2009 Annual School Report
Jannali Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
In 2009, Jannali Public School student enrolment was 104 students comprising 46 girls and 58 boys. Five classes were formed to accommodate the student body. This was the same as 2008.

Staff
We are extremely fortunate at Jannali to have such an enthusiastic and dynamic team of teachers with a broad range of experience and areas of expertise.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
The school continued to program and plan targeted learning that had a significant impact on the welfare and effective learning of students in 2009. They include: anti-bullying programs, junior dance (boys and girls), library, public speaking, multicultural education, Aboriginal education, special education, band, choir, sport, peer support values education, technology (ICT) and literacy and numeracy support programs.

Messages

Principal's message
This report brings together the many fine achievements of the school during 2009 and provides information regarding the school's priorities for 2010.

Particularly pleasing this year has been the rise in the reading levels achieved by students across the school. NAPLAN results indicate that students who were in Year 3 (2007) and are now in Year 5 (2009), have achieved exceptional growth in reading and writing which is now above the state average. Improving these general results will continue to be a priority in 2010

The results in the sport area have been strong with students achieving at a school, zone, area and state level. Several sports gained champion school status and the girls’ netball team won the PSSA competition. A variety of arts programs have been offered and students have performed beyond the school. Several competitions have also been available for students’ participation.

Further improvements have been made to school facilities. The gardens across the front of the school have been revitalized, extra teaching resources have been purchased for classrooms and playground use.

Each of these achievements reflects the contribution of staff and parents, working together, to ensure quality outcomes for students. Staff value the support given by parents and the community in activities such as maths games, changing readers, reading tutors, helping with the use of technology, guest speakers or assisting with sport. Together we can encourage students to do their very best and aim for high standards both in learning and behaviour. The school values of respect and self responsibility are promoted wherever possible.

2010 promises to be another exciting and challenging year and I look forward to continuing to work with staff and parents to expand learning for students.

I certify 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.

Karen Andrews
Principal

Jannali Public School P&C Association message

In 2009 the P&C, with support from the Principal, staff and a large percentage of parents, continued its active contribution to the school and its programs.

Specific fundraising events have included an Easter Raffle, Mother’s and Father’s Day stalls, Movie Night, Discos, Car Boot Sale Day and a Family Bingo Night. All these endeavours were well sponsored by our local business community and well patronised by our school community. The funds raised were utilised to continue our support of quality teaching and learning programs in the classrooms.
Other P&C committees have been responsible for the successful operation of the school canteen, our Before and After School Care centre and the Uniform Shop. In addition, the P&C executive has continued its vital advocacy with our local and federal members for issues including: school maintenance, building upgrades and security fencing.

Sue McDougal 2009 P&C President

**Student representative's message**

Being a SRC representative is a huge responsibility but also lots of fun. We have attended various events including the Young Leaders Day at the Entertainment Centre, the Official opening Of The School Year and we participated in the Anzac Memorial service. The Student Representative Council this year has organised a special dance off and sing off, talent quests, multi days and a handball competition. These were appreciated by everyone. We certainly have terrific memories of the years we’ve spent at Jannali Public School.

SRC Committee 2009

**School context**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies. The number of students enrolled in the school was similar to previous years.

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>60</td>
<td>57</td>
<td>57</td>
<td>51</td>
<td>56</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>66</td>
<td>61</td>
<td>49</td>
<td>44</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

Parent reminder letters are sent home when non-attendance is unexplained. Follow up Parent /Teacher interviews are conducted. In extreme cases Home School Liaison referrals are made.

**Class sizes**

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.
Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

In addition to our classroom teachers, we are fortunate to be able to access the expertise and support of a number of skilled professionals:

- a teacher librarian;
- two part-time teachers to support students with learning difficulties;
- five part-time School Learning Support Officers are employed to assist with integration programs.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Relief Face To Face</td>
<td>0.21</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.15</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2.46</td>
</tr>
<tr>
<td>Total</td>
<td>8.32</td>
</tr>
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</table>

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. Many staff members hold more than one degree with their postgraduate studies ranging from certificate level courses at universities, through to postgraduate diplomas, to either a second degree or masters degree in educational areas.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>90</td>
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</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. Training & Development

Date of financial summary: 30/11/2009

**Income**

- Balance brought forward: 39 341.13
- Global funds: 96 548.41
- Tied funds: 99 711.65
- School & community sources: 46 186.99
- Interest: 1 691.05
- Trust receipts: 25 788.15

**Total income**: 309 267.38

**Expenditure**

- Teaching & learning
  - Key learning areas: 10 675.68
  - Excursions: 16 518.74
  - Extracurricular dissections: 34 247.11
- Library: 2 242.55
- Training & development: 45.45
- Tied funds: 102 660.38
- Casual relief teachers: 19 602.87
- Administration & office: 31 557.48
- Utilities: 16 592.04
- Maintenance: 12 690.44
- Trust accounts: 18 798.80
- Capital programs: 18 633.91

**Total expenditure**: 284 265.45

**Balance carried forward**: 25 001.93

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2009

The school has endeavoured to improve learning performance for students across all grades. It has achieved this by providing targeted resources for students requiring additional support, in the key areas of numeracy and literacy, through additional aide funding, particularly in the early years of school, to maximise success at school.

The school also seeks to provide opportunities for students to participate in additional programs, which enhance the learning environment for our students.

Achievements

Arts

The school and the community value the balanced, well rounded school curriculum provided through opportunities for our students and teachers to participate in and enjoy a broad range of creative and performing arts activities.

Achievements in the arts included:

Our choirs performed in the Sutherland Shire Schools’ Music Festival at the Sutherland Entertainment Centre and at various school functions throughout the year. Students from Jannali Public School for the first time compared the evening for one of the concerts.

In Term Four, one team of students was introduced to the elements of debating through the District ‘Friendly’ Competition. They were given the opportunity to participate in an intensive one day workshop with an experienced adjudicator from the competition and had a great time visiting local schools to try out the skills they learned.

Public Speaking was promoted across the school and each stage held finals to choose our three school representatives for the annual District Competition

An exhibition of student's artwork was inaugurated in 2009 called ‘Artburst'. Parents were invited to purchase framed artwork and this was a highly successful evening enjoyed by all.

In 2009 students had access to art therapy lessons, held weekly. The art therapist was so pleased with the students outcomes that it has been continued in 2010.

Sport

Our students participated in the Small School Swimming Carnival and the three major PSSA carnivals in Swimming, Cross Country and Athletics in the Sutherland Zone.

Our School Cross Country was once again held as a fundraiser. In the lead up to the Zone and State cross-country carnivals, the students were encouraged to participate in a before school and lunch time running program.

Students in Years 2-6 were involved in PSSA competitions in netball and soccer. One senior and two junior teams competed in the netball competition. In netball, the Senior B team and the Senior A team were finalists. We also entered junior and senior girls soccer teams in the gala day at Seymour Shaw Park. Jannali students participated in the Touch Football Gala Day.

Other

Science Fair

In 2009 students from K-Yr 6 participated in a Science Fair at Jannali Public School, researching various topics then presenting their findings at a judged exhibition. Finalists then participated at the University of Wollongong Science Fair competing against students from across the state. The school was very proud to have 2 students placed and 2 students awarded High Distinctions.

School Camp

Students from years 4, 5 and 6 travelled to Canberra and The Snowy Mountains staying for 3 nights at Cooma for their annual camp. Students visited The War Memorial, Questacon, observed how the houses of Parliament work and spent a day on the snowfields.

Gifted and Talented Students Program

Students were engaged in enrichment activities including elearning, robotics, art, physiology, human movement and drama.
Restorative Practice
All students, staff and parents participated in a wellbeing program. Student Representative Council members act as peer mediators in the playground during lunch breaks to support this ongoing program.

Academic
In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3
Fourteen Year 3 students sat for the 2009 NAPLAN literacy. Our 2009 results indicated that our school (57.2%) performed better than the state (49.0%) in bands 4 and 5, overall the developmental and additional resources will target reading in 2010. The year’s area of strength for Year 3 was in spelling.

Numeracy – NAPLAN Year 3
Thirteen Year 3 students sat for the 2009 NAPLAN numeracy. Our 2009 results indicate that our school achieved much higher results than the state as 50% of Yr3 were placed in bands 4 and 5, compared with 46.8% from the state. The Yr 3 area of strength was in number. Areas for development in 2010 are chance and data.

Literacy – NAPLAN Year 5
Twenty Year 5 students sat for the 2009 NAPLAN in Literacy. In 2009 literacy results indicate that whilst our school on average performed better than the State in Bands 6 and 7 in Reading, Writing, Grammar and Punctuation further development will need to be addressed in Spelling. The Year 5 area of strength was in Grammar and Punctuation.
Numeracy – NAPLAN Year 5

Twenty students sat for the 2009 NAPLAN in numeracy. Our 2009 numeracy results indicate that our school achieved good outcomes when compared to the State. 45% of Year 5 were placed in bands 6 and 7 compared to 42.5% in the state.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

70% of the current Year 5 Students sat for the 2009 NAPLAN test in literacy when they were in Year 3. When compared with the 2009 NAPLAN results for matched students the school achieved above the State in Reading and Writing.

90% of our current Year 5 students sat for the 2009 NAPLAN in numeracy when they were in Year 3. When compared with the 2009 NAPLAN results, the school achieved below the state for matched students in numeracy.

Significant programs and initiatives

Aboriginal education

The school provides experiences and activities for students to raise understanding of Aboriginal history, culture and contemporary Aboriginal Australia.

The traditional land owners, the Dharawal people are acknowledged at formal gatherings.

Students learn about the life of traditional Aboriginal people when completing the relevant teaching units for their stage.

A small number of students from Aboriginal or Torres Strait Islander background attend the school. The learning support team track the academic and social progress of these students.

Multicultural education

Jannali Public School celebrated Harmony Day in March. Students were involved in celebrating cultural diversity in a variety of ways.

Students worked collaboratively and individually, to create poetry around the theme of multicultural diversity.

Each student was presented with an orange Harmony Day ribbon and came dressed in orange colours to celebrate our rich cultural heritage.

Respect and responsibility

These values underpin all aspects of the school’s operation. The school values of “respect and responsibility” are continually reinforced by staff at every opportunity and are displayed in all classes. Several other values are discussed with students, particularly fair go, cooperation and excellence.

Analysis of reported behaviour incidents in the playground shows a significant decrease in inappropriate play. Staff continue to feel more confident when using the values education model and appreciate continued opportunities to discuss this model to support students.
The school’s student welfare management policy reflects these values and the rights of every student to learn in a safe and happy environment. The core values are displayed in all classrooms to engage students in consistent focus of behaviour expectations. The school uses a range of significant occasions such as ANZAC Day, Remembrance Day, Harmony Day and NAIDOC Week to promote and reinforce community values. This work has also been followed up by visiting performance ICT – (Information, Communication, Technology)

Technology has an important role in assisting and strengthening learning at Jannali Public School. During 2009 all students K-6 engaged in regular opportunities to access technology from either the school’s computer education centre or within the classroom. This interactive technology enhanced student engagement, quality teaching and technology learning outcomes. Classroom teachers shared teaching strategies and resource information at teacher professional learning meetings to up-skill all staff in interactive technology. The school network enables staff and students to have ready access to current hardware and software. The department of Education and Training has committed resources to see cut-over onto broadband in 2010. The connected classroom, interactive whiteboards and computer pods were installed as part of the ongoing opportunities for technology learning and teaching.

Progress on 2009 targets

Our achievements include:

TARGET 1

Students will increase their skills in achieving stage-appropriate reading and writing outcomes.

Strategies to achieve this target include:

- Explicitly teach strategies that will improve student use of descriptive language when writing;
- Explicitly teach a range of spelling strategies that will improve student's phonological, visual, morphemic and etymological knowledge through implementation of Spelling Mastery program in Years 3-6; and
- All students reading to be benchmarked at least twice a year until they reach Level 30 (PM) with acceptable fluency and comprehension.

TARGET 2

Identified gifted and talented students will be provided with an enriched and extended curriculum to enable them to achieve their potential.

Strategies to achieve this target include:

- Development, publication and distribution of the LPS GATS policy;
- Development of grade folders, outlining various teaching strategies to be utilised in units of work;
- Evidence of co-operative stage planning and differentiation strategies in stage and class programs.

Our success will be measured by:

- The accurate identification of, and catering for, Gifted and Talented students;
- The development of the LPS matrix that contains details of identified GATS students;
- Teaching and learning programs demonstrating evidence of the implementation of a range of strategies; and
- Student work samples reflective of the strategies taught.

TARGET 3

Increased student achievement of information and communication technology (ICT) learning outcomes.

Strategies to achieve this target include:

- Provision of regular planned staff professional learning opportunities in the use of interactive whiteboards, catering for range of teacher ability, confidence and experience;
- Installation of interactive whiteboards in all classrooms;
- Student results in UNSW Computer Studies testing analysed; and
- Continuation of existing, and expansion of, Robotics program.

Our success will be measured by:

- Analysis of school-based benchmarking and NAPLAN data to identify specific areas of student strength / weakness and to influence programming and teaching practices.
• Interactive whiteboards used with increasing confidence and skill by staff and students;
• All classrooms having an interactive whiteboard installed;
• The numbers of new students engaging in the Robotics programs throughout the school; and
• Improved student performance in the UNSW Computer Skills competition.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of assessment and reporting and creative and practical arts.

Educational and management practice

Assessment and Reporting

Background
The need to review this area over the past three years became evident as the school recognised a need to provide parents with clearer information in a form that they could access more easily. There was a move in the community away from a portfolio style of reporting to a more explicit format and the Federal government demanded consistency across the states.

Findings and conclusions
The school investigated several different reporting formats and initially developed an in-school design. This was used a few times and enabled staff to learn how to use the necessary technology and software programs. This also gave them time to come to terms with the different assessment approaches needed to gather the appropriate information on student progress. A decision was then made to switch to using the Department of Education’s software package School Based Student Reporting and Best Start. This has been used for the past four years.

Over the three years staff has worked in stage and whole staff groups to develop a better understanding of the rating scales required. They have met to discuss work samples and compare outcomes in order to make consistent judgements about the level of achievements of student work in all areas. Staff are more confident and able to make more accurate decisions as a result of sharing and reflecting with colleagues.

Parents seem pleased with the current format and appreciate knowing exactly what their children can and cannot do. Approximately 80% attend the term one and three interviews to discuss their child’s work and many regularly talk informally with the class teacher to check progress. Very few ask for comparative information.

Future directions
The school will continue to monitor both the consistency of assessment information and the format used to report to parents. Further rubrics will be developed to assist teachers to make consistent decisions about student work.

Curriculum

Creative and Practical Arts

Background
The review was undertaken to determine the effectiveness of learning and teaching programs for creative and practical arts. This area had not been reviewed for some time and there was no whole school policy statement.

Findings and conclusions
A review of the documentation showed each stage to have plans with appropriate outcomes for some of the areas. Staff had collaboratively developed some of this support material.

Observation of class lessons and work samples indicated dance to be mostly taught by the external provider and that it fell under physical education rather than creative arts. A dance group was formed for Early Stage One and Stage One. Drama work is largely improvisation and music is mostly singing since the loss of the specialist teacher. Visual arts is more evident in the early years, however, a Stage 3 class has had the opportunity to explore the use of different materials this year including digital animation.

All students indicated that they enjoyed the creative arts lessons with students identifying art/craft and dance as their highlights. Almost all of them felt that they learnt painting, drawing and dance with a small percentage feeling that there was little music taught in classes. Most teachers felt that they enjoy teaching this curriculum area. They indicated that generally they feel competent to cover the syllabus in most of the art forms but some areas, such as dance and music, were seen...
to be a more specialised field and staff valued the introduction of the specialist teachers for these strands of the syllabus. All staff and students and parents surveyed saw the extracurricular activities and opportunities, such as the band, dance groups, choir, music festival and school concerts as very worthwhile and felt that they allow children avenues, other than academic, in which to excel and enjoy. Some parents would like to see more drama and music taught in the classroom. All groups highly valued the whole school “Artburst program”. The majority of students surveyed felt that what was already occurring in creative arts was adequate but staff felt that some added professional development in this strand would enhance skills and confidence to teach the more specialised areas, e.g. use of the pottery kiln.

Future directions
A policy statement will be developed for creative and practical arts, some professional development will be provided for staff and connections with Jannali High will be fostered.

Parent, student, and teacher satisfaction

Their responses are presented below.

Most parents continue to report high levels of satisfaction with the school, its policies and programs. Over 20% of parents volunteer to assist with programs such as reading, maths, sport and the canteen. Parents have commented on the warm and caring staff and the fact that this makes a vital difference to their children’s learning. They appreciate the wide variety of opportunities available for children and the fact that they can learn about the world around them. Some parents would appreciate increased use of technology based learning and others mentioned a need to have students take on more open ended tasks with an emphasis on higher order thinking. Several parents see a need to continue to develop students’ appropriate social skills and respect for others.

Staff appreciates the support given by parents and the contribution that the community makes towards improving the teaching resources and facilities at the school. They enjoy teaching and work together to achieve improved outcomes for students.

Almost all students continue to report that they enjoy learning and look forward to meeting and playing with their friends. They enjoy using technology and feel that teachers are available to assist with their work.

Professional learning

The school receives funds from the DET to provide for teacher release from class and course fees. The amount of funding is based on the number of permanent staff at the school. The professional learning is related to areas identified in the school plan and DET target areas.

Funds were expended in the following areas:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Teaching</td>
<td>$320.00</td>
</tr>
<tr>
<td>Literacy and Numeracy</td>
<td>$3102.00</td>
</tr>
<tr>
<td>Syllabus Implementation</td>
<td>$620.00</td>
</tr>
<tr>
<td>Career Development</td>
<td>$1060.00</td>
</tr>
<tr>
<td>Welfare and Equity</td>
<td>$140.00</td>
</tr>
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</table>

School development 2009 – 2011

Targets for 2010

Target 1:

In 2010 we will further integrate the use of technology into classroom practice.

Strategies to achieve this target include:

• Installation of four Interactive Whiteboards (IWBs) into classrooms,
• Training teachers in the use of IWBs and IWB software to enhance teaching and learning in the classroom,
• Surveying staff to determine areas of training need and developing a differentiated training program for all staff, and
• Purchasing new digital cameras, provision of training for teachers and students in software and video production

Our success will be measured by:

• An increase in the use of IWBs and linked success in enhancing teaching and learning,
• The number of teachers trained and the development of higher skill levels and competency in using ICT in teaching and learning, and
• A qualitative increase in the effective use of digital technologies by teachers and students.
Target 2:

**In 2010 we will consolidate and raise levels of achievement in reading and writing.**

Strategies to achieve this target include:
- provision of programs to provide appropriate support for students with learning needs, classroom teachers’ professional development programs to increase integration and special program effectiveness for NESB, Reading Support and other learners with special needs,
- Collaborative planning of library programs with classroom teachers using authentic texts, and multi copies of quality picture books
- Quality teaching elements of Relevance and Engagement to provide a focus for improving boys’ writing outcomes.
- Purchase of additional texts, class sets of novels, guided reading and school magazines for all areas EST 1 through to Stage 3.

Our success will be measured by:
- An increase in students achieving Bands 5 and 6 in literacy at Year 3 and bands 7 and 8 at Year 5,
- A reduction in the difference in performance between boys and girls in writing Year 3 and a continuation of the improvement in reading performance at Year 5, and
- An increase in library borrowing across all stages.

Target 3:

**In 2010 we will continue to focus on Primary (Science) Connections and further develop Environmental Education concepts across the school**

Strategies to achieve this target include:
- The updating of the school’s School Environmental Management Plan (SEMP) to incorporate recycling, water usage, the introduction and utilisation of solar energy and grounds management, and
- The forming of a Grounds Committee in conjunction with the P&C and the renewing of garden clubs within each grade, with the purpose of caring for a designated area within the school grounds.

Our success will be measured by:
- Improved scientific and technological literacy demonstrated in students’ investigative work and published in their science journals, and
- The improvement in outcomes and engagement of students in Science.

Target 4:

**In 2010 we will embed Working Mathematically across all stages in the teaching of Mathematics K-6.**

Strategies to achieve this target include:
- A revisiting learning plan K-6 based on syllabus key ideas developed, implemented and evaluated,
- Professional learning for all teachers provided in identifying and implementing working mathematically outcomes from the syllabus,
- Stage-based writing of work reflecting Working Mathematically outcomes to replace text book lessons, including rich assessment tasks,
- Units of work will be evaluated and reflected on by stage teams, purchase of stage resource kits.
- Using ICT including mathletics.

Our success will be measured by:
- Effective whole school plan being developed, implemented and evaluated,
- Teachers increased confidence in using the working mathematically outcomes,
- Improvement in NAPLAN and school based assessment results in measurement, and
- Quality and depth of student maths journals and rich tasks.
About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Karen Andrews  Principal
Leonie McKrell  Rel.Assistant Principal
Michelle Taylor  Classroom Teacher
Sue McDougal  P&C President
Rhonda Crossingham  Sch.Admin. Manager

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: