

2023 Annual Report

Jannali Public School



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Introduction

The Annual Report for 2023 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 2023, we continued to focus on promoting a shared vision and culture of High Expectation between staff, students and the community. Our strategic focus throughout 2023 continued to be a focus on working together to ensure Jannali Public School's learning culture continues to be one of collaboration, and evaluative practice across all areas of learning.

- 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 2023, we proved our resilience and optimism by overcoming or adjusting to the resulting challenges.
- Jannali Public school continued to lead and work with The Smalls Schools Learning Alliance in curriculum reform for English and Mathematics.
- Jannali Public School continued a leadership role in The Sutherland AP C and I Network.

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

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 school.

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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	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	Excelling
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

AP Curriculum & Instruction Professional learning

Summary of progress

In 2023 Jannali PS planned and led the following strategies to improve student outcomes:

- CTJ in writing
- Whole school writing assessment rubrics
- Writing process PL
- New curriculum PL (K-2 English and Mathematics)
- Small School Learning Alliance - Taren Point PS, Jannali PS, Como PS
- APC&I Community of Practice Leadership for Sutherland Network
- LST- small group intervention for Writing and Maths
- Multilit
- COVID ILSP

The impact of these strategies can be seen in:

- Student outcome data in writing
- Improved teacher knowledge and understanding of the new curriculum
- Improved programming and delivery of the new curriculum
- Differentiated professional learning
- Increased student engagement in writing
- Targeted Learning and Support has resulted in increased reading results through MultiLit and comprehension strategies.

Our impact for staff included improved pedagogy around how to explicitly teach the writing process as well as an improved understanding of the observable writing behaviours in the English Syllabus and Literacy Learning Progressions. The impact for students was improved writing skills.

Our success was enhanced by:

- Appointment of APC&I- 4 days (strategic lead on curriculum)
- APC&I leadership of APC&I Sutherland Network
- Link with The Small School Learning Alliance - building relationships with Curriculum Advisors and Miranda Strategic Delivery Team- support with curriculum PL as part of APC&I CoP-Sutherland Network
- Purposeful professional learning linked to new curriculum
- Commitment from staff
- School collaborative culture- parent workshops

The barriers we overcame included:

- Staffing-sourcing casual staff, staff turnover in Alliance schools (variation in staff)
- Variation in depth of understanding related to new curriculum due to staff turnover

WHERE TO NEXT?

In 2024, our next focus will be on Numeracy and continuing to extend our HPGE students in both literacy and numeracy, in particular number sense and working mathematically. We will continue to strengthen student voice in Mathematics through the consistent implementation of number talks and explicit number sense routines, utilising both formative and

summative assessment. We will continue our writing project (CTJ) and professional learning for the new curriculum. This will allow for greater teacher capability and deep curriculum understanding, further enhancing student success so that an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An increase in Check-in Assessment mean scaled score for reading in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.	<p>Reading:</p> <p>There was an increase in Check-in Assessment mean scaled score for reading for Year 4 and 6 in 2023 compared with Year 3 and 5 in 2022.</p>
An increase in Check-in Assessment mean scaled score for numeracy in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.	<p>Numeracy:</p> <p>An increase in Check-in Assessment mean scaled score for numeracy in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022 . There is no comparative data available for Year 4 in 2023.</p>
Increased % of targeted students meeting their individual learning goals/ individualised growth targets so that equity gaps are closing from 2022 + 5%	<p>All students on Personalised Learning and Support Plan meeting their learning goals in 2023.</p> <p>LST data: 27 students were involved in mini-lit. 100% of students in the program showed positive reading growth.</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>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>Assessments have been 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>
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>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>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>

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

QTSS release
AP Curriculum & Instruction

Summary of progress

In 2023, Jannali PS ran the following initiatives:

- CTJ in writing
- Whole school writing assessment rubrics
- Writing process PL
- New curriculum
- Staff PL in HPGE
- Term 2 to Term 3: 3-6 Day of the Distinguished Project
- District level participation in public speaking
- Hosted multicultural public speaking for Metropolitan South and West Directorate competitions
- Students qualified to regional in athletics and sporting program
- HPGE adjustments included in teaching and learning programs

The impact of these strategies can be seen in:

- Consistent approach to programming and assessing writing
- Writing samples demonstrate that students have a greater understanding of how to demonstrate effective writing behaviours/skills
- Increased knowledge on how to effectively teach vocabulary and assess vocabulary (tier 1, tier 2 and tier 3 words)
- Student voice/feedback from students about HPGE opportunities demonstrates that students have improved research skills and improved engagement as a result of student choice/greater autonomy over learning as demonstrated at Day of the Distinguished showcase
- Public speaking winners (multicultural)-one child highly commended
- Hosted Multicultural Public Speaking finals- this increased our profile in the community
- Increased opportunities for HPGE students across the different domains.

Our impact for staff included improved knowledge and understanding of evidence-based practices to teach writing. This is evidenced in improved programming and assessment processes. The impact for students was proven in comparative work samples pre and post. The Day of the Distinguished showcase demonstrated exceptional opportunities in extending talented and high potential students through a research-based task of high interest and engagement.

Our success was enhanced by:

- Appointment of APC&I- 4 days (strategic lead on curriculum)
- Targeted professional learning linked to writing and HPGE
- Commitment from staff in addition to organisation of teaching and learning programs.
- Assessment scope and sequence
- School collaborative culture- parent workshops linked to writing

The barriers we overcame included:

- Staffing-sourcing casual staff, staff turnover in Alliance schools (variation in staff)
- Budget and timetable constraints
- Variation in depth of understanding related to new curriculum due to staff turnover

WHERE TO NEXT?

In 2024 we will continue to embed effective writing practices, concentrate on explicit teaching of number talks and number sense routines and plan and deliver targeted PL in line with the whole school focus. We will continue to strengthen and further embed HPGE opportunities, perhaps extending into social/emotional domain. We will implement these strategies because we want to improve our high expectations and effective classroom practice to enhance success for all students so that we can embed a culture of collective efficacy and so that all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies and the whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning Culture - High Expectations where there is ongoing commitment within the school community that all students make learning progress and are supported in their wellbeing. Partnerships with parents/carers and students supports a clear focus to guide integrated planning for learning and wellbeing.
A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice / Explicit teaching where there is a school-wide explicit teaching approach which incorporates modelled, guided, and independent practice. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs and use a range of explicit strategies to explain and break down knowledge.
To increase the rating by staff on use of effective feedback to beyond 3.94 from the What Works Best (WWB) survey tool.	Data from the What Works Best Survey Tool is not available in 2023. Data from 2023 Tell Them From Me Teacher Survey. Teachers have given me helpful feedback about my teaching 8.4. Students receive feedback on their work that brings them closer to achieving their goals. 7.5. Quality Feedback from Four Dimensions of Classroom and School Practices is rated at 7.7 greater than NSW Government Norm 7.3
Increase the percentage of HPGE students achieving growth on school based data.	An analysis from Check In Assessment data (Year 3 2021 - Year 5 2023) and 2/3 students showed strong growth in Literacy and all students demonstrated strong growth in Numeracy.

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

Summary of progress

In 2023, Jannali PS participated in the following initiatives:

Heart of the Shire Community of Schools (HOTSCOS)

- Term 1-Initiate Student Leadership Conference, TJHS Enrichment Program (Year 5)
- Term 2 - JHS Enrichment Program (Year 5), Year 4 Taste of High School Program,
- Term 3 - TJHS Enrichment Program (Year 5), CAPA Performance for Year 3 Students, Year 5 High School for a Day Program
- Term 4 - TJHS Enrichment Program (Year 5), Year 6 Orientation Day

In 2023, Jannali PS led the following initiatives:

- Small School's Learning Alliance
- T1- SDD 2-Collaboration
- T2 - Aboriginal Education PL, English PL (Twilight PL), Assessment and Reporting PL,
- T3 - Aboriginal Education PL, Mathematics (PL) Dan Haesler (Twilight PL), 3-6 New and English Syllabus PL.
- T4 - Assessment and Reporting PL, Mathematics (PL)
- PBL Professional learning
- Cyber Safety
- White Ribbon
- Police Talks
- Got It Program (K-2 Program) - Term 3 & 4. - To support wellbeing.
- P&C funded Student Wellbeing Support Officer

The impact of these strategies can be seen in:

- Smoother transitions from primary to high school
- Consistency in programming and evaluating programs across K-6
- Explicit teaching of English and Mathematics content in line with the new curriculum
- Programming and Assessment in English and Mathematics across the Alliance demonstrate that teachers have an improved understanding of the content in the syllabuses and how to differentiate to cater for the learning needs of all students
- Improved staff knowledge and understanding on how to support Aboriginal and Torres Strait Islander students and create culturally respectful and inclusive learning environments
- Decreased incidences of negative behaviour in the classroom and on the playground as evidenced by PBL Sentral data.

Our impact for staff included greater collaboration on using the K-2 Sample Units of work for English and Mathematics. As a result of the collaboration of staff within the Learning Alliance, staff have improved knowledge and understanding of English and Mathematics syllabus and assessment and differentiation in literacy and numeracy. Additionally, feedback from staff indicates staff have improved the way they plan and program for English and Mathematics, particularly in K-2. The impact for students evidenced by feedback from stage 3 students demonstrates that students have developed a range of improved research skills as a result of the High School Enrichment program and feel better prepared for their transition to high school. Success with PBL has been significant as students are able to apply conflict resolution skills

taught to promote respectful relationships.

Our success was enhanced by:

- appointment of APC&I- 4 days/ additional executive leadership enabled for more consistent timelining and planning of events and ability to meet with staff to support them with the change management process.
- Purposeful professional learning linked to PBL, wellbeing and curriculum
- Commitment from staff in school and within the community of schools forum
- Sequencing of school events and lesson planning in schools and across the network
- Seeking feedback from teachers, students and parents
- School collaborative culture- parent workshops linked to wellbeing and curriculum by utilising staff expertise and external providers.

The barriers we overcame included:

- Staffing-sourcing casual staff, staff turnover in Alliance schools (variation in staff)
- Budget constraints in small school setting
- Variation in depth of understanding related to new curriculum due to staff turnover.

WHERE TO NEXT?

In 2024 we now need to continue strengthening our PBL processes and structures so that there is a strategic and planned approach to developing whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. We will focus on fostering student voice and strengthening and further embedding HPGE opportunities, including engagement with programs that foster creative and critical thinking such as 'Tournament of the Minds'. We will implement these strategies because we want to improve our high expectations and effective classroom practice to enhance success for all students. We will continue our collaborative partnerships with HOTSCOS and the Small School's Learning Alliance in order to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This will drive ongoing, schoolwide improvement in teaching practice and student results.

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
Achieve an increase of 10.6% from 2022 in the number of students attending more than 90% of the time.	The number of students attending greater than 90% of the time or more has increased by 10.6% from 2022 towards our lower bound target. Our school attendance rate is 93.4% and this is above the SSSG and the NSW Govt average.
To move towards excelling in Learning and Development -collaborative practice and feedback, innovations and expertise	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Learning and Development and expertise and innovation where teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.
To increase wellbeing measures to above the SSSG towards our upper bound target.	87.43% of students reporting positive wellbeing outcomes has increased by 9.85% across the positive wellbeing measures from 2021 measures towards our lower bound target, however we are below the SSSG.
Decrease in the number of negative incidents in SENTRAL and increase in the positive behaviors through tracking awards from baseline 2021	There has been a significant decrease in Sentral incidents from 2021 - 2023 and increase in positive behaviour as evidenced by school based data.

Funding sources	Impact achieved this year
<p>Integration funding support</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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around behaviour • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around Personalised learning plans and curriculum adjustments • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Monitoring of PLASPs show impact where identified students are engaged and learning with significant progress against their individual learning goals and increased parent engagement in the process.</p> <p>After evaluation, the next steps to support our students will be: In 2024, this funding will continue to support identified students, particularly through the implementation of PLASPs and use of SLSOs.</p>
<p>Socio-economic background</p> <p>\$10,567.21</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> <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 external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Year 3 and Year 5 Check In Assessment Data shows that equity gaps are closing. Equity funds were used to fund resources and supplement excursions to allow all students to participate in curriculum opportunities.</p> <p>After evaluation, the next steps to support our students will be: In 2024, Equity funds will be used to fund excursions and supplement additional learning and support time.</p>
<p>Aboriginal background</p> <p>\$1,567.48</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>\$1,567.48</p>	<p>including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (SLSO) to support Aboriginal students <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: Continue to facilitate opportunities to engage students and their families with Personalised Learning Pathways (PLP) processes throughout 2024.</p>
<p>English language proficiency</p> <p>\$9,669.86</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> <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 assessment data.</p> <p>After evaluation, the next steps to support our students will be: To continue to identifying language and cultural demands across the curriculum and provide personalised targeted professional development across K-6 setting.</p>
<p>Low level adjustment for disability</p> <p>\$65,634.01</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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of LaST and interventionist teacher • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • targeted students are provided with an evidence-based intervention Multilit to increase learning outcomes <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 access to curriculum and equity gaps are closing. Greater understanding of how to cater to the needs of identified students in the classroom.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$65,634.01</p>	<p>In 2024, the LST program will continue to support students with identified needs through Personalised Learning Plans, SLSO support and small group withdrawal. Initial Lit, MinitLit and Multilit training for staff to commence in 2024.</p>
<p>Professional learning</p> <p>\$12,195.20</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"> • Increasing reading and numeracy growth and attainment • Collaboration for strengthened school practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: Teacher evaluations from school based data and Tell Them From Me demonstrates high levels of collaboration, leadership and feedback above NSW Govt Norm with increase in confidence and impact in the delivery of the new curriculum.</p> <p>After evaluation, the next steps to support our students will be: In 2024, funding is targeted towards InitialLit and Mathematics professional learning.</p>
<p>QTSS release</p> <p>\$25,330.75</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Jannali Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • What works Best-Focus on Teacher Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • 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: APCI provided targeted professional learning and support to teachers implementing new English and Mathematics curriculums. Majority of students on track as evidenced by work samples.</p> <p>After evaluation, the next steps to support our students will be: In 2024, we will be moving towards strong focus on formative assessment as teachers have now embedded evidenced based, high impact teaching practices.</p>
<p>COVID ILSP</p> <p>\$26,632.92</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 2023.</p>

COVID ILSP

\$26,632.92

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition

The allocation of this funding has resulted in the following impact:

MiniLit and MacqLit data shows significant improvement for students in this program with impact consistently monitored through school based data.

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

Small Group funding will continue to support identified students through the Learning and Support Process.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	82	87	74	74
Girls	64	58	54	65

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.6	92.7	92.2	94.7
1	95.6	94.9	90.0	94.2
2	93.6	95.5	83.4	92.5
3	93.5	94.4	90.5	92.9
4	95.8	93.2	87.0	89.9
5	95.9	95.2	88.5	90.5
6	95.6	96.1	90.7	94.0
All Years	94.9	94.6	88.8	92.6
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	1.8
Classroom Teacher(s)	4.77
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration and Support Staff	1.76

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	114,830.08
Revenue	2,270,489.41
Appropriation	2,128,683.85
Sale of Goods and Services	1,914.35
Grants and contributions	122,750.73
Investment income	2,542.34
Other revenue	14,598.14
Expenses	-2,294,547.73
Employee related	-1,992,746.18
Operating expenses	-301,801.55
Surplus / deficit for the year	-24,058.32
Closing Balance	90,771.76

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.

