Our school at a glance

Students
Our students are an enthusiastic and energetic group with a love of learning and a desire to achieve their personal best. They represent our school at academic, sporting and community events and wear our green and white uniform with great pride.

Students are actively engaged in learning in a school environment where the culture is based on core values of mutual respect, responsibility, co-operation and personal excellence.

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

Teachers are experienced and dedicated with a high level of expertise and a variety of talents. They work collaboratively in stage teams and have a commitment to professional learning and a belief in continual improvement.

School staff support and encourage our core values and these are incorporated in our student welfare programs, the Restorative Practice and Anti-Bullying Policies and the Positive Behaviour for Learning Program.

Significant programs and initiatives
This has been a unique year for the school in terms of staff development, interactive technology and the building program. Our school assets have been significantly enhanced by the Building Education Revolution (BER). An Outdoor Learning Centre was constructed as well as internal refurbishments of two classrooms and two special program rooms. The school canteen was also upgraded. The school successfully gained a Regional funding grant to upgrade its Fitness and Sporting Facility.

Close associations with local preschools and high schools, ensured that the transition of students from preschool to Kindergarten and from Year Six to secondary school was well supported.

Parents actively support the school assisting teachers in the classrooms, Parents & Citizens Association (P&C), volunteering in the canteen, uniform ship and assisting with excursions and sporting events.

The school community was kept informed of school and class activities through regular newsletters, notes home and the website.

Student achievement in 2011
Students chosen from Jannali Public School participated in an enrichment program conducted at The Jannali High School.

The National Assessment Program for Literacy and Numeracy (NAPLAN) held in May, provided information on individual students. Detailed analysis of data informed school improvement planning which was aligned with state and regional priorities. Closer analysis can be found in ‘Academic’ later in this report.

Messages

Principal’s message
Jannali Public School provides a welcoming and supportive school environment with empathy for students and parents. Students are engaged through motivating learning experiences. Commitment and pride in success is acknowledged in every classroom and at assemblies, this is fostered through quality teaching and learning programs in a climate of continuous improvement and professional response to student needs.

Incidents of behavior are sensitively dealt with and the school works closely with parents to facilitate any ongoing behavior support needs.

It is my pleasure to present the 2011 Annual School Report. This report represents a snapshot of the achievements of our students, a report on the progress of our school plans for 2011 and beyond and an overview of school programs.

It is an honour and a privilege to lead such a vibrant and dynamic school.

I would like to thank the staff, student and community members for their contributions to this report. 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
P & C message

In 2011 the P&C, with support from the Principal, staff and a large percentage of parents and community members, continued its active contribution to the school and its programs.

Specific fundraising events have included an Easter Raffle and Hat Parade, Mother’s and Father’s Day stalls, Discos, Spring Fair and Car Boot Sale Day, Bunnings BBQ’s and Christmas Gingerbread Houses. All these endeavours were well sponsored by our local businesses and patronised by our school community. The funds raised were utilised to continue our support of quality teaching and learning programs in the classroom.

P&C Sub-committees have been responsible for the successful operation of the School Canteen, our Uniform Shop and the Before and After School Care Centre

Sue McDougal
President P&C

Student representative’s message

The Student Representative Council organized fundraising events for local and international charities such as a handball competition, crazy hair day, movie mufti day and an end of year water day.

The school leaders attended the Young Leaders Conference conducted by Impact Leadership. Important aspects of leadership were highlighted through inspiring speakers and the use of multi-media presentations.

Students shared responsibility for the organisation and running of primary assemblies.

Student Representative Council

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.

Student enrolment profile

During 2011 the enrolment at Jannali Public School increased.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>57</td>
<td>51</td>
<td>56</td>
<td>53</td>
<td>47</td>
</tr>
<tr>
<td>Female</td>
<td>61</td>
<td>49</td>
<td>44</td>
<td>45</td>
<td>57</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance

Regular school attendance is extremely important for all students if the best possible educational outcomes are to be achieved.

Roll marking procedures are followed diligently to ensure attendance records are always accurate, reasons for absences are recorded, unexplained absences are followed up and overall attendance is regularly monitored. Parents are aware of attendance requirements and absence notification processes.

Unsatisfactory attendance of students is quickly identified and school-based procedures are implemented. Parents are contacted and consulted on the reasons for their child’s non-attendance. This can lead to individual programs being developed and implemented to assist the student’s school attendance, if considered necessary. Cases that cannot be resolved at school level are referred to the Home School Liaison Officer who works with the family, the
student and school personnel to develop an attendance plan. In extreme cases non-attendance at school leads to legal prosecution.

**Class sizes**

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDERGARTEN</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>YEAR 1</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>3/4</td>
<td>4</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>10</td>
<td>22</td>
</tr>
</tbody>
</table>

**Structure of classes**

Jannali Public School has five classes of which two were composite. Students with special needs are integrated into mainstream classes.

**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. Jannali Public School has two full-time and two part-time School Learning Support Officers (S.L.S.O.’s.) that are employed to assist with integration programs.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.2</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>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counselor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.731</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8.581</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

**Staff retention**

During 2011 our school staffing remained very stable.

**Teacher qualifications**

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

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

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>55471.84</td>
</tr>
<tr>
<td>Global funds</td>
<td>84229.70</td>
</tr>
<tr>
<td>Tied funds</td>
<td>115787.75</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>62080.89</td>
</tr>
<tr>
<td>Interest</td>
<td>2784.72</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>53806.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>374160.90</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching &amp; learning</strong></td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>11842.40</td>
</tr>
<tr>
<td>Excursions</td>
<td>7444.87</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>44360.81</td>
</tr>
<tr>
<td>Library</td>
<td>1791.17</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Tied funds</strong></td>
<td>128670.87</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>23360.54</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>33197.68</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>18741.65</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6910.49</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>51080.73</td>
</tr>
<tr>
<td>Capital programs</td>
<td>7225.44</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>334626.65</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>39534.25</strong></td>
</tr>
</tbody>
</table>

Tied funds must be spent according to the criteria and conditions of the particular funding program and include grants from Teacher Professional Learning, Funding Support, Student Assistance
Scheme, Technology and Premiers Sporting Challenge. Some tied funds must be held over until the project is completed at the school.

Funds carried forward are top cover commitments for unpaid salaries, ongoing costs of utilities for ground, building and equipment maintenance.

The school management plan ensures sufficient funds are conserved for contingencies, as well as the replacement and acquisitions of assets and resources to best meet the educational needs of students.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2011**

**Achievements**

**Arts**

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

The Junior and Senior Choir performed in the Sutherland Shire Schools’ Music Festival at the Sutherland Entertainment Centre. The Senior Choir performed at Westfield Miranda during Education Week Schools’ Showcase.

Stage One went to Hazelhurst Art Gallery to participate in an art appreciation tour as well as clay and painting workshops.

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

The band and XIRT dance groups performed at various school functions and XIRT also performed at the Sutherland Shire Schools’ Music Festival.

Hip Hop classes were introduced for students in Years 3-6.

**Other**

Students participated in Foundation Day, Tree Planting and Years five and six completed a CPR course.

**Sport**

Students participated in the small schools swimming carnival and the three major PSSA carnivals in Swimming, Cross Country and Athletics.

In Terms 1 and 4 all students participated in learn to swim, lifesaving and water safety programs.

In Term 2, Kindergarten to Year 6 students were involved in the Gmysports program.

**Academic**

In the National Assessment Program, results across Years 3 and 5 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.

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)
Progress in literacy

### Average progress in Spelling between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>86.6</td>
<td>70.6</td>
</tr>
<tr>
<td>SSG</td>
<td>83.7</td>
<td>73.9</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
</tr>
</tbody>
</table>

### Average progress in Grammar & Punctuation between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>77.3</td>
<td>88.4</td>
</tr>
<tr>
<td>SSG</td>
<td>93.7</td>
<td>79.7</td>
</tr>
<tr>
<td>State DEC</td>
<td>96.6</td>
<td>82.7</td>
</tr>
</tbody>
</table>

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 3 students achieving at or above minimum standard (exempt students included)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.7</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>91.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal & Multicultural Education

Aboriginal subject matter and perspectives were explored in our school curriculum.

Multicultural education permeates all aspects of school practices and policy. The aim is to promote social harmony and an understanding of Australia’s culturally diverse society.

Special days of significance to other cultures were highlighted and discussed in relation to Australian society and its customs and traditions.

We celebrated and recognised the diverse cultural and religious backgrounds represented within our school community as part of our NAIDOC day events.

Some activities included Aboriginal art, Dreamtime stories, damper making, Indigenous games and bush tucker.

Other programs

Environmental Education

As part of an Eco School Grant, members of the school community educated the students about composting and provided students with opportunities to be involved in the planning of the gardens and vegie patch.

The School Environmental education program develops skills, knowledge and values that promote behaviour in support of a sustainable environment.

2011 saw the completion of the vegetable patch, rainwater tank taps and native gardens.

Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) is a school-wide behaviour initiative that was introduced to Jannali Public School. It employs a whole school systems approach to address problem behaviour and reduce its effects on student outcomes and on the school community as a whole. PBL encourages positive behaviour from students, which has been shown to improve their self-concept and motivation to learn.

Staff received training and support materials for the successful introduction and implementation of the program.

Progress on 2011 targets

Our Achievements include:

Target 1:

In 2011 we continued to consolidate and raise levels of achievement in literacy.

Strategies to achieve this target included:

- Purchase of guided reading texts, school magazines and some library resources for all areas from ES1 to S3.
- One member of staff attended professional learning in service relating to the use of authentic texts to engage students in talking/listening, reading and writing programs.
- Reintroduction of Reading Recovery Program to target students in Stage One with learning needs in reading.
- Continuation of Peer Tutoring Program.
- Ongoing encouragement of all students to participate in Premier’s Reading Challenge through borrowing from the school library.
- ICT incorporated into literacy lessons to enhance student engagement.

Our success has been measured by:

- Naplan Results
- Library borrowing
**Target 2:**

In 2011 we consolidated and extended the school transition program for both students entering Kindergarten and those who are moving from Year 6 to High School.

Strategies to achieve this target include:

- Continued and increased liaison with preschools and local high schools.
- Discussed and implemented Year 6 activities which built knowledge and understanding of individual learning styles and expectations of the secondary system.
- Collegial discourse between preschool and kindergarten teachers, Year 6 and Year 7 advisor and staff to evaluate 2010 transition and discuss areas where improvement could be made.
- Anecdotal feedback from 2010 Kinder and Year 6 students and parents regarding their transition experiences.

Our success has been measured by:

- Some increase in confidence and understanding amongst Year 6 parents and students of personal learning styles.
- Feedback from our annual survey from Kindergarten parents regarding their child’s transition to primary school.

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**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 2011 our school carried out evaluations based on three things that are working well and three things that can be improved at Jannali Public School.

**Background**

The review was undertaken to determine the effectiveness of teaching strategies, technology and learning programs and the extracurricular activities provided to all students.

**Parent, Student, and Teacher Satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

A review of survey responses showed that students enjoyed using the interactive whiteboards and other information technology to assist and consolidate their learning. The majority of students in K-6 enjoyed and participated in dance, band and choir activities and would like to continue doing so. A high percentage of students enjoyed opportunities to be involved in P.S.S.A representative sport, the Gynsports program and swimming scheme. Most students in K-6 valued group work as part of their daily learning and enjoyed numeracy activities that challenge them and provide the opportunity to work collaboratively and independently. Most students in Years 2-6 who were involved in the school Science Fair enjoyed their experiences and the opportunity to participate in a formal self-regulated science project. A number of students enjoyed participating in weekly creative arts lessons.

Most parents continue to report high levels of satisfaction with the school, its policies and programs. Over 25% of parents volunteer and assist with programs such as reading, sport and canteen. Many parents appreciate the schools’ understanding and inclusiveness, and adaptions the school makes for students with learning difficulties and special needs.

Almost all parents, staff and teachers feel that the school community recognises, values and supports the contribution of new members to the culture of the school. The school appreciates the support of voluntary run community programs.
including Mentors for the Kids Hope Australia Program, Jannali Neighbourhood Aid who run the twice weekly Breakfast Club, residents of Sir Thomas Michell Aged Care Facility and the Variety Club of Hurstville.

**Future Directions**

To provide professional development opportunities for staff to implement Taking Off With Numeracy (TOWN) project, a continuum of Targeting Early Numeracy (TEN) to ensure all students in K-6 are achieving Stage benchmarks. Continue monitoring the progress of targeted students in K-2 who are on the TEN program. Offer professional development for staff to learn about the Accelerated Literacy English pedagogy.

Provide teaching staff with professional development in areas related to the 2012-2014 school plans. Some aspects include claymation and digital storytelling and the small school ‘Artist in Residence’ initiative that Jannali Public School is involved in.

**Professional learning**

The school receives funds from the Department of Education and Communities 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 Department of Education and Communities target areas.

Funds were expended in the following areas:
- Quality Teaching: 416.00
- Literacy and Numeracy: 1128.00
- Syllabus Implementation: 1560.00
- Career Development: 1422.00
- Welfare and Equity: 594.00

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

To improve both student engagement and outcomes in numeracy and literacy with a focus on “the language of mathematics leading to problem solving and comprehension skills”.

**2012 Targets to achieve this outcome include:**

- Numeracy Target Team facilitates the development of a K-6 context for numeracy
- Literacy target team facilitates the development of a K-6 context for comprehension
- Using the Quality Teaching framework as a foundation to further develop quality ‘Numeracy and Literacy blocks’
- Planning cooperatively each term to develop rich numeracy and literacy tasks focusing on the language of mathematics to engage students
- Focusing on consistency of teacher judgment and criteria based assessment which is integrated into teaching and learning activities
- Identifying supporting and extending particular groups of students, including Aboriginal students, and students with high and low achievement as demonstrated in NAPLAN and within school assessments
- Implement Inquiry Based Learning Play program in Kindergarten to promote literacy and numeracy outcomes
- Continuing implementation of TEN program in Years K-2, including self-selected Numeracy Project, Reading boxes, authentic texts to develop comprehension skills across all text types
- Implementation of Reciprocal numeracy to focus on comprehension in maths problem solving
- Years 3-6 staff inservice and implementation of TOWN numeracy initiative for Stage 2 and 3.

**Strategies to achieve these targets include:**

- Focused discussions showing increased staff understanding and engagement
• An evaluation of assessment tasks and work samples reflecting: planning as a stage group, a student centered approach and clearly articulated criteria
• The extent that students at all levels show increased satisfaction in their learning, are able to articulate the purpose of a task and the criteria it is being assessed on
• NAPLAN and school based assessments show an increased percentage of students showing progress over time and
• Community of schools – self selected project – quality teaching in mathematics and literacy.

School priority 2
Outcome for 2012–2014
To continue to develop assessment and reporting practices to support the reporting requirements.

2012 Targets to achieve this outcome include:
• Development of assessment rubrics for writing
• Planning days for stage teams at the beginning of each term to plan assessment strategies
• Stage teams regularly meet and analyse student work samples to ensure consistent teacher judgment
• Release days in Term 4 for collation and analysis of assessment data
• Work in Stages to develop a yearly assessment and recording folder – this pulls data together to become school assessment folder
• Using STEMS as a component for ongoing recording of data
• Stage planning meetings to develop rich assessment tasks in numeracy and literacy; and
• Implement central program to ensure consistent data collection and reporting.

Strategies to achieve these targets include:
• Bank of school assessment rubrics developed and utilised by staff
• Stage teams meet twice a term and analyse student work samples and plan further learning and assessment and
• All teachers understand requirements and meet deadlines for reports.

School priority 3
Outcome for 2012–2014
To improve student engagement through a focus on enrichment programs and the use of information communication technologies.

2012 Targets to achieve this outcome include:
• Student engagement target team facilitates the development of a K-6 context
• Positive Behaviour In Schools K-6 program embedded into school culture
• Expanding the use of information communication technologies to engage students and teachers in quality teaching and learning
• Identifying and providing focus for collaborative planning sessions within school and across our community of schools
• Strengthening partnerships with families to support the learning of each child
• Teacher professional development upskilling notebook and connected classroom
• Teacher professional development using stop motion animation and
• Timetabled increase for use of computer lab and increase student skill and competency in Microsoft suite e.g. word, publisher and powerpoint, email etc.

Strategies to achieve these targets include:
• The extent that the target team has influenced a K-6 integration of key priority areas and strategies
• An analysis of ‘all settings’ behaviour data through PBIS with an emphasis on growing a culture of safety in the school
• Increased participation in and application of technology focused professional learning
• The extent that the “community of schools” initiative grows in strength and
• School community satisfaction and understanding through evaluation of events and activities and looking at a range of school based date, including attendance.
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
Michelle Taylor – Acting Assistant Principal
Scott Beattie – Class Teacher and Sport Co-ordinator
Rhonda Crossingham – School Administration Manager

School Contact Information

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Jannali NSW 2226
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Fax: 02 9528 3607
Email: jannali-p.school@det.nsw.edu.au
Web: www.jannali-p.school.nsw.edu.au
School Code: 3829

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: