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.

Student achievement in 2013

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 2013 Annual School Report. This report represents a snapshot of the achievements of our students, a report on the progress of our school plans for 2013 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, parents, 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 2013 the P&C, with support from the Principal, the staff and the parents and community members, had a very active year.

A number of events and initiatives were held throughout the year for fundraising, for providing support for the kids and for connecting Jannali Public School with our community. Time was also spent on consolidating the previous good work done by the P&C.

Cake stalls, Easter raffles and parades, a Family Fun Day, BBQs and a trivia night were just some of the many ways that valuable funds were raised for the school. These funds were used to buy new education resources such as literacy packs; student well-being programs; upgrades to school facilities such as the Wi-Fi infrastructure, painting of the fascia and poles, new Jannali Public School signs and work on the school gardens; and new technology resources such as the computer hubs and iPad storage.

Thanks must to go to Gaynor, Bec and Megan on the P&C Executive for all of their great work. Carla D, Christine V, Naomi R, Tara C, Mark R, Paul B and Bill deserve a huge thank you for all of their amazing work in the canteen, uniform shop, fundraising and maintenance portfolios.
BASC continued to go from strength to strength during the year due to the hard work from Heather, Kellie and the team. A personal highlight was the purchase of a bus by BASC, further consolidating its long term future.

One of the key parts to a successfully operating P&C is the support from the whole school community. There are many people within the school who have helped out in numerous ways throughout the year, which is greatly needed and appreciated. One of the other key components required is the support from the teachers. The willingness of Karen and the teaching staff in all that we have been able to achieve together is highly appreciated.

2013 was a very active year but a very productive and rewarding one for the school, the parents and our local community.

Reg Blackley
President, P&C

**Student representative’s message**

The Student Representative Council organized fundraising events for local and international charities such as handball competitions, Easter Hat Parade, hot chocolate days.

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 multimedia presentations.

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

This year the S.R.C has done many things. For our world vision sponsor child we have had two hot chocolate days and raised $250. Yum! In Term 3 we had a disco and dance contest on the last day and raised over $100.

Thank you to all S.R.C members for your hard work and dedication this year!

Conor Boers and Chris Bailey

**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 2013 the enrolment at Jannali Public School remained stable.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>56</td>
<td>53</td>
<td>47</td>
<td>47</td>
<td>52</td>
</tr>
<tr>
<td>Female</td>
<td>44</td>
<td>45</td>
<td>57</td>
<td>66</td>
<td>61</td>
</tr>
</tbody>
</table>

**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 table on the following page shows our class sizes as reported at the 2013 Class Size Audit.

<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>21</td>
<td>21</td>
</tr>
<tr>
<td>YEAR 1</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>2/3</td>
<td>2</td>
<td>18</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>24</td>
<td>28</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>13</td>
<td>21</td>
</tr>
</tbody>
</table>

**Structure of classes**

Jannali Public School has five classes of which three 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. Our experienced S.L.S.O’s. are truly the unsung heroes of our school system.

**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>
</tbody>
</table>

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

**Staff retention**

During 2013 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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>63366.19</td>
</tr>
<tr>
<td>Global funds</td>
<td>112448.17</td>
</tr>
<tr>
<td>Tied funds</td>
<td>134272.99</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>87453.57</td>
</tr>
<tr>
<td>Interest</td>
<td>3075.34</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>28153.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>469899.32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>12058.39</td>
</tr>
<tr>
<td>Excursions</td>
<td>8815.87</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>52832.45</td>
</tr>
<tr>
<td>Library</td>
<td>1839.29</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>350.77</td>
</tr>
<tr>
<td>Tied funds</td>
<td>156668.36</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>30681.09</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>32184.05</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>24696.82</td>
</tr>
<tr>
<td>Maintenance</td>
<td>7892.43</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>25169.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>353180.02</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>116719.30</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 2013 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 2013**

**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 Hip Hop dance group competed at the Kurranulla Dance Festival and was awarded a certificate.

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

The Gemma Dance Group performed at various school functions and at the Sutherland Shire Schools’ Music Festival.

There are two Bands available to the students. The Training Band is for novice students, mainly from Year 3. They develop their knowledge and skills on their individual instruments while learning to play as a team. The Performing Band is made up of students with at least 1 year experience on their instruments. Both Bands have a 40 minute rehearsal each week.

Stage 3 were finalists in a Sydney Region Primary School Film Festival, ‘Film By the Sea’, which aims to promote student engagement and develop visual literacy through the use of film technology as well as promote collaboration within and between schools.

**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 Terms 2 and 3 all students participated in ‘Got Game’, a PE program aimed at developing and refining skills in athletics, gymnastics and ball sports.

Students in Years 3-6 participated in an NRL Backyard Rugby Clinic and various other sporting clinics, including Golf, Baseball, Oz Tag and 5-a-side soccer.

**Film by the Sea**

2013 P.S.S.A Netball Premiers
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)

Literacy – NAPLAN Year 3
Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 5

Numeracy – NAPLAN Year 5
Progress in literacy

<table>
<thead>
<tr>
<th>Average progress in Spelling between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>86.6</td>
<td>70.6</td>
<td>123.3</td>
<td>78.0</td>
</tr>
<tr>
<td>SSG</td>
<td>83.7</td>
<td>73.9</td>
<td>95.7</td>
<td>84.1</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
<td>95.4</td>
<td>84.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>77.7</td>
<td>73.0</td>
<td>68.2</td>
<td>69.6</td>
</tr>
<tr>
<td>SSG</td>
<td>82.0</td>
<td>75.9</td>
<td>80.1</td>
<td>83.8</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
<td>85.7</td>
</tr>
</tbody>
</table>

Progress in numeracy

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>101.2</td>
<td>81.0</td>
<td>117.0</td>
<td>101.0</td>
</tr>
<tr>
<td>SSG</td>
<td>88.4</td>
<td>94.1</td>
<td>103.5</td>
<td>89.3</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
<td>89.7</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) |
|-----------------------------------------------|-----------|
| Reading                                       | 100.0     |
| Writing                                       | 94.4      |
| Spelling                                      | 100.0     |
| Grammar & Punctuation                         | 100.0     |
| Numeracy                                      | 100.0     |

| Percentage of Year 5 students achieving at or above minimum standard (exempt students included) |
|-----------------------------------------------|-----------|
| Reading                                       | 87.5      |
| Writing                                       | 87.5      |
| Spelling                                      | 87.5      |
| Grammar & Punctuation                         | 75.0      |
| Numeracy                                      | 87.5      |

Significant programs and initiatives

This has been a unique year for the school in terms of staff development, interactive technology and teaching and learning programs in the classroom.

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 shop and assisting with excursions and sporting events.

The P&C enhanced student learning by purchasing books and technology for the classroom.

School communication was enhanced by the introduction of a weekly email, with reminders of upcoming events. The school community was kept informed of school and class activities through various mediums including notes, noticeboards, emails and the website.

Aboriginal & Multicultural Education

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.

Students from Years 3 to 6 participated in ‘India Calling’, a cultural exchange program.

The program is part of the Expanding Horizons with Asia initiative; an important aspect of the new Australian Curriculum.
The program is designed to increase students’ awareness of the Hindi language and Indian culture.

In addition to weekly lessons students engaged in activities based on significant days on the Indian cultural calendar.

A small group of students attended a festival at Parliament House to celebrate Diwali.

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

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

NAIDOC Week events celebrated and recognised the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.

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

University of Wollongong Science Fair
Stage 2 and 3 students took part in the University of Wollongong Science Fair, which provides an opportunity for students to showcase the results of their own science research projects and encourages the development of both research and communication skills.

Grandparents Day
Students celebrated the important role that grandparents and ‘grandfriends’ play in their lives by inviting family and friends to a special event, which included performances, morning tea and special tributes.

Other programs and initiatives
Environmental Education
2013 saw the continuation and maintenance of the vegetable patch and rejuvenation of the native gardens.

Spell-a-thon
During Education Week, students participated in a Spell-a-thon which raised over $5000 for student resources.
Kids Matter

2013 saw the introduction of ‘Kids Matter’ a new initiative led by the School Chaplain and Learning Support Team. It is a mental health and wellbeing framework for primary schools, which provides support to help schools work with parents and carers, health services and the wider community, to nurture balanced kids.

Life Education

Students participated in Healthy Harold, a program which develops social skills and knowledge necessary for effective decision-making, communication and negotiation.

Incursions & Excursions

To complement their studies of Antarctica, Stage 3 went to the IMAX theatre and participated in a connected classroom Antarctica experience.

All students participated in African Drumbeats, an interactive and vibrant musical performance.

Progress on 2013 Targets

Outcomes from 2012-2014

- Increased levels of literacy achievement for every student in line with State Plan targets.
- Improve student achievement in writing and reading.
- Quality Teaching evident in all literacy programs.
- Technology being used regularly by teachers and students to enhance teaching and learning in English.

Priority Area 1

Improving Literacy Outcomes

Outcome: Quality teaching and learning programs will result in increased levels of overall literacy achievement for all students.

2013 Targets to achieve this outcome include:

85% of students are achieving stage outcomes in literacy K-6, 10% or higher are working beyond stage outcomes in literacy K-6
Strategies to achieve these targets include:

**Planning and Assessment**
- Strategies will focus on development of collaborative planning processes, professional learning related to the new English syllabus, use of the DEC literacy continuum, development of quality assessment tasks, collection and analysis of student data and use of new software of student tracking and profiling.

**Reading**
- Strategies will focus on the sustainability of the Accelerated Literacy program, development of quality lessons related to picture books and multi-modal texts and continued implementation of parent tutor programs.

**Writing**
- Strategies will include the development of stage based programs and resources reflecting best practice in writing and individualised feedback.

**Differentiated Programs and Student Engagement**
- Strategies will include implementation of STLA programs, development of student engagement and extension strategies such as writing publications and blogs, strengthening of the home reading program and consistent development of personalised learning plans.

**Strategic Resourcing**
- Expansion of resources to support guided and shared reading, tutor programs, organisation of a K-6 literacy resource room, and purchase of interactive technologies.

Our success has been measured by:
- Teacher professional learning in Writing for Naplan.
- Successful continuation of the Accelerated Literacy Program.
- Improved reading level of students participating in the Parent Tutor Program.
- Improved reading level of students participating in the Learning Assistance Support Programs.
- Purchase of new guided readers for K-2 and supplementation of iPads.
- Teacher professional learning around the new Australian syllabus.

**Priority Area 2**

Outcomes from 2013-2014
- Increased levels of numeracy achievement for every student in line with State Plan targets
- Improve students achievements in Working Mathematically strand of Mathematics
- Quality teaching evident in all numeracy programs, with emphasis on Higher Order Thinking skills.

**Improving Numeracy Outcomes**

Outcome: Quality teaching and learning programs will result in increased levels of overall numeracy achievement for all students.

2013 Targets to achieve this outcome include:
- 85% of students are achieving stage outcomes in literacy K-6, 10 % or higher are working beyond stage outcomes in numeracy K-6

Strategies to achieve these targets include:

**Planning and Assessment**
- Strategies will focus on development of a school based K-6 Mathematics scope and continuum, collaborative planning processes, use of the DEC numeracy continuum to support, and track student learning, professional learning related to the new mathematics syllabus and development of quality assessment tasks.

**Number**
- Strategies will include implementation of the Targeted Early Numeracy program and Count Me in Too activities, resource development, regular assessment of
students and development of new teaching strategies. Also, the continuation of the Taking off with Numeracy (TOWN) project for students in stages 2 & 3.

**Space, Measurement and Data**
- Review space, measurement and data programs K-6 with a focus on the development of rich tasks, ‘hands on’ learning experiences and mathematical literacy.

**Differentiated Programs and Student Engagement**
- Utilise Mathletics program in all classes; development of technology based resources to increase student engagement, implementation of enrichment programs for high achieving students.

**Professional Learning**
- Provision of a school based professional learning program in number projects, quality teaching and the new syllabus.

