the school supporting positive behaviour, in particular that teachers maintain control of their classes. Parents also feel that communication about their child's behaviour (both positive and negative) could be improved. In terms of JEPS supporting learning, parent voice expressed that teachers need to improve in having higher expectations for their child to succeed.

Student Satisfaction

Approximately 133 students in Years 4-6 at Jannali East Public School participated in the Tell Them From Me survey. 67% of students felt a sense of belonging towards the community compared to 74% in the previous year. This will be a focus for 2022. In 2021, 97% of students had high expectations for future success which was a slight increase from last year. It was encouraging to see 91% of students feeling as though they had a staff member at school to support them and advocate for them which was significantly higher than both like schools and schools across the state.

Teacher Satisfaction

The data collected from the Tell Them From Me survey that staff at Jannali East Public School completed in 2021 highlighted a number of findings. Teacher satisfaction at Jannali East Public School was at or above the state average in six of the Eight Drivers of Student Learning and four of the Four Dimensions of Classroom and School Practices. Below is a more detailed analysis of the two areas where teacher satisfaction fell below the state norm as well as the two areas where staff satisfaction far exceed state norms.

In the area of Leadership, staff indicated that they would benefit from greater support when establishing challenging and visible learning goals for students. It was also evident that staff felt leaders did spend enough time performing observations in their classrooms and providing specific feedback linked to these observations. This is an area for further development.

In the area of Technology, a large number of teachers indicated that they did not help students to set challenging learning goals in relation to the use of interactive technology and that they did not use interactive technology to provide students with immediate feedback on their learning. The data highlighted that most staff did not provide students with the opportunity to use technology to track progress towards their goals. This is an area for further development.

In the area of Inclusive School, teacher satisfaction was well above the NSW Government norms. Staff demonstrated their confidence in using Individual Education Plans to set goals for students with special needs. Through this process, teachers indicated that they frequently strive to understand the individual needs of students with special needs ensuring that all students are included in class activities.

In the area of collaboration, teacher satisfaction scores were above the state average. The data clearly illustrated this, showing that a large proportion of teachers worked collaboratively sharing lesson plans and other materials. Teachers indicated that they discuss learning problems of particular students with other teachers as well as frequently discussing and developing assessment strategies and common learning opportunities for students.

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.