

2022 Annual Report

Jannali Public School



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Introduction

The Annual Report for 2022 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

Throughout 2022, 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. Our strategic focus throughout 2022 continued to be working 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 2022, we proved our resilience and optimism by overcoming or adjusting to the resulting challenges. We embraced the flexibility to provide learning from home resources and appreciated the importance of maintaining trusting relationships and effective communication between students, staff and our community, during these challenging times.
- Jannali Public School was acknowledged as one of the highest performing schools in our directorate for NAPLAN student growth and we are particularly proud of this achievement.

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 and would like 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

2022 continued to be year where the Jannali Public School community supported and showed commitment to the P&C. There continued to be ongoing support by parents and citizens from the Jannali Public School community with fundraising and events to support school initiatives and additional resourcing for students. The P and C continued to provide funding for an additional 1 day a week Student Wellbeing Support Officer and to fund additional equipment and Technology for students. Jannali Before and After School Centre continued to be open and rebuild numbers after the effects of 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 the uniform shop continued to be run by the P and C and volunteers and we acknowledge the efforts and the additional benefits that these two services bring to the school. Fundraising opportunities were able to be re-introduced into the school, with the fundraising highlight being the school Trivia night, which was very well supported by businesses in the local Jannali area. Grants secured on behalf of the P and C enabled a new shaded sandpit to be built in the school grounds and we were also successful in achieving a new kitchen grant for JBASC. A huge thanks and congratulations to all the students, parents/carers and staff at JPS for your efforts in 2022. Thank you to the teaching staff at Jannali Public school, who continue to promote a culture of high expectation and excellence across the entire school setting. Throughout 2022, the school community has continued to show its strength and resilience as we moved on from the impact of COVID 19. As a community we are building a positive momentum and are looking forward to seeing what we can achieve together as a community in 2023.

Jannali Public School P and C

Message from the students

2022 was a great school year for me at Jannali Public School. I had so much fun and loved being in year six because we made so many great memories.

I enjoyed all of our year six fundraisers like the barbecue brekkie and the year 6 fun day. It was great having those responsibilities. I also loved being school captain and the responsibilities that came with it. Working closely with the leadership team as well as with Mrs Chaplin taught me so much. Mentoring the kindergarten students as part of the buddy program was a fun experience, and I hope the kindy children have the same good memories as I do. My teachers were so great and helped me and supported me so much throughout the year. Overall 2022 was the best year of schooling ever!

Xavier Cullen

School Captain 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 138 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	2022 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	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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: \$125,644.00
Socio-economic background: \$10,428.43
Aboriginal background: \$1,508.89
Low level adjustment for disability: \$64,563.20
English language proficiency: \$11,439.99
Literacy and numeracy intervention: \$24,133.41
Literacy and numeracy: \$4,381.37
QTSS release: \$28,500.41

Summary of progress

In 2022, the school ran uninterrupted learning time each day with a focus on Literacy and Numeracy. The aim of this initiative was to remove any disruptions from the key learning times and to promote learning sessions which focused on explicit teaching and improved pedagogy. The key enablers have been increased collaboration around pedagogy rather than behaviour and teacher buy in to our commitment to improve learning opportunities for all students within the school. Having a substantive Assistant Principal join the executive team in 2022, has allowed for consistency of program implementation and mentoring for staff. A significant challenge was the staffing issues due to COVID-19, which made planned days for collaboration difficult to hold.

What has been the impact of our strategies on student growth and attainment? Our NAPLAN data clearly shows a 20% increase in the amount of students in the top 2 bands for literacy and Numeracy over the last 2 years. In K-2 Phonemic awareness screening shows positive growth and 3-6 check in assessments have shown specific areas of focus for future planning. Targeted Learning and Support has resulted in increased reading results through MultiLit and comprehension strategies.

What has been the impact of teachers focusing on assessment and data for differentiation? Teachers have been using the *Essential Assessment* computer program to collate assessment and focus on student growth and where to next. Time saved in the process of collecting and collating data can be used in collaborative discussion and explicit planning.

What has been the impact of strengthened Assessment processes? Greater teacher literacy around the analysis of data has resulted in consistent and substantial growth.

Where to next? Consolidation of existing practices and learning will extend to a focus on Mathematics and Writing with the introduction of Assistant Principals, Curriculum and Instruction role to begin in 2023.