**Strategic Resourcing**
- Expansion of resources to support problem solving, number, space and measurement, organisation of a K-6 numeracy resource room, purchase of interactive technologies.

Our success has been measured by:
- Continuation of the use of Mathletics in class and as a part of students’ homework studies.
- Continued implementation of Taking off with Numeracy strategies (TOWN) in Stages 2 and three.
- Continued implementation of Targeted Early Numeracy (TEN) strategies in Early Stage 1 and Stage 1.
- Teacher professional learning in the use of educational apps for iPads in mathematics.

**Priority Area 3**

**Community Partnerships and Global Connections**

Outcome: Strengthened home, school and community partnerships at Jannali Public School.

2013 Targets to achieve this outcome include:

Increased community confidence and involvement in learning and wellbeing programs, school management and overall school vision.

Strategies to achieve these targets include:
- Strengthening of home-school community through continual development of the school newsletter and providing access to fact sheets and other resources.
- Implementation of a comprehensive school promotion plan including development of key school messages, website expansion, customer service and image audit and other promotional activities.
- Increased opportunities for parents to be involved in school activities, share in their child’s learning and support school initiatives.
- Strengthening of initiatives to connect with the school’s multicultural community.
- Implementation of Norta Norta Funding Support Program to support the learning needs of Aboriginal students and strengthen school/home partnerships.

Our success has been measured by:
- Increased community attendance at whole school assemblies and school events.
- Weekly emails sent to parents and carers, with reminders of upcoming events.
- Term planner distributed to parents and carers, outlining upcoming events.
- Overview of term costs distributed ahead of time to all families.
- Continuation of Norta Norta Funding Support Program, which supports the
learning needs of Aboriginal students and strengthens school/home partnership.

- Teacher professional learning about the Positive Partnerships Program, which aims at improving school/home partnerships of students with autism and providing all teachers with the tools needed to support students in the classroom.
- Consultation with Ros Bastian, Regional Schools Promotional Officer regarding school image and long term promotional activities.
- Implementation of programs such as ‘India Calling’ and ‘Grandparents Day’.
- Continuation of World Vision Hope Mentor Program.

**2014 Targets**

**Literacy**

Strategies to achieve these outcomes in 2014

- Teachers will be engaged in significant additional professional learning within and beyond the school to build their capacity to develop and deliver quality literacy programs
- Additional resources purchased to support the teaching of literacy

Our success will be measured by:

- An increase in teachers’ implementing the Quality Teaching strategy
- Students have access to quality resources

**Numeracy**

Strategies to achieve these outcomes in 2014

- Teachers will be engaged in significant additional professional learning within and beyond the school to build their capacity to develop and deliver quality Mathematics programs
- Additional resources purchased to support the teaching of Mathematics.

Our success will be measured by:

- An increase in teachers’ implementing the Quality Teaching Strategy
- Students have access to quality resources

**Retention and Engagement**

Strategies to achieve these outcomes in 2014

- Student engagement will be increased through integration of new technologies, and 21st century pedagogy
- Teachers will enhance the use of assessment data to drive differentiated teaching and learning programs, with a particular focus on catering for gifted and talented students, and developing a wealth of learning opportunities
- Implement physical and wellbeing programs for the life of every student.

Our success will be measured by:

- Students attendance has increased
- Student engagement increased through quality teaching and learning
- Support staff and parent engagement increased (LAST, School Counsellor, targeted parents)

**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 2013 our school carried out evaluations based on three things that are working well and three things that can be improved at Jannali Public School.

**Parent, Student, and Teacher Satisfaction**

**Background**

The focus of the school satisfaction evaluation in 2013 was on teaching and learning programs, school policies, communication and involvement in school life.

