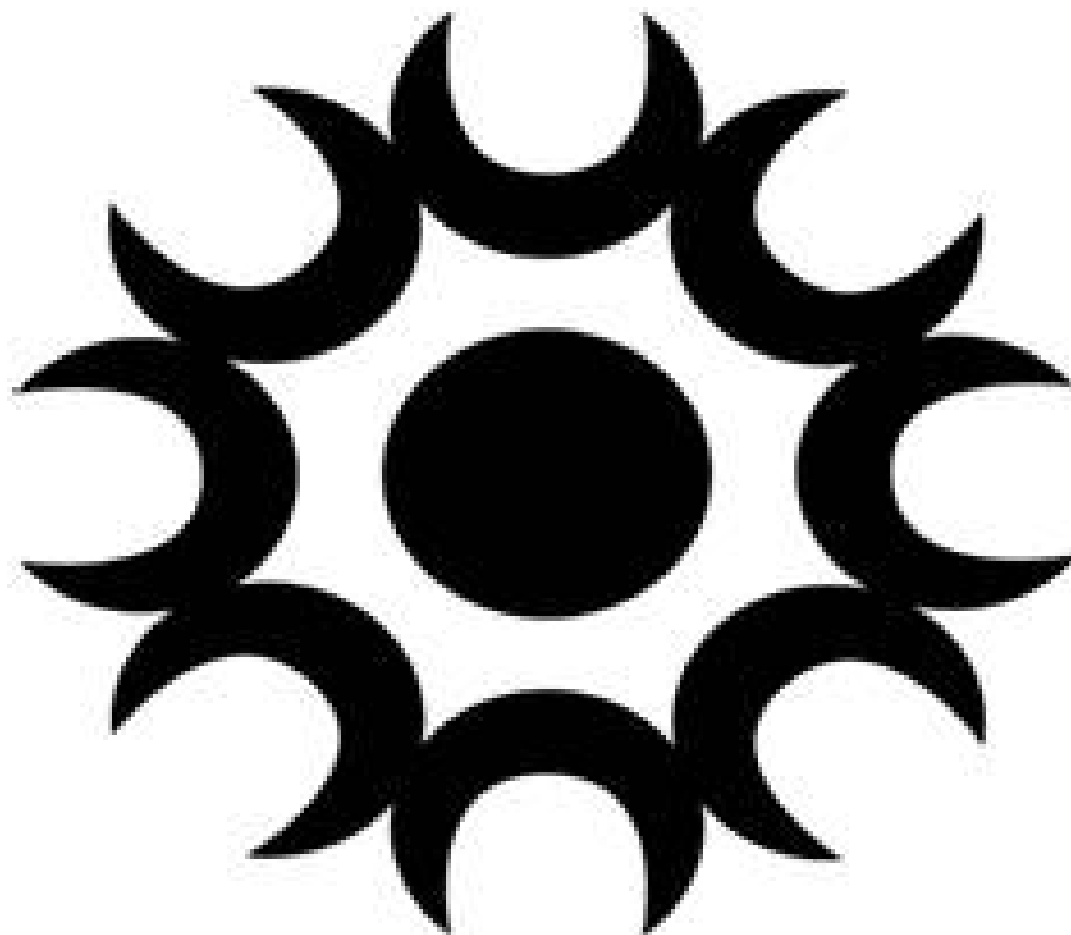


2022 Annual Report

Jannali East Public School



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Introduction

The Annual Report for 2022 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.

School contact details

Jannali East Public School

Box Rd

Jannali, 2226

<https://jannalie-p.schools.nsw.gov.au>

jannalie-p.school@det.nsw.edu.au

9528 8101

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>

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

Literacy and numeracy: \$11,898.74
Literacy and numeracy intervention: \$48,266.82
Low level adjustment for disability: \$95,620.84
Integration funding support: \$280,656.00
English language proficiency: \$46,942.54
Socio-economic background: \$14,928.63
Professional learning: \$10,000.00

Summary of progress

In 2022 the school ran Learning Progressions professional learning, we supported students with additional needs through the Learning and Support Team and we initiated programs to support High Potential and Gifted Students (HPGE). The quality of these is shown in the way teachers use the progressions in creating PLASPs and class programs showing differentiation based on need. Intervention programs to support students with additional needs showed growth especially in MiniLit and Chipper Chat. The school identified the need to extend our HPGE students through the Soundwaves program. COVID related challenges, such as high absenteeism of staff and students, impacted shoulder to shoulder support and the consistent delivery of learning programs, particularly in Semester One. The provision of a school funded APC&I strengthened our collection, analysis and use of data which better informed staff to enable implementation of targeted programs to support student growth. This also identified areas for future professional learning.

Impact

Internal school data shows strong growth where students have engaged with small group tuition in literacy and numeracy. NAPLAN data shows 73.21% of students were in the top 2 bands in reading in Year 3 with 43.64% of students in the top two bands in Numeracy. While our results fluctuated due to cohort, our line of best fit in reading and numeracy continues to be positive.

Year 3 showed a 3% increase in literacy while numeracy decreased. NAPLAN Year 5 numeracy remains a priority.

Where to next?

Essential Assessment will be used to conduct pre and post testing each term to identify programming areas and to drive quality differentiation. The progressions will continue to be used to identify learning goals for students with a PLASP. The LAST will go into classes to work with students with specific learning goals. We will implement the "sweep" model where a teacher will collaboratively plan with the stage team and work alongside class teachers to team teach or withdraw small groups of students based on identified need.

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 2% of students achieving expected growth in NAPLAN	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Reading .	
An increase of 2.3% of students achieving expected growth in NAPLAN Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.	Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the theme of data literacy in the element of Data Skills And Use. The priority is - <i>Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.</i>
Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of summative assessment in the element of Assessment.
Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Teaching and Learning Programs in the element of Curriculum.
To increase the percentage of targeted students meeting their individual learning goals/stage benchmarks so that equity gaps are closing from baseline plus 2%.	It is difficult to measure the growth of students on PLASPs due to the complexity and various natures of their goals. Growth can be shown from COVID ILSP / MiniLit . Monitoring of PLASPs shows students consistently meeting their individual goals.
To increase the percentage of students in the top 2 bands in numeracy, requiring an uplift of 3% to meet upper bound targets.	Data indicates 35.35% of students are in the top two skill bands for numeracy which is a decrease against baseline data in numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in the school exceeding the lower bound target in numeracy in 2021.
To increase the percentage of students in the top 2 bands in reading , requiring an uplift of 3% to meet upper bound targets.	Data indicates 57% of students are in the top two skill bands for reading which is equivalent to baseline data in reading. The school did not achieve the system negotiated target. Focus on this target has resulted in the school exceeding the upper bound target in Reading in 2021.

Strategic Direction 2: Classroom Practice

Purpose

To ensure that all teachers are committed to identifying, understanding and implementing explicit, evidence-informed teaching practices. All teachers will follow a systematic approach to collaborative planning, ensuring that programs are reflective of student 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: \$66,998.94

Professional learning: \$12,621.48

Summary of progress

In 2022 in numeracy staff implemented number talks, multiplicative strategies and the Interview for Student Reasoning (Numeracy- IFSR)

The quality of these programs is reflected in the way number talks has been embedded across K-6. Additionally, the IFSR results informed our adjustments to school programs based on need.

In literacy we took part in the Accelerated Adopter - Curriculum Reform program where Year 1 teachers, Stage 1 AP and APCI have trialed and implemented the new syllabus units of work and provided feedback to the curriculum reform team. An enabler was the strength of the professional learning on decodables and the positive mindset of our teaching staff to adopt new ways to teach. An initial challenge was seen in the fluency of students' reading when moving from predictable to decodable texts. Parent understanding the change from PM levels to decodables was another initial challenge we overcame.

Impact

Phonics screening shows positive student growth. Student ability to decode and blend sounds has been highlighted. Student responses to Explicit Teaching and Feedback in the Tell Them From Me Student Survey are rated at 7.2, which is almost at the NSW Government norm of 7.5. This area remains a priority in 2023.

In the Tell Them from Me Teacher Survey, teaching strategies are above the NSW Government norm at 8.2. When I present a new concept, I try to link it to previously mastered skills and knowledge. is at 7.9.

Students have expressed they are very clear about what they are expected to learn. This was rated highly. The majority of teachers (8.1) stated they use two or more teaching strategies in most lessons and that students receive feedback on their work which brings them closer to achieving their goals.

In the Tell Them from Me Teacher Survey, teachers rated Collaboration well above the NSW Government norm at 8.4. School strengths in collaboration were: *I work with other teachers in developing cross-curricular or common learning opportunities* (8.8), *I talk with other teachers about strategies that increase student engagement* (8.8), *teachers in our school share their lesson plans and other materials with me* (9.4), *I discuss my assessment strategies with other teachers* (8.3), *I discuss learning problems of particular students with other teachers* (9.6), and *I discuss my learning goals with other teachers* (8.3).

Where to next ?

In 2023, stages will use their planning sessions to collaboratively plan units of work and collaborate with the APC&I for feedback and support of teaching practice. In 2023, the focus will be on numeracy and the implementation of K-2, and familiarisation of 3-6 syllabi. Whole school professional learning will be conducted using *Big Ideas to Start Strong* in numeracy and in class teacher support to assist students based on identified need.

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 provide explicit, specific and timely formative feedback related to defined success criteria.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Feedback in the element of Effective Classroom Practice.
Teachers regularly participate in 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.
Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Literacy Numeracy Focus in the element of Professional Standards.

Strategic Direction 3: Wellbeing

Purpose

To ensure that students are in the optimal zone for learning we will focus on building stronger community connections and a sense of belonging for all students. The school will promote social, emotional, behavioural and intellectual engagement 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.

- Wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$5,213.04

Summary of progress

In 2022 the school communicated a weekly Positive Behavior for Learning focus, held SRC initiatives such as: Do it for Dolly, introduced Chess Club and revised the canteen menu to reflect student voice. Other initiatives included Reconciliation Action Plan meetings with staff and community members, students attending Gamarada Day at Jannali High and trialed Life Skills Go. In conjunction with New South Wales Heath, the school facilitated parent, staff and student participation in Got it! Through the Not Just a Brush program, teachers acquired new skills which they incorporated into lessons at school, creating opportunities for students to develop a sense of belonging and express themselves through art. The quality of these programs was impacted due to time and conflicting priorities in literacy and numeracy. An enabler proved to be *Got It!* with positive feedback for engaged parents and students.

Impact

Student responses in the Tell Them From Me student survey shows increases from 2021 in the domains of sense of belonging, extra-curricular opportunities, sport, positive behaviour at school, interest, motivation and effort .

The PBL student survey showed students are overwhelmingly positive about knowing what is expected of them in the playground and in the classroom. 98% of students feel they have improved in their learning from the beginning of the year.

The new hall and bush playground have been completed and are used enthusiastically by students, staff and the community.

The student Tell Them From Me survey shows that 95% of students do not get in trouble at school for disruptive or inappropriate behaviour compared to the NSW Government norm of 83%. In the area of Perseverance, the extent to which students can pursue their goals to completion, even when faced with obstacles shows that boys demonstrate a higher level of perseverance (94%) compared to girls (82%).

Attendance has been negatively impacted by COVID-19 restrictions.

Where to next?

In 2023 the school is planning to look at Student Voice through the PBL team, introducing Hoot positive letters posted home, lunch clubs, Reconciliation Action Plan and attendance strategies. Further work on the Reconciliation Action Plan and introducing strategies to improve attendance.

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
Tell Then From Me survey responses to	Positive sense of belonging was rated at 75% which is less than the NSW

increase the percent of students with a positive sense of belonging from 2020 to our lower bound target requiring an uplift of 5%.	Government norm of 81% however, positive relationships where students have friends at school they can trust and who encourage them to make positive choices was rated at 88% above the NSW Government norm of 85%.
Increase the percentage of students attending school 90% of the time from 2019 to our lower bound attendance target requiring an uplift of 11%.	The number of students attending more than 90% of the time has decreased by 30%, however this figure was significantly affected by public health orders due to COVID-19.
The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of A Planned Approach to Wellbeing, in the element of Wellbeing. The school has exceeded this measure as the school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
TTFM responses show students valuing their learning outcomes in 2021 moves from 92% to 94% in 2022, requiring an uplift of 2%.	Students valuing their learning outcomes is rated at 88% compared to the NSW Government norm of 96%. Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$280,656.00</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 • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: MiniLit data shows good growth for identified students. Review of PLASPs show students meeting their individualised learning goals.</p> <p>After evaluation, the next steps to support our students will be: The structure of Learning and Support will be reviewed in 2023. Additional professional learning will be provided to up-skill School Learning Support Officers (SLSOs) to meet students at their point of need.</p>
<p>Socio-economic background</p> <p>\$14,928.63</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"> • employment of additional staff to support LAST program implementation • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Equity students were supported through the Learning and Support Team and data shows significant growth in MiniLit and Chipper Chat. Students were able to engage in all aspects of the curriculum through support with uniforms, excursions, books and resources. Chipper Chat phonics data shows growth in the number of sounds students were able to identify.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to support the employment of the LAST position and SLSOs to support students with equity needs. In 2023, the LAST will continue to work in classrooms to support students with PLASPs.</p>
<p>Aboriginal background</p> <p>\$5,213.04</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 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"> • Wellbeing

<p>Aboriginal background</p> <p>\$5,213.04</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • purchase of additional resources and the provision of opportunities to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: Aboriginal students were supported to achieve goals set in Personalised Learning Pathways Plans, supported by families and the LAST where required. PLPs show Aboriginal students are making good progress in literacy, with progress monitored through the PLP process.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the school will employ an Aboriginal Education Officer one day a fortnight to increase cultural understanding and support links with families.</p>
<p>English language proficiency</p> <p>\$46,942.54</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"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: EALD students requiring additional support showed growth through the Learning and Support data. Pre and post test data allowed students to be identified as meeting the baseline and be supported through classroom curriculum.</p> <p>After evaluation, the next steps to support our students will be: Best use of LaST and SLSO time will be adjusted in 2023 through identified programs monitored by the Learning and Support Team.</p>
<p>Low level adjustment for disability</p> <p>\$95,620.84</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"> • 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 • targeted students are provided with an evidence-based intervention MacqLit programs to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: These students were supported in parallel to the COVID ILSP program with excellent progress noted through IFSR and MiniLit.</p> <p>After evaluation, the next steps to support our students will be: LaST to spend more time in classes working directly with PLaSP students to</p>

Low level adjustment for disability \$95,620.84	support them in meeting their goals. SLSOs to be trained in delivery of MacqLit programs.
Professional learning \$22,621.48	<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 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"> • Staff release to attend Multiplicative Strategies professional learning. • Curriculum reform - Early Adopter Program - staff release and collaborative development of lessons. • Collaborative stage-based planning days - HPGE strategies, Inclusive Education Reform professional learning • School funded APC&I to support in class quality teaching. <p>The allocation of this funding has resulted in the following impact: Shoulder to shoulder support in classrooms has allowed the embedding of number talks. In K-2, increased confidence in the use of decodable readers is demonstrated by teachers. Confidence in using the IFSR and how to interpret results is evident in teaching programs which reflect differentiation.</p> <p>After evaluation, the next steps to support our students will be: Staff professional learning on how to use data, plan and manage diverse needs to be implemented in 2023. The school can also work towards a High Potential and Gifted Education (HPGE) identification model to identify students' talents in domains outside of the classroom.</p>
Literacy and numeracy \$11,898.74	<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 • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: Semester 1 IFSR data from the Kindergarten cohort shows all students had improved in the numeracy progressions compared to their initial Best Start Assessment. The analysis highlighted students were more capable counting forwards than backwards. ES1 numeracy programs were updated to include an additional focus on counting back and number before (Number Talks / Brain Break songs / explicit teaching lessons).</p> <p>After evaluation, the next steps to support our students will be: This funding will be used in 2023 to enable the APC&I position to provide additional support for the implementation of the new curriculum. Essential Assessment will be used to track progress and facilitate learning sprints across all stages.</p>
QTSS release \$66,998.94	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Jannali East Public School.

<p>QTSS release</p> <p>\$66,998.94</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 classroom practice <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 • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Soundwaves data shows good progress in spelling and phonics. Teachers are more confident using decodable readers and best practice reading strategies. Kindergarten implemented a learning sprint to improve students' fluency using decodable texts. 64.3% of students improved their reading fluency which reinforces that the explicit teaching practices have helped. Decodable reading levels have increased an average 1.4 levels showing no detrimental impact to reading accuracy, despite a focus on fluency. 53.2% of students are not yet fluent on their new levels, despite having over 80% accuracy.</p> <p>After evaluation, the next steps to support our students will be: Fluency needs to remain an explicit teaching focus in 2023. The home reading book will mirror the type of text used in reading groups in class. Assistant Principals will continue to support the implementation and familiarisation of the new English and Maths syllabus documents.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</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"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: Semester 1 IFSR data from the Kindergarten cohort shows all students had improved in the numeracy progressions compared to their initial Best Start Assessment. The analysis highlighted students were more capable counting forwards than backwards. ES1 numeracy programs were updated to include an additional focus on counting back and number before (Number Talks / Brain Break songs / explicit teaching lessons).</p> <p>After evaluation, the next steps to support our students will be: Staff are trained in the progressions. In 2023, staff will embed the use of progressions into everyday classroom practice. The introduction of Essential Assessment will further support teachers to use the progressions in programming and differentiation .</p>
<p>COVID ILSP</p> <p>\$46,413.00</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</p>

<p>COVID ILSP</p> <p>\$46,413.00</p>	<p>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 <p>The allocation of this funding has resulted in the following impact: Plan2 data and internal assessments (literacy and numeracy) showed excellent growth for students in the COVID ILSP program. Of the 29 students involved, 96% demonstrated significant growth compared to their initial pre-test assessment results.</p> <p>After evaluation, the next steps to support our students will be: Introduce a new "sweep" model and to review LaST role to determine how we can best support targeted kids to improve in literacy and numeracy in classes. COVID ILSP program to continue in 2023 aligned to the LaST program.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	194	198	193	193
Girls	165	172	159	143

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.5	94.9	94.7	89.4
1	95.9	94.1	94.9	88.1
2	94.5	94.8	95.2	90.8
3	94.8	94.4	95.4	88.6
4	93.2	95.5	94.4	88.6
5	94.1	95.0	94.9	90.5
6	92.8	92.6	92.8	89.2
All Years	94.3	94.4	94.6	89.3
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)	3
Classroom Teacher(s)	12.77
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.87

*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	493,548
Revenue	3,871,084
Appropriation	3,544,781
Sale of Goods and Services	4,103
Grants and contributions	317,543
Investment income	4,657
Expenses	-3,846,653
Employee related	-3,210,161
Operating expenses	-636,493
Surplus / deficit for the year	24,431
Closing Balance	517,979

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	280,656
Equity Total	162,705
Equity - Aboriginal	5,213
Equity - Socio-economic	14,929
Equity - Language	46,943
Equity - Disability	95,621
Base Total	2,615,065
Base - Per Capita	88,943
Base - Location	0
Base - Other	2,526,122
Other Total	228,447
Grand Total	3,286,873

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

Student Satisfaction Survey

In 2022 students were surveyed using the Tell Them From Me Student Outcomes and School Climate Survey. Student responses in the social emotional outcomes of sense of belonging, extra curricular activities, sport, positive behaviour at school, effort, Interest and motivation all increased from 2021 data. The drivers of student learning outcomes however decreased, possibly due to the impact of COVID-19 and the reestablishment of at school learning.

A school strength was 88% of students reporting they have friends at school they can trust and who encourage them to make positive choices. Students who are interested and motivated is an area for focus as the results were significantly less than the state norm (52% compared to 78%). According to students, teachers set clear goals for learning, establish expectations, check for understanding and provide feedback (7.2). The NSW Government norm is 7.5, so explicit teaching and feedback remains a priority. There is room for strengthening positive teacher/student relationships and a positive school climate. Student perseverance levels are similar to NSW Government school norms however girls show less perseverance than boys.

Student wellbeing is a strategic direction with PBL at the centre of the planned approach to wellbeing.

Teacher Satisfaction Survey

Teachers were surveyed using the Tell Them from Me Focus on Learning' Teacher Survey Report. Teachers rated the school strongly on 7 out of 8 of the drivers of student learning.

A school strength was leadership where teachers reported school leaders help them create new learning opportunities for students (8), help to create a safe and orderly school environment (9.4) and have provided support in stressful times (9.6). An area for development is around school leaders providing more time for observations to strengthen teaching.

Teacher Collaboration is strong specifically in sharing lesson plans or materials (9.4) and discussing learning problems of students with other teachers (9.6). This is reflected in a strong learning culture at Jannali East Public School where learning goals and high expectations are strengths.

While data skills and use is on the state norm, this is still a priority area along with increased use of technology to map and plan learning. Teaching Strategies is again above the NSW Government norm with strengths being teachers linking new concepts to previously mastered skills (9.4), teaching using multiple teaching strategies in lessons (9.2) and discussing with students ways of seeking help to increase learning (9.0).

Teachers are proud that Jannali East is an inclusive school and strive to understand the learning needs of students with special learning needs (9.0). Teachers establish clear expectations for classroom behaviour (9.6), make an effort to include students with special learning needs in class activities (9.4) and use PLASPs to set goals for students with special learning needs (9.0).

The school is above the NSW Government norm for all dimensions of classroom and school practices: promoting productive learning strategies, supporting students to overcome obstacles to achieve learning goals, quality feedback that guides students' effort and attention and planned learning opportunities which involve an intentional transfer of skills and knowledge.

Trend data from 2021 to 2022 shows increases in inclusivity, leadership, collaboration, learning culture, teaching strategies, challenging goals and quality feedback. Jannali East Public School is an extremely positive place for teachers to lead student learning and data confirms the positive feedback from teachers.

Parent Satisfaction Survey

50 parents responded to the Tell Them from Me 'Partners in Learning' Parent Survey. The report shows strengths in the way parents support learning from home and the way the school supports positive behaviour. Written information from the school is in clear plain language and parents feel welcome when they visit the school (7.8). Reports are written in language the parents can understand (7.7), however they would like more information about students' social and emotional development.

Only 17% of the respondents are involved in school committees and 78% of respondents talked to their child's teacher more than 3 times in a year. Parents recognise their child is clear about the rules for school behaviour (8.6). Parents would like reports to show more information about how they can support their child with learning (37%). Positive behaviour at school has trended up since 2021.

Preferred ways of communication included formal, informal meetings and emails. The newsletter is seen as useful.

Parents identified they could talk more to their child about how important schoolwork is (5.3).

92% of parents state that Jannali East Public School is their first choice of school and 78% would recommend it to other parents. The school will respond to the results of this survey through the Strategic Plan implementation in 2023.

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.