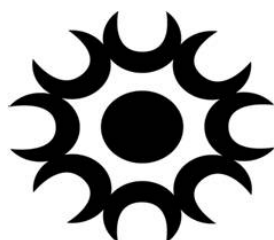


Jannali East Public School Annual Report



2017



4004

Introduction

The Annual Report for **2017** is provided to the community of **Jannali East Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Katherine Horner

Principal

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School background

School vision statement

We have high expectations for our whole school community...

We provide quality teaching and learning with challenging and creative learning opportunities...

We develop partnerships to support student wellbeing...

We build confidence and capacity through professional learning and working together on projects to meet targets...

We inspire, motivate and celebrate the achievement of personal best!

School context

Jannali East Public School is situated in the Sydney suburb of Jannali and has an enrolment of 365 students. There are 15 classes and students come from diverse socio-economic and cultural backgrounds. Additional support programs are provided in the areas of Reading Recovery, Learning and Support, and Enrichment.

The school has highly dedicated staff members who provide quality educational programs to meet the needs of all students. Excellence is promoted across all areas of the curriculum and the school is committed to continuous improvement in teaching and learning. Emphasis is placed upon providing students with a wide range of opportunities and the embedding of technology to enhance learning. A range of performing arts and sporting programs are offered, giving students the opportunity to participate in extra-curricular activities and represent the school. Promoting student voice and Positive Behaviour for Learning are priorities and students are given opportunities to develop leadership skills through programs such as the Student Representative Council, Peer Support, Student Leadership in Public Schools (SLiPS), Buddies and in elected positions. The school is well-supported by an active School Council and Parents and Citizens Association who contribute a significant amount of funding to the school on an annual basis, and work to promote a sense of community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework version 2. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the Learning Domain, survey results indicated that the school was performing at the level of 'sustaining and growing' in most areas, particularly wellbeing, learning culture, curriculum, differentiation, classroom management, assessment and student engagement. The school is committed to Positive Behaviour for Learning which underpins all aspects of teaching, learning and wellbeing. Student learning needs and behaviour are regularly monitored and explicit, consistent support is provided across the school. Student growth is extremely strong, particularly in numeracy. Student assessment has improved significantly over the last three years and the expansion of formative assessment will be a key project in 2018–20.

In the Teaching Domain, data analysis and teaching were strong as were professional standards and professional learning with the school working at the level of sustaining and growing. Areas of focus (feedback, coaching and mentoring, data literacy and use), where the school is performing at the level of delivering, had been identified and professional learning has been undertaken in the later part of this year in preparation for inclusion in the 2018–20 school plan. Our strength in the area of Teaching has contributed to impressive results in student growth. Further professional learning in data literacy should increase staff skills in identifying specific student understanding across lesson content. All teachers have worked collaboratively to develop personal goals to increase knowledge and skills in targeted areas, many of which have included aspects of whole school goals. Increased focus on accreditation from 2018 will necessitate additional professional learning to improve teacher understanding of the process.

In most areas of the Leading Domain the school is performing at either delivering or sustaining and growing. Focus

group meeting consensus and community survey results indicate that community satisfaction is high, as is community engagement, however, both the P&C and staff would like this to increase. Broader Departmental administrative changes over the last eighteen months have been challenging and it is hoped that in the future these changes will positively impact the school's administrative systems and processes, and financial management. From 2018, non-teaching staff will engage in the collaborative development of performance plans like their teaching colleagues and attend professional development to further improve their skills and knowledge in targeted areas.

Our self-assessment processes will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Excellence in Student Learning

Purpose

To improve student outcomes and achieve academic excellence in English and Mathematics. Through reflection on current practices and analysis of qualitative and quantitative data, teachers will embed evidence-based teaching and learning, delivering consistently high quality educational practices in line with the NSW syllabus documents for the Australian Curriculum.

Overall summary of progress

In 2017 the school focussed on two main projects: Spelling, and Assessment and Reporting. In addition, the school began a K-6 implementation of Focus on Reading strategies and began Formative Assessment in Stage 3.

In Numeracy overall, student growth was achieved beyond expectations. Stage three students were taught skills in self-reflection and self-assessment. Explicit feedback was given to students on where and how they could improve which resulted in targeted teaching and learning and student reflection on pre-determined goals.

The impact of Focus on Reading was evident across the school in most Learning Areas. By focusing on comprehension and vocabulary as a starting point, students were able to develop a deeper understanding of the language and literature content during lessons. Assessment results saw an improvement of between 20-30%. Teachers felt they were better able to cater for individual student needs. Student progress in spelling, despite not achieving our school-based goal, still showed improvement. School based assessment scores reflected this improvement and SCOUT data rated our school as "Sustaining and Growing" .