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
Increased percentage of students achieving in the top 2 bands of NAPLAN reading from 2019 to at or above the lower bound target.	Data indicates 59.46% of students are in the top two skill bands for reading, which is an increase of 3.36% against 2021 data. The school has exceeded the upper bound target of 56.3%.

uplift =12.4%	
<p>Increased percentage of students achieving in the top 2 bands of NAPLAN Numeracy from 2019 to at or above the lower bound target.</p> <p>uplift =20%</p>	<p>Data indicates 43.24% of students are in the top two skill bands for numeracy which is an increase of 0.94% against 2021 data. The school has exceeded the lower bound target of 40%.</p>
<p>Increased percentage of students achieving expected growth in NAPLAN reading from 51% in 2021 towards the lower bound target of 62.3 %(upperbound target 67.3 %)</p> <p>uplift =6%</p> <p>There will be no NAPLAN growth data in 2022 as there was no NAPLAN in 2020</p>	<p>There will be no NAPLAN growth data in 2022 as there was no NAPLAN in 2020.</p>
<p>Increased percentage of students achieving expected growth in NAPLAN numeracy from 49% in 2021 towards the lower bound target of 62.3 %(upper bound target 67.3 %)</p> <p>uplift =4%</p> <p>There will be no NAPLAN growth data in 2022 as there was no NAPLAN in 2020</p>	<p>There will be no NAPLAN growth data in 2022 as there was no NAPLAN in 2020.</p>
<p>Increased % of targeted students meeting their individual learning goals/ individualised growth targets so that equity gaps are closing from baseline 2021 + 5%</p>	<p>Data from Learning and Support shows that all students attending small group withdrawal through the Multilit program achieved teacher identified goals. Teacher evaluation of Personalised Learning and Support Plans demonstrated student achievement of individualised learning goals.</p>
<p>Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Data use in teaching, in the element of Data skills and use where:</p> <p><i>Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.</i></p>
<p>Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Differentiation, in the element of Curriculum where:</p> <p><i>Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.</i></p>

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: \$8,000.00

Summary of progress

In 2022, the school ran high impact professional learning around High Potential and Gifted Education (HPGE) and explicit teaching through a collaborative lesson sharing and observation. The following programs were introduced into the school: Tournament of Minds and Night of Notables. Students also participated in Multicultural Public Speaking. An enabler for our success in these areas has been a high level of professional trust between staff and a shared responsibility in our small school setting, to ensure that all students have the opportunity to participate in activities that provide differentiation for all learning capabilities.

What has been the impact of staff using explicit teaching and feedback? The students have a clearer expectation around their learning and students are more responsive to feedback and their own responsibility for learning..

What has been the impact of the implementation of the HPGE for students and staff?

The students have been able to participate in a wider range of differentiated activities within the planned curriculum with opportunities for extra curricular activities also offered.

Where to next?

In HPGE, we will continuing professional learning for all staff. The APCI will support teachers in the classroom with differentiating teaching and learning for HPGE, and literacy and numeracy across the school.

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 demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of High Expectations in the element of Learning Culture where: <i>There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.</i>
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	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and in the theme of Lesson Planning in the element of Effective Classroom Practice where: <i>Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress</i>

programs and lessons, which meet the needs of all students.	<i>and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.</i>
To increase the rating by staff on use of effective feedback to beyond 3.94 from the What Works Best (WWB) survey tool to 4.2	Teachers were using the what works best survey tool in effective feedback. The score was 3.74 compared to 3.94 in 2020. The change in staff has influenced this result and the difference is not significant.
Increase the percentage of students achieving in the top two bands of NAPLAN achieving or exceeding expected growth from 2022 + 5%	There is no NAPLAN growth Data as no NAPLAN in 2022

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: \$4,700.00

Summary of progress

In 2022, due to difficulties with staffing, our collaborative program did not begin until Term 4. Our Community of Schools focus has moved from the 4C focus to a focus on Curriculum reform for English and Mathematics curriculum between an alliance of small schools. In Positive Behaviour for Learning (PBL), we have continued to review and update our whole school system, with parents, teachers and students. The system is working well as we celebrate increased numbers of students receiving positive behaviour rewards such as attendance at the Principal's morning tea and less negative incidents recorded in Sentral. With the changeover of many staff throughout COVID, it was challenging to continually maintain PBL expertise and consistency.

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

We are at the beginning of our journey with the small schools alliance for curriculum reform around English and Mathematics curriculums, however the initial meetings have been very positive.

What has been the impact of enhanced management practices and processes

70% less Major negative incidents recorded in Sentral compared to Term 1 - 2021.

Where to next ? We are looking forward to continuing the small schools alliance around new curriculum. The PBL practices will be further embedded with the new behaviour plan and IER and Principal morning tea's, as a positive celebration for student behaviour will continue.

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 attendance from 2019 to our lower bound target. Uplift of 3.5%	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased by 25.11%. This data was impacted by COVID-19 restrictions.
This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the Theme of collaborative practice and feedback in the element of Learning and Development where: <i>negotiated observations of classroom teaching practice, with feedback,</i>

<p>This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.</p>	<p><i>improve professional knowledge and practice.</i></p>
<p>Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of attendance in the element of Learning Culture where:</p> <p><i>Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.</i></p>
<p>Decrease in the number of negative incidents in SENTRAL and increase in the positive behaviors through tracking awards from baseline 2021</p>	<p>There has been a 70% decrease in the number of Major negative incidents reported in Sentral. Positive behaviours are tracked through the PBL system resulting in invitations to the Principal's morning tea each Term and the recognition of a Principal's medal on completion of PBL rewards system.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$125,644.00</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 the following impact: All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. This allowed the employment of SLSOs to support students, resulting in improved academic and well being outcomes.</p> <p>After evaluation, the next steps to support our students will be: A continuation of SLSO supporting funded students in classrooms and MultiLit literacy programs. SLSO support will be utilised on the playground to support students in the development of social skills.</p>
<p>Socio-economic background</p> <p>\$10,428.43</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"> resourcing to increase equitability of resources and services providing students without economic support for educational materials, uniform, equipment and other items employment of additional staff to support Learning and Support program implementation. <p>The allocation of this funding has resulted in the following impact: Year 3 and 5 NAPLAN results in reading show that equity gaps are closing. Equity funds were used to fund resources and supplement excursions so that all students could participate in curriculum opportunities.</p> <p>After evaluation, the next steps to support our students will be: In 2023 Equity funds will be used to fund resources and excursions and to supplement additional learning and support time to allow all students opportunity for participation in curriculum opportunities.</p>
<p>Aboriginal background</p> <p>\$1,508.89</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</p>

<p>Aboriginal background</p> <p>\$1,508.89</p>	<p>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"> staffing release to support development and implementation of Personalised Learning Plans community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: 100% of our Aboriginal families engaging in the PLP process and conversations became more authentic. At times, PLP meetings continued for longer than planned as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be: To engage an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process for 2023.</p>
<p>English language proficiency</p> <p>\$11,439.99</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"> provision of additional EAL/D support in the classroom and as part of differentiation initiatives additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: Identifying language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$64,563.20</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"> engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Tiered levels of support was provided to students with additional needs. Internal data shows that equitable access to curriculum and equity gaps are closing. Greater teacher understanding of how to cater to the needs of identified students in the classroom. Strong NAPLAN data evidenced the</p>

<p>Low level adjustment for disability</p> <p>\$64,563.20</p>	<p>success of this program.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the LST program will continue to support students with identified needs through PLASPs, SLSO support and small group withdrawal.</p>
<p>Professional learning</p> <p>\$12,700.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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 • High Potential and Gifted Education • Collaboration for strengthened school practices • Positive Behaviour for Learning (PBL) <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Funding of Amplify professional learning to support the Music program. • Funding was used to release teachers for collaborative planning, peer observation and curriculum implementation. • Teacher release to attend professional learning communities: HOTSCOS , small schools alliance curriculum reform. <p>The allocation of this funding has resulted in the following impact: Due the difficulties faced with teacher shortages due to Covid-19, the 4C program was abandoned. An alliance of small schools was formed to support implementation of the curriculum reform for English and Mathematics.</p> <p>After evaluation, the next steps to support our students will be: The focus for professional learning funds for 2023 will be the implementation of the Mathematics and English curriculum and a further strengthening of the small schools curriculum reform alliance.</p>
<p>Literacy and numeracy</p> <p>\$4,381.37</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"> • staff training and support in literacy and numeracy • targeted professional learning to improve 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 the following impact: Strengthened collaboration resulted in greater teacher understanding to support the implementation of the new K-2 English and Mathematics syllabus. Teachers worked collaboratively to develop resources and share assessment tasks.</p> <p>After evaluation, the next steps to support our students will be: In 2023, this funding will be used to employ the APCI to support the implementation of the new curriculum.</p>
<p>QTSS release</p> <p>\$28,500.41</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>QTSS release</p> <p>\$28,500.41</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"> additional staffing to support staff collaboration in the implementation of high-quality curriculum implementation of instructional rounds to strengthen quality teaching practices 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 the following impact: Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: Regular use of learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p>
<p>Literacy and numeracy intervention</p> <p>\$24,133.41</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 interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices 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 the following impact: 51.35% of students were in the top 2 bands for Reading and Numeracy with 70% of year 3 students in the top 2 bands for Reading and Numeracy. This is a 20% increase from 2019.</p> <p>After evaluation, the next steps to support our students will be: Continuing focused explicit support for students in Mathematics and Reading, through targeted LAST and small group interventions.</p>
<p>COVID ILSP</p> <p>\$36,186.00</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 2022.</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. <p>The allocation of this funding has resulted in the following impact: The 14 students targeted in this small group intervention program</p>

<p>COVID ILSP</p> <p>\$36,186.00</p>	<p>demonstrated significant progress towards their personal learning goals and identified growth recorded in PLAN 2 data.</p> <p>After evaluation, the next steps to support our students will be: using funding for semester one, 2023 to continue the implementation of literacy and numeracy small group tuition. We will use data sources to identify specific student needs.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	74	82	87	74
Girls	67	64	58	54

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.4	94.6	92.7	92.2
1	93.1	95.6	94.9	90.0
2	92.7	93.6	95.5	83.4
3	94.4	93.5	94.4	90.5
4	94.6	95.8	93.2	87.0
5	93.0	95.9	95.2	88.5
6	94.3	95.6	96.1	90.7
All Years	94.1	94.9	94.6	88.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	4.66
Literacy and Numeracy Intervent	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration and Support Staff	1.76

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	12,616
Revenue	1,796,196
Appropriation	1,680,039
Sale of Goods and Services	665
Grants and contributions	114,635
Investment income	658
Other revenue	200
Expenses	-1,690,623
Employee related	-1,529,457
Operating expenses	-161,167
Surplus / deficit for the year	105,573
Closing Balance	118,188

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.

	2022 SBAR Adjustments (\$)
Targeted Total	125,644
Equity Total	87,941
Equity - Aboriginal	1,509
Equity - Socio-economic	10,428
Equity - Language	11,440
Equity - Disability	64,563
Base Total	1,124,156
Base - Per Capita	36,639
Base - Location	0
Base - Other	1,087,518
Other Total	94,295
Grand Total	1,432,036

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

Tell Them From Me (TTFM) student survey indicated that the areas of sense of belonging and advocacy at school were areas in which we could focus on developing. Students felt that school staff emphasised academic skills and had high expectations for classroom behaviour and for all students to succeed. 67% of students indicated that they were treated with fairness and respect at school in regards to their cultural background. Students believe PBL is improving behaviour in the classroom and playground. Student Wellbeing strategies are a priority for 2023 including providing more opportunities for advocacy at school, student voice with a focus on Positive Behaviour for Learning and increasing Sense of Belonging.

Growth points: Students with positive growth orientation (setting challenging goals for themselves in their school work and aiming to do their best)

Teacher Satisfaction Survey

Tell Them From Me (TTFM) "Focus on Learning" Teacher Survey measuring drivers of student learning indicated that Jannali Public school was above the state average in the following: Talking with other teachers about strategies to increase student engagement (8.2, 7.6) discussing assessment strategies with other teachers (8.6, 7.8), setting high expectations for students and using 2 or more strategies per teaching period to promote student engagement (8.9, 7.9). Teaching staff will continue to focus on the following areas moving into 2023.

- Increasing collaboration and collective efficacy in the school
- Establishing challenging and visible learning goals for students
- Using formative assessment to inform planning

Parent Satisfaction Survey

Tell Them From Me (TTFM) parent survey results indicated and increase positive trend data in parents feeling informed and welcomed, that the school supports positive behaviour and that written communication from the school was in clear plain language. Parents also indicated that the school's administrative staff were helpful in resolving questions or problems (7.8, 7.4) and that if there were concerns around a child's behaviour, the parents would be immediately informed (7.3, 6.6). 35% of parents indicated that they were involved in school committees and 76% of parents indicated that they had attended 3 or more meetings or events held at the school. 81% of parents indicated that the school had sought their input and opinion regarding school planning, development of school policies, curriculum delivery and procedures around reporting to parents. *Areas for development:* The focus areas for development would around clearer expectations around homework and that parents could be more informed around their child's social and emotional development.

Where to next?

Jannali Public School is committed to developing positive engagement amongst all school stakeholders. During 2023, we will continue to review and update the PBL system to include greater opportunities for student voice, with an aim on promoting a sense of belonging and pride in being a student of Jannali Public School. The school will focus on keeping all stakeholders informed and up to date with Curriculum reform around English and Mathematics K-2 and we will continue to focus on building and strengthening our communication with parents and community members.

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.