	2023 SBAR Adjustments (\$)
Targeted Total	143,664
Equity Total	87,439
Equity - Aboriginal	1,567
Equity - Socio-economic	10,567
Equity - Language	9,670
Equity - Disability	65,634
Base Total	1,212,271
Base - Per Capita	33,313
Base - Location	0
Base - Other	1,178,958
Other Total	188,789
Grand Total	1,632,163

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Parent/caregiver, student, teacher satisfaction

Student Satisfaction Survey

2023 Tell Them From Me (TTFM) student survey indicated 87.43% of students reporting positive wellbeing outcomes has increased by 9.85% across the positive wellbeing measures from 2021 measures towards our lower bound target. Trend reports indicated positive growth in the areas of sense of belonging (up 23%) and valuing school outcomes (up 22%). There has been a positive increase in interest and motivation (up 21%) and an increase in the effort that students are putting into their work (up 19%). Students felt that school staff emphasized academic skills and had high expectations for classroom behaviour and for all students to succeed.

There was a noticeable increase (up 45%) in the number of students participating in extracurricular activities.

Student Wellbeing strategies will continue to be a priority for 2024 with a review of the current PBL system to provide more opportunities for advocacy at school, student voice with a focus on maintaining student focus and interest in school based activities.

Areas for Development: A future focus for student growth in Socio- Emotional outcomes will be to see a higher proportion of students scoring in the desirable quadrant for high skills and high challenge in the areas of English and Mathematics (currently 41%), with students indicating they feel confident of their skills in these subjects.

Teacher Satisfaction Survey

2023 Tell Them From Me (TTFM) "Focus on Learning" Teacher Survey measuring 8 drivers of student learning indicated that Jannali Public school was above the state average in all areas. Data demonstrates exemplary teaching practices and and strong educational leadership:

Learning Culture: Teachers set high expectations for student learning (9.1, 8.0), teachers monitor the progress of individual students (9.1, 8.0).

Teaching Strategies: Teachers use 2 or more teaching strategies in most class periods (9.7, 7.9), Teachers link new concepts to previously mastered skills and knowledge (9.1, 7.9)

Leadership: School leaders have provided me with useful feedback about my teaching (8.8, 7.1), School leaders have helped me improve my teaching (9.1, 7.1).

Quality Feedback from Four Dimensions of Classroom and School Practices is rated at 7.7 greater than the NSW Government Norm of 7.3.

Areas for Development:

- Increasing collaboration and collective efficacy in the school.
- Establishing challenging and visible learning goals for students.
- Using formative assessment to inform lesson planning and increasing quality feedback in all learning areas.

Parent Satisfaction Survey

2023 Tell Them From Me (TTFM) parent survey results indicated an increase in positive trend data (2022 6.9 / 2023 - 7.3) in parents feeling welcome and that written communication from the school was in clear plain language.

Parents also indicated the school supports positive behaviour, with teachers expecting my child to pay attention in class (2022 - 7.8 / 2023 - 8.3) and teachers maintaining control of their classes (2022 - 5.9 / 2023 - 6.1). 47% of parents indicated that they were involved in school committees (up 12%) and 76% of parents indicated that they had attended 3 or more meetings or events held at the school (down 8%).

62% 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 will include teachers informing parents about child progress in school subjects. The school will investigate other options for parents to meet with teachers face to face in semester 2 regarding their child's progress.

Where to next?

Jannali Public School is committed to developing positive engagement amongst all school stakeholders. During 2024, we will continue to review and update the PBL system to include greater opportunities for student voice, more frequent

rewards and with an aim of promoting a sense of belonging and pride in being a student of Jannali Public School. We will seek feedback from parents and the community in implementing the new Student Behaviour Policy to support a safe and positive learning environment at Jannali Public School.

The school will focus on keeping all stakeholders informed and up to date with Curriculum reform around English and Mathematics 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.