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|----------------------------|--|
| NAPLAN growth from Year 3 – 5 in numeracy increased from 48.5% of students to 80% of students with greater than or equal to expected growth | \$8000 | 83.7% of students are now achieving greater than or equal to expected growth |
| NAPLAN growth from Year 3 – 5 in Spelling increased from 28.6% of students to 80% of students with greater than or equal to expected growth | \$5000 | 63.5% of students achieved greater than or equal to expected growth |
| Survey data shows 100% of students are utilising formative assessment methods. | \$4000 | Just over one third of the students are utilising formative assessment. Executive staff participated in a course to plan the full introduction of Formative Assessment. Further professional learning is planned for all staff in 2018. |
| ACER assessment shows growth of 15% between pre and post test data | \$3000 | Comparative data shows student growth in all areas consistent with value-added longitudinal performance data |

Next Steps

Focus on Reading/ Literacy/Spelling

Consolidation of skills learnt and to have those skills reflected in students' writing K-6.

Executive staff member to act as instructional leader to support staff with implementation to ensure consistency

Two staff to train in stage two of Focus on Reading

Pre and post– assessment data is closely monitored, particularly in reading comprehension, to ascertain effectiveness of program.

ACER data shows 70% of students working at stanine 5

More than 50% of students achieving in top two bands in NAPLAN in literacy and numeracy.

Continue embedding the use of consistent language and lesson content K–6.

Improved results in literacy to be reflected in writing – writing and grammar to be a focus in 2018–20 school plan

Review English Scope and Sequence including consistency with assessment and reporting

Spelling knowledge transferred to writing

Increased focus on the application of spelling strategies rather than just "list words"

Numeracy

Embed Formative Assessment strategies in Mathematics lessons K–6 focussing on measurement and data

Increase number of students in top two bands in Mathematics for Year 3.

Improve NAPLAN and school–based assessment results in measurement and data

Review Maths Scope and Sequence including consistency with assessment and reporting

Technology

Further embed the use of technology into mainstream classrooms eg. BYOD, Google classrooms, coding, Seesaw

Introduce staff to new DoE Progressions software that is replacing PLAN

Strategic Direction 2

Outstanding Educators & Leaders

Purpose

To build the individual and collective capabilities of all staff members and provide opportunities for staff members to work with and learn from each other. Curriculum innovation, creativity, feedback and reflection supported by timely, high quality professional learning will assist the staff in further creating and sustaining a learning environment founded on excellence, inclusivity and respectful relationships.

Overall summary of progress

In 2017, teachers participated in the Performance and Development process. Executive staff led their stage teams through the process and undertook observations of teaching staff. Four staff attended professional learning on the provision of feedback which was then presented to staff.

Teachers were provided with the opportunity of leading activities requiring whole school organisation. Executive staff were provided with additional time to develop their coaching and mentoring skills.

Staff were provided with support in seeking higher levels of accreditation however, at this stage the number of teachers interested in pursuing this remains unchanged.

The Scope and Sequence for Human Society and its Environment, History and Science was implemented successfully. Student surveys indicate that Science is one of their favourite curriculum learning areas.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| 8% increase in the number of teachers seeking accreditation at the higher levels of the Australian Professional Standards for Teachers | \$18000 | All staff participated in Performance and Development and goal setting. Most staff achieved at least one of their personal goals and all staff participated in general whole-school goals. All staff participated in classroom observations. |
| 100% of teachers meeting their professional goals at outlined in the Performance & Development Framework | | TTFM survey data shows an increase in the provision of feedback however, this will remain a focus for 2018–20 |
| 100% of teachers participating in classroom observations and providing quality feedback to colleagues | | |
| TTFM survey shows increase to 95% from 67% in areas of "feedback" | | |

Next Steps

Feedback Project and Formative Assessment

Professional learning on formative assessment focussing on the provision of quality feedback to both colleagues and students.

Clarifying, sharing and understanding learning intentions and success criteria with a focus on student goals.

Clarify learning intentions and success criteria for tasks.

Teachers to provide regular feedback to students to improve student results.

Further develop a culture of shared staff learning through classroom walk-throughs, observations and lesson studies.

PDPs embedded into everyday practice for all staff.

Executive staff and interested staff, further develop their mentoring/coaching skills.

Expand leadership opportunities for all staff.

Strategic Direction 3

Supporting the development of caring, respectful future citizens

Purpose

To embed positive student welfare practices which enhance student wellbeing and support the development of caring, respectful citizens of the future. This will be achieved by strengthening our partnerships with families and local education bodies, streamlining systems, sustaining our positive culture and improving organisational effectiveness.

Overall summary of progress

Positive Behaviour for Learning has become an integral part of the school culture used by all staff to teach students to reflect on their behaviour and make changes to ensure it reflects the school and societal expectations. Support will need to be provided to new staff to ensure its effective implementation continues.

Learning Support practices across the school have been implemented with greater consistency and are reflective of data gathered on student performance. Training in LMBR software has been challenging and staff will persist in learning how to use it effectively.

An increased number of opportunities were provided for students to demonstrate care for the environment, and an understanding of sustainability with the introduction of an enclosure for rescued ducks and chickens, and expanded vegetable gardens. These have become whole school projects involving staff, students and members of the community.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|--|
| 90% of staff state consistent student wellbeing practices are evident across the school data shows 70% of parents/carer respondents have an awareness of school goals and welfare initiatives TTFM data shows a 20% improvement in organisational effectiveness | \$2000 | Most staff state that there has been greater consistency with regard to messages to students about expected behaviour. Most parents/carers who responded to the school's survey felt the school had high expectations regarding student behaviour. Data gathered from focus groups state that "communication" is an area to improve. Suggestions provided at the various focus group meetings will be carefully considered. |

Next Steps

Positive Behaviour for Learning (PBL) and Learning Support

Ensure consistent approach to teaching behaviour and timely follow up.

Provide parent/carer information session on PBL at Janali East and what it looks like.

Community engagement with school programs to increase community understanding of PBL, what it looks like at Jannali East Public School and how parents/carers can support the school and their child/ren.

PL for staff in community engagement

Staff and community support for the Fathering Project

Professional Learning for teachers on LST processes and data collection (including NCCD)

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--------------------|--|
| Aboriginal background loading | \$5562 | <p>Targeted students had Personalised Learning Plans developed and implemented</p> <p>Student recognition through Deadly Kids Award</p> <p>Whole school programs that promote Aboriginal culture eg. Koomurri, Koori Art Expressions, and local Community of Schools initiatives.</p> <p>SCOUT data shows Aboriginal students are achieving at level similar to non-Aboriginal peers</p> |
| English language proficiency | \$17918 | <p>Students receiving English as a Second Language or Dialect support showed steady progress.</p> <p>Small groups of students were supported each week.</p> |
| Low level adjustment for disability | \$25910 | <p>Increased Learning and Support teacher time</p> <p>LaST support provided to staff to improve language and ability</p> <p>Support provided for transition programs (preschool to primary/ primary to high school)</p> <p>Small number of students supported via on-site speech therapist</p> <p>Students receiving individual or small group support (Mini Lit, BOOST, Reading Recovery) achieved personal milestones</p> |
| Quality Teaching, Successful Students (QTSS) | | <p>Support provided for staff new to the school as well as beginning teachers.</p> <p>Staff observations to improve practice</p> <p>Targeted staff took on an instructional leader role in areas of expertise eg. Focus on Reading.</p> |
| Socio-economic background | \$12014 | <p>Intensive literacy groups across Stages 1 and 2.</p> <p>SLSO support in implementation of MiniLit program</p> |
| Support for beginning teachers | \$14000 | <p>Beginning teachers have had reduced responsibilities and teaching loads.</p> <p>Additional release time to upskill beginning teachers with undertaking student assessment and reporting eg. SENA, benchmarking</p> <p>Supervisors and collaborative practices with colleagues support beginning teachers and provide feedback on performance goals.</p> <p>Opportunities provided for staff to visit other classrooms and undertake observations.</p> |

| | | |
|---------------------------------------|---------|--|
| Support for beginning teachers | \$14000 | Professional learning for beginning teachers is provided to support behaviour management, supporting students requiring adjustments, personalised learning plan development , quality teaching, and students engagement. |
|---------------------------------------|---------|--|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 159 | 169 | 180 | 194 |
| Girls | 159 | 164 | 169 | 170 |

The school continued to see growth in enrolments with the total school population at the end of the year at 364 students and two additional classrooms were placed in the grounds during the year.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 95.1 | 97 | 96.2 | 96.9 |
| 1 | 96 | 95 | 93.8 | 94.7 |
| 2 | 96.2 | 94.6 | 95.5 | 94.6 |
| 3 | 94.7 | 96.2 | 95.7 | 96.6 |
| 4 | 96 | 95.2 | 96.2 | 96.7 |
| 5 | 96.1 | 96.7 | 96.8 | 97.1 |
| 6 | 96.3 | 95 | 96.8 | 96 |
| All Years | 95.7 | 95.7 | 95.8 | 96 |
| State DoE | | | | |
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 95.2 | 94.4 | 94.4 | 94.4 |
| 1 | 94.7 | 93.8 | 93.9 | 93.8 |
| 2 | 94.9 | 94 | 94.1 | 94 |
| 3 | 95 | 94.1 | 94.2 | 94.1 |
| 4 | 94.9 | 94 | 93.9 | 93.9 |
| 5 | 94.8 | 94 | 93.9 | 93.8 |
| 6 | 94.2 | 93.5 | 93.4 | 93.3 |
| All Years | 94.8 | 94 | 94 | 93.9 |

Management of non-attendance

Students are expected to attend school every day unless they have a valid reason as per the Attendance Policy. Non-attendance is followed up by the school. Students for whom there is concern are referred to the Home School Liaison Officer.

The Home School Liaison Officer visits the school during 2017 to check on student attendance.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 3 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 13.49 |
| Teacher of Reading Recovery | 0.42 |
| Learning & Support Teacher(s) | 0.6 |
| Teacher Librarian | 0.8 |
| Teacher of ESL | 0 |
| School Counsellor | 0 |
| School Administration & Support Staff | 2.82 |
| Other Positions | 0 |

*Full Time Equivalent

Reporting of information for all staff must be consistent with privacy and personal information policies.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2017 there were no permanent staff members who identified as Aboriginal. Casual teachers who identified as Aboriginal were employed on a number of occasions throughout the year.

At the end of the year we celebrated and acknowledged the committed service to public education of three long-standing staff members; Mrs Cooper, our School Administration Manager, Mr Cooper, our General Assistant, and Mrs Hunnisett, classroom teacher, all of whom retired during 2017.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 20 |

Professional learning and teacher accreditation

Professional learning opportunities were provided to all staff through weekly professional learning meetings and development days. Staff members also attended workshops, professional learning network meetings and conferences covering topics such as; child protection; code of conduct; technology; Aboriginal education, visual arts, CPR and emergency care, working with students requiring adjustments, Positive Behaviour for Learning (PBL); teaching students with autism; spelling; SSSMF choir; beginning teachers meetings, executive meetings, supporting students with dyslexia; gifted and talented students, and Learning and Support.

Staff also attended meetings and participated in in-school professional learning to develop their skills and knowledge of implementing Focus on Reading, Seven Steps to Writing and Effective Feedback – students and staff – as we work towards further professional learning on formative assessment; ipads in the classroom, Google docs in the classroom; behaviour management, and fire emergencies. Specialist staff attended professional learning to support their unique roles in the school. These included attendance at the Sutherland Shire Teacher-Librarian Network Meetings; PSSA meetings, and Learning Support Team Network Meetings. In total, the school committed \$33 482 towards teacher professional learning in 2017.

All staff completed their Personal Development Plans and all achieved at least one of their goals. The school professional learning programs supported both individual goals and school priorities. In 2017 there were eight staff members working towards attaining or maintaining their accreditation. The school supported a number of casual staff members with their accreditation

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

| | 2017 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 253,438 |
| Revenue | 3,150,538 |
| Appropriation | 2,880,755 |
| Sale of Goods and Services | 4,346 |
| Grants and Contributions | 261,094 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 4,343 |
| Expenses | -3,194,302 |
| Recurrent Expenses | -3,194,302 |
| Employee Related | -2,814,731 |
| Operating Expenses | -379,571 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | -43,764 |
| Balance Carried Forward | 209,674 |

- School finances are managed by the principal, school executive and SAM. They are discussed at School Council meetings and reported to P&C regularly.
- Money is set aside to improve student outcomes in literacy and numeracy, and to support students with additional needs. This includes committing funds to provide professional learning for teachers, which enhances learning opportunities for every child.
- The school undertook a significant playground refurbishment project adding artificial turf to the outside assembly and undercover playground area.
- The school is committed to improving and extending the playground over the next four years.
- The Jannali East Before and After School Care and the Jannali East Parents and Citizens Committee have committed to contributing a significant amount of money to support the playground extension and will continue to do so over the next four years.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

| | 2017 Actual (\$) |
|-----------------------|------------------|
| Base Total | 2,436,779 |
| Base Per Capita | 53,336 |
| Base Location | 0 |
| Other Base | 2,383,443 |
| Equity Total | 122,348 |
| Equity Aboriginal | 5,562 |
| Equity Socio economic | 12,014 |
| Equity Language | 17,918 |
| Equity Disability | 86,854 |
| Targeted Total | 130,504 |
| Other Total | 71,291 |
| Grand Total | 2,760,922 |

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

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

School performance

NAPLAN

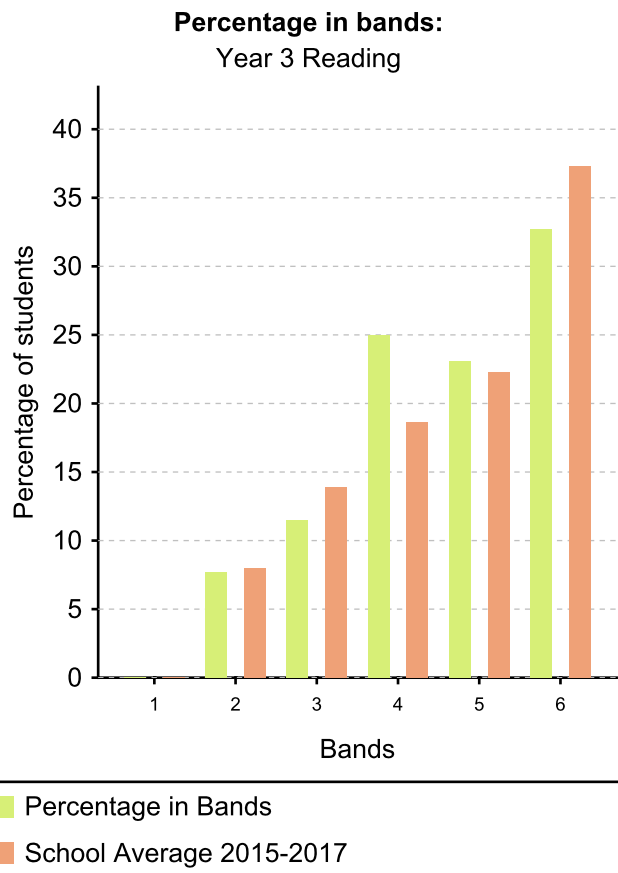
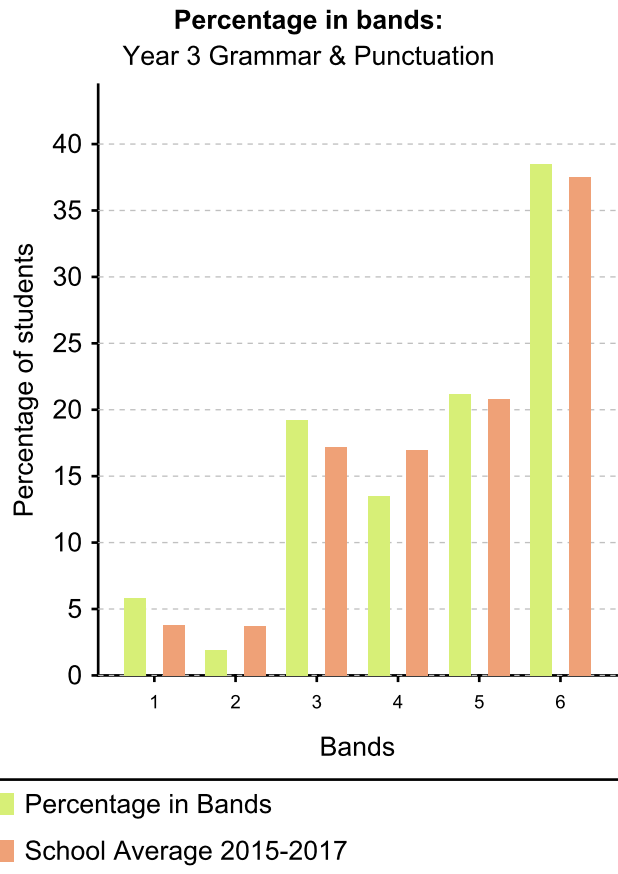
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In literacy, Year 3 were above the state average in most measures of proficiency. In grammar and punctuation, 55% of students achieved scores in the top two bands. In reading and numeracy, 67% of students achieved in the top two bands compared with 59% of the state.

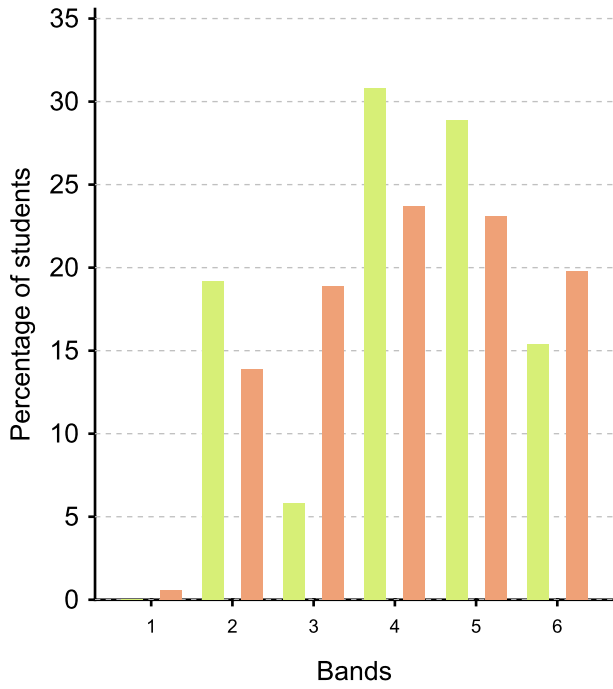
46% of Year 3 students and achieved in the top two bands in writing. 69% of Year 5 students achieved expected growth in writing however, most were not performing in the top two bands. Therefore, writing will be a focus of the 2018–20 school plan.

Overall growth across year 5 was excellent. 56% of Year 5 students achieved better than expected growth in reading, 65% in grammar and punctuation, 63% in spelling, and 83% achieved better than expected growth in numeracy.

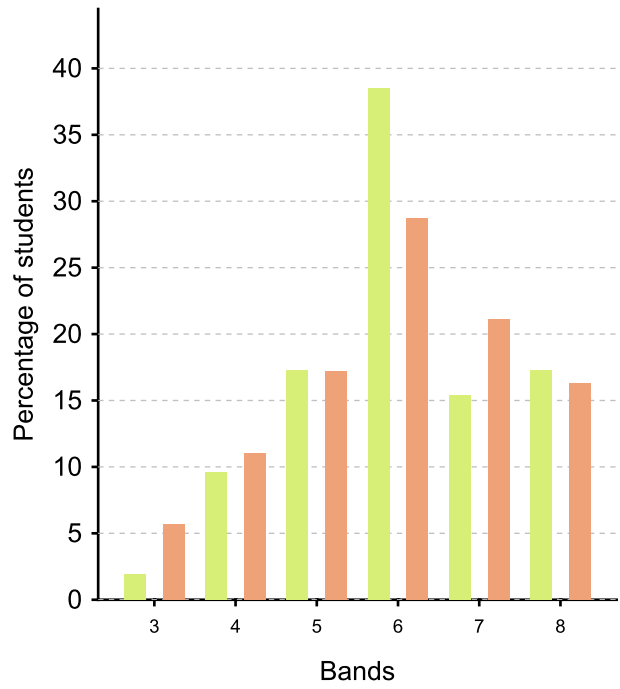
Value added data places the school as the level of 'sustaining and growing'.



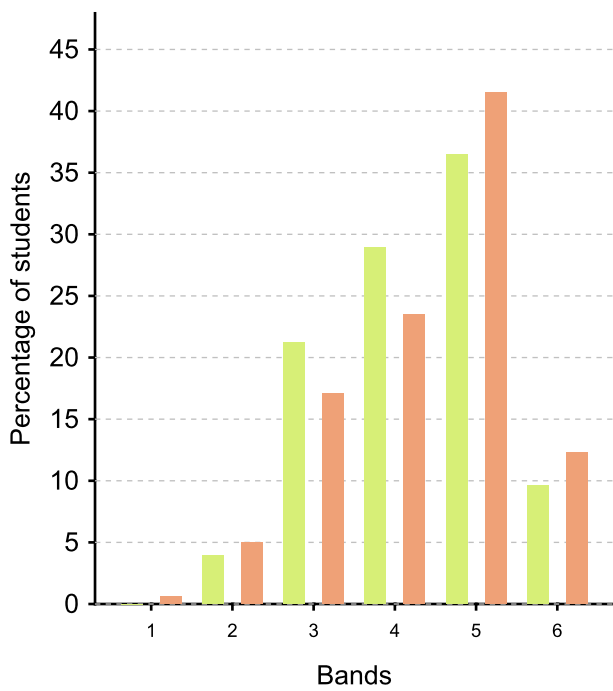
Percentage in bands:
Year 3 Spelling



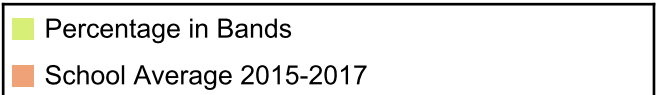
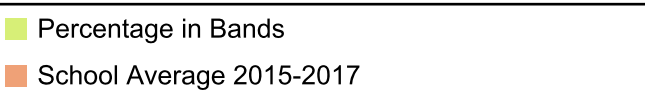
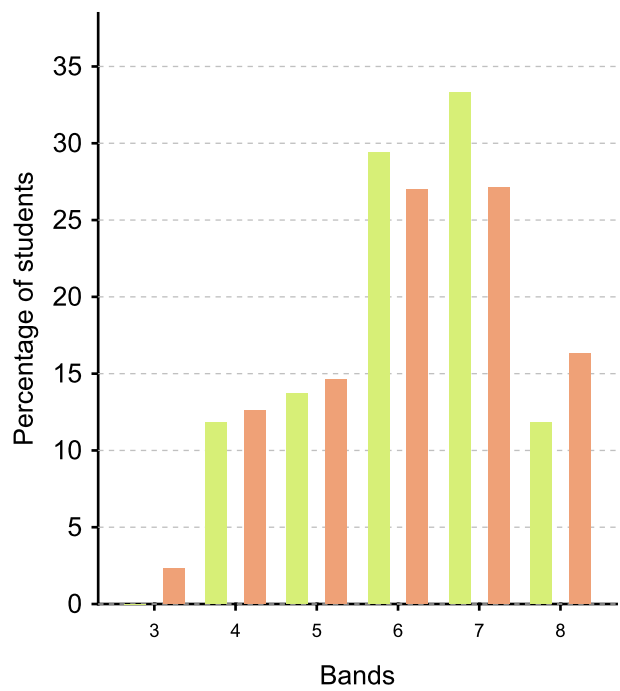
Percentage in bands:
Year 5 Grammar & Punctuation



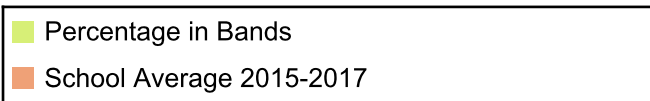
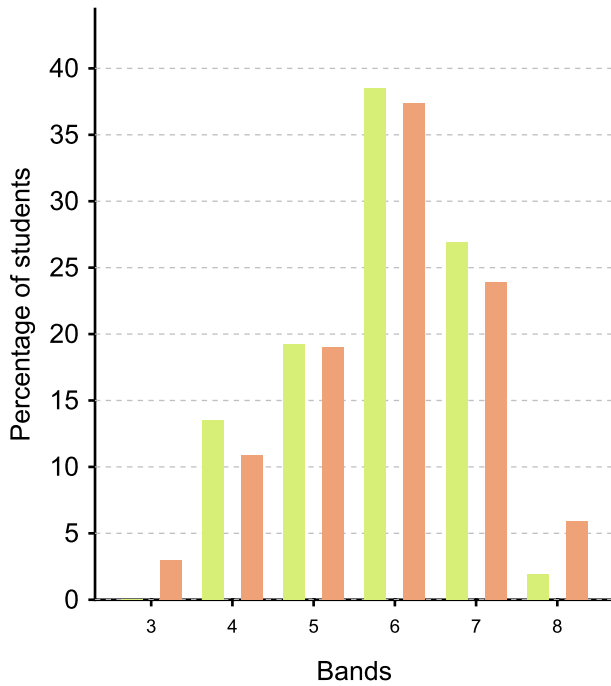
Percentage in bands:
Year 3 Writing



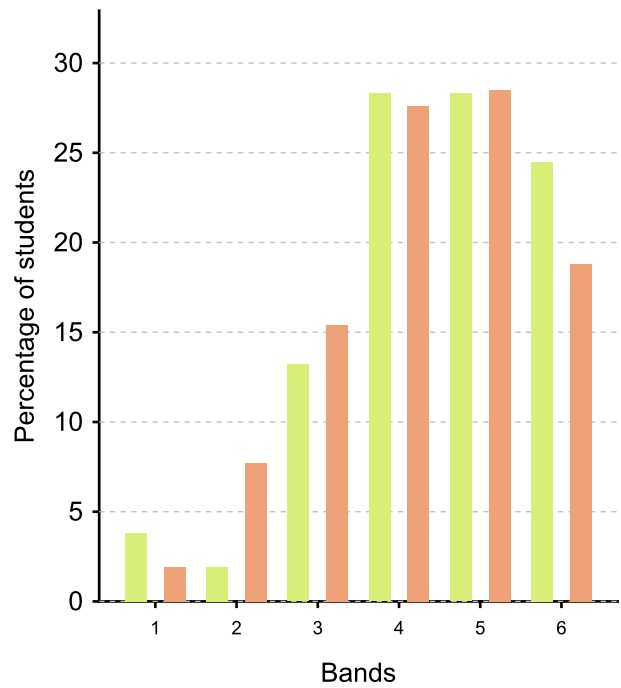
Percentage in bands:
Year 5 Reading



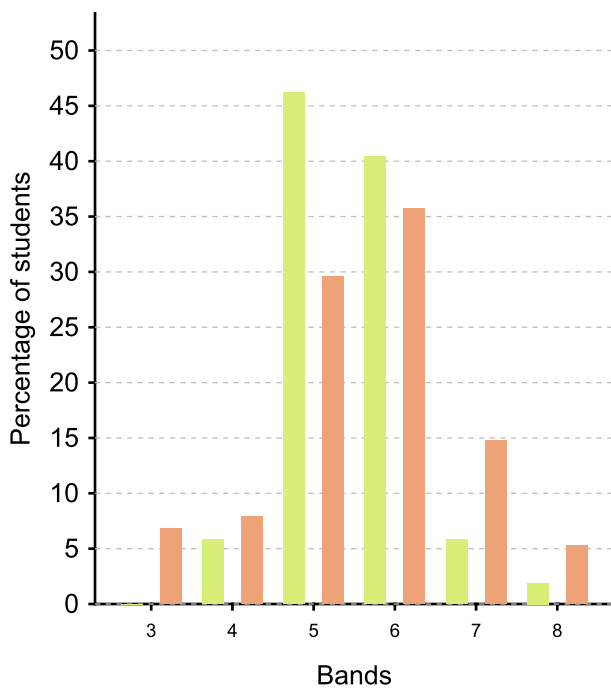
Percentage in bands:
Year 5 Spelling



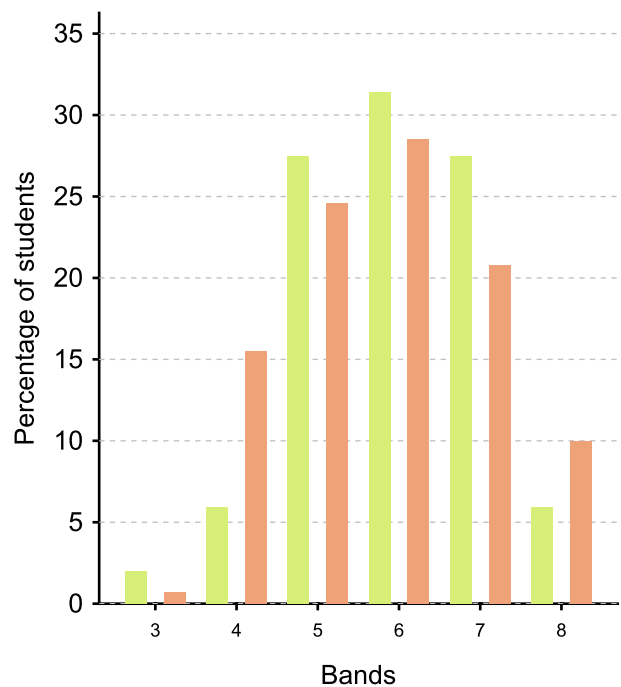
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal

education outcomes for students in the top two NAPLAN bands.

Overall, Year 3 and Year 5 students identifying as Aboriginal in 2017 performed at a similar level as their non-indigenous peers.

45% of students in Year 5 and more than 50% of students in Year 3 achieved in the top two bands in 2017 in reading. 28% of Year 5 students and 44% of Year 3 students achieved in the top two bands in spelling in 2017. Most students showed impressive gains during the year in school-based assessments. 33% of students in Year 5 and more than 50% of Year 3 students scored in the top two bands in numeracy and grammar and punctuation.

Parent/caregiver, student, teacher satisfaction

The survey completed by all teachers indicated staff felt the school was placed at 'sustaining and growing in all areas of "learning culture" and that teachers believed that student wellbeing, curriculum and high expectations were strong elements of our school culture.

Areas for improvement identified in the teacher survey included use of formative assessment, reporting, and and the provision of feedback.

In 2018, data literacy and formative assessment were identified as possible areas to look at improving in a combined project.

Student surveys were completed by children in Years 2–6. Students generally felt that the school is welcoming of new ideas and over 80% thought the school praised or rewarded students who were successful. Over 80% of respondents thought the students were the school's main concern and thought they received adequate feedback regarding their progress. More than 90% of students stated they were proud of their school and felt the school encouraged them to do their best. Students stated they received regular feedback..

Surveys and focus group meetings were used to obtain information regarding school performance and satisfaction. Feedback from the school community showed that parents and carers felt welcome and happy about the school and the programs it offered. Areas where the school could improve were in communication and community involvement in school activities. Only 78% of parents/carers reported that they were involved in school committees and a large proportion of respondents stated they were involved in school activities only once or twice per year. These are areas that will inform the school plan and strategic directions for the next three years.

Policy requirements

Aboriginal education

All students participate in cross-curriculum activities throughout the year which are embedded into teaching and learning programs and inform and educate students about Aboriginal and Torres Strait Islander histories and culture.

English programs from Kindergarten to Year 6 included newly purchased literature with an Aboriginal perspective that provide the foundation for discussions. Students in both Stage 2 and Stage 3 learnt about important milestones in Aboriginal political history and the people who have made significant contributions to Australia. Aboriginal students continued to develop and work through their individualised learning plans.

During a visit from the Koomurri team, students learnt about the science behind the boomerang and the didgeridoo. They also listened to stories and songs. In Term 4, Aboriginal students participated in a special day in the Royal National Park learning more about their culture and they were able to bring along a non-indigenous friend.

Staff members attended local AECG meetings to strengthen links with our indigenous leaders.

At school we continue to begin all formal occasions with an Acknowledgement of Country and sing three verses of the national anthem, including one verse sung in the local Dharawal language.

Multicultural and anti-racism education

At Jannali East Public School we appreciate and celebrate multicultural diversity. Students from all cultural, religious and language backgrounds are encouraged to express and share their individual cultural heritage. Approximately 30% of the students come from a language backgrounds other than English.

Our school promotes a tolerant and inclusive learning environment which is embedded in curriculum. Teachers plan cross-curriculum units of work that foster inter-cultural understanding, respect, and acknowledge the cultural celebrations of various peoples throughout the year.

Harmony Day was acknowledged on March 21. This event celebrates the cohesive and inclusive nature of Australians. On this day our students were involved in activities to help them to understand how Australians of different backgrounds live together however, the philosophy of inclusivity is pervasive across the school and forms a framework that encapsulates all that the school does .