**Findings and Conclusions**

Overall the results were extremely positive and indicated that many of the strategies the school has in place are highly effective.
Parent Satisfaction

Things the School Does Well

- Provide a comprehensive Learn to Swim program.
- Meeting the needs of children and families with additional needs.
- Willingness to take on board suggestions and comments.
- Opportunities for families to attend special events.
- Extra-curricular activities including band, Ukulele Group, dance, Science Fair.
- Kindergarten enrolment and orientation program.
- Welcoming environment, inclusive of all children.
- All staff acknowledges the importance of a strong home school connection.
- Teaches good values, manners and respect.
- Teachers are committed to early intervention to support students experiencing difficulties.
- Provides a safe and fun learning environment.
- Value student and parent contributions.
- Friendly and approachable teachers.
- Recognition of staff achievements and contributions.
- All staff make time to get to know students.
- Give all students opportunities that a larger school might not.
- Introduction of the new weekly email.

Things the School Could Improve On

- Enhance the school weekly email by attaching relevant notes and communicating any last minute changes to routine.
- A more holistic approach to the teaching of social and emotional learning.
- Providing more opportunities to enhance the learning of students working above and beyond their stage level.
- Update the school website more regularly.
- More readily available information for parents about the school’s approach to social and emotional learning.
- Formalise school’s policies and practices in regards to supporting students and families experiencing mental health difficulties.
- Ensure new Kindergarten parents and students are aware of routines.

There are a number of things that parents said they would like to know more about:

- 75% of parents would like to know more about child development and learning.
- 71% would like to know more about managing challenging behaviour.
- 43% would like to learn more about supporting children with special needs.
- 60% would like to learn about building resilience.
- 21% would like to learn more about access to community health services.

Staff Evaluation

Teachers completed an evaluation about educational management and practice. Results are below:

- 100% strongly agree that supporting students’ mental health and wellbeing is a central part of their role.
- 66% strongly agree that our school can make a real difference towards improving students’ mental health and wellbeing.
- 34% agree that our school can make a real difference towards improving students’ mental health and wellbeing.
84% strongly agree that by supporting students’ mental health and wellbeing, behavioural problems are reduced and academic learning outcomes improved.

16% agree that by supporting students’ mental health and wellbeing, behavioural problems are reduced and academic learning outcomes improved.

100% strongly agree that making time to get to know students is a priority.

50% of staff strongly agrees that relationships between staff members are respectful and responsive.

50% of staff agrees that relationships between staff members are respectful and responsive.

50% of staff strongly agrees that our school communicates in a variety of ways to meet the diverse needs of our students and families.

50% of staff agrees that our school communicates in a variety of ways to meet the diverse needs of our students and families.

50% of staff strongly agrees that our school provides opportunities for all members of the school community to share their views and contribute to school decisions.

50% of staff agrees that our school provides opportunities for all members of the school community to share their views and contribute to school decisions.

100% of staff strongly agrees that getting help and support early is very important for improving outcomes for students and families who may be experiencing mental health difficulties.

100% of staff strongly agree that children’s’ mental health and wellbeing is better supported when home and school work together.

**Student Evaluation**

Students in years 2 to 6 completed an evaluation form about their relationships and time in class at school.

The vast majority felt their teacher was fair to them and interested in their learning. While the majority of students surveyed felt what they were learning would be relevant in the future, a small percentage disagreed. Most of the students indicated that they have positive relationships with their peers, however a small number disagreed. Not all students felt they achieve a satisfactory standard of work, but most agreed that their teacher helps them achieve their best.

**Future Directions**

- Current strategies for communicating with parents and involving them in school life will be continued and enhanced.
- A priority for staff is to continually employ strategies for engaging and supporting parents who do not regularly engage with the school community.
- Provide more opportunities that support students working above and beyond grade outcomes.
- Inform parents about the Kids’ Matter initiative when this is implemented in 2014.
-Inform parents of available community health services.

**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 1638.19
- Literacy and Numeracy 446.80
- Syllabus Implementation 1409.56
- Career Development 349.73
- Welfare and Equity 420.54
- ICT 1663.
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 Relieving Assistant Principal
Natalie Grueninger Class Teacher
Kay Maroney School Admin. Manager
Robert Blackley P & C President

School Contact Information

Jannali Public School
107 – 121 Sutherland Road
Jannali NSW 2226
Ph: 02 9528 9313
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: