

Jennings Public School Annual Report



2016



2223

Introduction

The Annual Report for 2016 is provided to the community of Jennings 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.

Shannon Booby

Principal

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Message from the Principal

Jennings Public School serves a small rural area and is the focal point of the local community. The school has a proud spirit that has been nurtured over the past 125 years. The school provides the unique social and educational environment that is expected from a small school.

The school is a part of the Early Action for Success initiative that provides support for those students in the early years of schooling to ensure they achieve expected outcomes in literacy and numeracy. This program has allowed staff in 2016 to be involved in numerous training and development opportunities to continue the learning undertaken in 2015 and further develop students' literacy and numeracy skills.

Teaching staff in 2016 remained the same and staff continued to implement individualised programs to meet the learning needs of all students.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and students and provides a balanced and genuine account of the school's achievements and areas for development.

School background

School vision statement

Every student that attends Jennings Public School will have the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school environment.

This will be achieved through:

- High expectations of both students and staff.
- The delivery of high quality teaching and learning programs which are engaging and relevant to student's needs and prior learning.
- Increased opportunities for community engagement in the school through extra-curricular activities.

School context

Jennings Public School is a small TP1 school with 11 students. It is located 18 km north of Tenterfield on the New England Highway on the NSW and QLD border. Jennings Public School is part of a community of schools, which includes schools in Tenterfield, Mingoola, Deepwater, Wyaliba and Drake.

Jennings Public School is involved in the Early Action for Success program which is dedicated to early intervention for students identified as at risk in the early years of schooling. We have one full-time teaching principal and one full-time classroom teacher operating two literacy and numeracy groups K-6. Individual programs are in place to maximise opportunities and improve outcomes for all students.

Jennings Public School is well resourced with a full connected classroom package, an additional interactive whiteboard and video conferencing equipment and laptops and iPads for each student.

The spirit of a small school community fosters individuality allowing input from the students which creates responsibility for their learning and respect of others thus creating an environment of relevance and enjoyment.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework 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 the school focussed on wellbeing, curriculum and learning and student performance measures. Teachers continued to implement the You Can Do It wellbeing program which led to an increase in students self-monitoring behaviour. This in turn led to an overall decrease of teacher led problem resolution and students understanding others point of view and relating to each other in a more positive manner. Staff have actively catered to all students learning needs through the delivery of a varied curriculum designed to meet students' individual learning needs. At risk students are identified early and appropriate support measures are put into place. Staff were actively involved in the assessment of student learning and the development of clear and transparent means of measuring student performance.

The primary focus of the Teaching domain was again on effective classroom practice with learning and developing and data skills and use also targeted. All staff undertook training in the area of literacy to further develop skills in best practice teaching. This has led to increased engagement and success for all students within the school. All student progress was mapped on the literacy and numeracy continuums on a five weekly basis. This allowed staff to quickly and easily identify areas of need with students and address these to ensure continued student progress.

In the Leading domain leadership and school resources were the key focus areas. Staff were actively encouraged to take on leadership roles and opportunities. Staff worked collaboratively to identify areas of need and how best to allocate school resources to these. This allocation of resources ensured that students' learning needs were met and that staff were implementing best practice curriculum delivery in all Key Learning Areas.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Students are successful, motivated learners and are active and informed members of the community.

Purpose

To provide a stimulating learning environment to create students with a high level of understanding and expertise in all areas of learning.

To foster a sense of self-worth and belonging in all students both at school and in the wider community.

Overall summary of progress

Continued participation in the Early Action for Success program has allowed the school to make identifiable progress towards the achievement of Strategic Direction 1. This involvement in Early Action for Success has ensured that students at risk are quickly and efficiently identified and steps to improve student achievement are undertaken.

Teacher professional development continued to be a focus in 2016 with all teaching staff undertaking professional development in the area of literacy. This has led to an improvement in all students literacy skills with a focus on reading and comprehension.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • 100% of students showing growth, with 80% achieving at or above stage expected levels on the literacy continuum • 100% of students showing growth, with 80% achieving at or above stage expected levels on the numeracy continuum 	<p>All students are actively engaged in lessons and meeting identified targets and outcomes.</p> <p>Assessment data and PLAN tracking software are regularly used to monitor student progress and identify areas of further need.</p> <p>All students provided feedback that there was little they wanted to change about school and what activities they undertook.</p> <p>The introduction of the Facebook page provided parents and community members with an easy to access information source for the school</p>	<p>2nd Teacher employed to teach infants class and provide tier 2 and tier 3 interventions. SLSO employed to provide in class support for identified students.</p> <ul style="list-style-type: none"> • Socio-economic background (\$4343.56) • Low level adjustment for disability (\$1768.00) • Learning and Support (\$7430.00) • Early Action for Success (\$16997.72) <p>Teacher employed to provide release for classroom teachers to develop individual learning plans for identified students.</p> <ul style="list-style-type: none"> • Socio-economic background (\$4343.55) • Low level adjustment for disability (\$1768.00) • Learning and Support (\$7430.00) <p>Music teacher employed to teach music program</p> <ul style="list-style-type: none"> • Socio-economic background (\$4178.24)

Next Steps

Staff will continue to participate in high quality professional development in 2017 with the focus on numeracy. Literacy will continue to be taught to a high standard using the skills staff developed in 2016 with a particular focus on writing in the primary classroom.

Involvement in the Early Action for Success program will ensure comprehensive student tracking and data analysis continues and student achievement is closely monitored as a result of this. At risk students will be identified and personalised learning plans will be implemented for these students.



Strategic Direction 2

Staff learning about what works, implementing innovative practice and connecting with others.

Purpose

To develop a culture in which staff members are actively engaged in ongoing learning, strive for improvement and are able to make strong connections beyond the school.

Overall summary of progress

Staff continued training in the Language, Literacy and Learning Kindergarten program and undertook training in the Language, Literacy and Learning Stage One and Focus on Reading 3–6 program. These initiatives have had a significant impact on student learning.

Teaching staff were actively involved in collegial discussions with colleagues through the development of a small schools community of schools. This community provided staff with an opportunity to share expertise and work collaboratively with other staff from similar schools to develop high quality units of work.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of staff confidently and successfully teaching with the NSW Australian Curriculum documents• 100% of staff are actively engaged in the professional development process and are utilising new skills to improve student outcomes.	<p>The infants teacher undertook training in Language, Literacy and Learning Stage 1 and continued training in Language, Literacy and Learning Kindergarten. The primary teacher undertook training in Focus on Reading 3–6. These programs became an integral part of the teaching of literacy in both classrooms.</p> <p>Staff participated in training and development in Language, Literacy and Learning Stage 1 and Focus On Reading 3–6 as well as regularly meeting with other small school colleagues to share programs and expertise.</p>	<p>Teacher Relief</p> <ul style="list-style-type: none">• Early Action for Success (\$947.96)• Teacher Professional Learning (\$2762.88) <p>Teacher Relief</p> <ul style="list-style-type: none">• Early Action for Success (\$947.96)• Teacher Professional Learning (\$1239.71)

Next Steps

New staff will undertake training in Language, Literacy and Learning Kindergarten to provide best practice lessons to students in Kindergarten.

Staff will continue to work closely with the Border Ranges community of schools.

All staff will undertake training in the Mathematics Building Blocks for Numeracy program in 2017.

Improvement in the delivery of writing will be a key focus in the primary classroom.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	<p>A teacher was employed to provide release for the classroom teacher to develop intervention programs for identified students.</p> <p>Tier 3 interventions were provided to identified students. This allowed these students to make progress towards identified goals.</p>	<p>Teacher relief</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$3 536.00)
Quality Teaching, Successful Students (QTSS)	<p>The allocation was used to support staff attendance at small school alliance meetings to jointly plan and discuss lessons. In these meetings staff develop a variety of units of work that cater to the needs of teachers in small schools</p>	<p>Teacher relief</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$450.00)
Socio-economic background	<p>A second teacher was employed to teach the infants class. This allowed students to receive individualised teaching which catered to all students' needs.</p> <p>A music teacher was employed to run the school music program. As a result of this students were more willing to engage in school performances and assemblies.</p> <p>Funds were allocated to subsidise the end of year whole school excursion to ensure affordability and access to this for all students. As a result of this subsidy the majority of the school attended this excursion. The school also paid for the wellbeing reward excursion. The chance to attend this excursion led to an improvement in student behaviour and self monitoring of this behaviour.</p>	<p>\$12865.37 – salaries for 2nd classroom teacher and music teacher.</p> <p>\$346.53 – excursion subsidies</p> <ul style="list-style-type: none"> • Socio-economic background (\$13 211.90)
Early Action for Success	<p>A teacher was employed to provide Tier 3 intervention for identified students. This intervention led to identified students achieving at or beyond expected outcomes.</p> <p>The training grant was utilised to allow teachers to attend training in Language, Literacy and Learning Stage 1 and ongoing professional learning in Language, Literacy and Learning Kindergarten. These programs assisted students in gaining proficiency in literacy skills.</p> <p>Resources were purchased to further enhance the school's guided reading library. These books provided students with a broader base from which to read and improve their reading and comprehension skills</p>	<p>\$16997 (0.15 Full Time Equivalent) Intervention Teacher salaries</p> <p>\$2000 – Training Grant</p> <p>\$4080 – Innovation</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	10	6	5	5
Girls	9	7	10	10

Student attendance profile

School				
Year	2013	2014	2015	2016
K	85.2	95.7	92.2	64.5
1	94.9	83.7	87.5	99.5
2	90	96.7	95.6	73.5
3	85.4		85.3	87.1
4	93.4	89.1	91.5	83.3
5	94.3	97.8	86.7	
6	94.1	95.7	100	76
All Years	90.9	94.3	89.5	79
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8		94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.88
Other Positions	0.1

*Full Time Equivalent

Jennings Public School has no Aboriginal staff.

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	

Professional learning and teacher accreditation

Staff professional learning had a literacy and numeracy focus with staff undertaking training in the Language, Literacy and Learning Stage 1, Focus on Reading 3–6 and Targeting Early Numeracy.

All teaching staff are accredited at the proficient level.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	114 247.87
Global funds	59 338.52
Tied funds	64 296.46
School & community sources	10 905.73
Interest	1 819.34
Trust receipts	794.00
Canteen	0.00
Total income	251 401.92
Expenditure	
Teaching & learning	
Key learning areas	5 320.10
Excursions	7 885.72
Extracurricular dissections	2 540.65
Library	808.31
Training & development	3 525.45
Tied funds	58 750.38
Short term relief	0.00
Administration & office	30 884.53
School-operated canteen	0.00
Utilities	7 969.57
Maintenance	4 465.92
Trust accounts	997.56
Capital programs	37 943.29
Total expenditure	161 091.48
Balance carried forward	90 310.44

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the 'Find a school' and select GO to access the school data.

Due to privacy protocols it is not possible to report results in detail for Jennings Public School in NAPLAN achievements.



Parent/caregiver, student, teacher satisfaction

In 2016, parents, students and teachers were surveyed to find their opinions about the school. Their responses are outlined below:

- The majority of parents and staff believe the school is committed to delivering school learning priorities.
- The majority of parents and believe there are positive and respectful relationships between staff and students.
- The majority of parents believe that communication practices are effective and work to strengthen parental engagement.
- All parents and staff believe that there is an understanding of school expectations and goals for improving students learning

When asked for three things the school is doing well parents and staff responded with:

- Student learning and achievement
- Teaching students to operate technology
- Ensuring students are actively aware of happenings in society
- Support of school members both students and parents
- Teaching students to respect each other and community members
- Providing a wide range of activities in the curriculum.

When asked what three areas the school needed to improve in parents and staff responded as follows:

- School sport

Students were asked three things they like to do and three things they would like to change at Jennings Public School.

The responses were overwhelmingly positive with all students being able to identify three aspects of school that they enjoyed. These answers ranged from enjoyment of specific Key Learning Areas to the option to play on the school equipment.

The majority of students only nominated one area that they would like to change with most of these answers being around new sport equipment or more time working on subjects they identified as a favourable aspect of school.



Policy requirements

Aboriginal education

Jennings Public School did not receive Aboriginal Background funding in 2016.

The school took part in NAIDOC activities and celebrations within the school. These included an excursion to a local National Park and a visit from Aboriginal community members.

A local Aboriginal artist was employed to design and paint a mural depicting local Aboriginal culture. Students were involved in lessons on Aboriginal culture during the painting of the mural.



Multicultural and anti-racism education

In line with the school plan teaching and learning programs were developed that provide students with deeper understanding of cultural diversity and the multicultural society they live in.

Staff undertook Anti-Racism training in 2016 and presented lessons on how to identify and stop racism to students.