

Jennings Public School

Annual Report



2017



2223

Introduction

The Annual Report for 2017 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

2017 was a successful year for Jennings Public School on many fronts. The implementation of a wide variety of quality learning experiences create a safe, supportive and engaging learning environment for all students. We had students achieving all manner of successes in both academic and sporting arenas.

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 2017 to be involved in numerous training and development opportunities to continue the learning undertaken in 2016 and further develop students' literacy and numeracy skills.

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.

Miss Shannon Booby

Principal

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 TP1 school. 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 the Border Ranges community of schools, which includes schools in 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

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, Jennings Public School is Sustaining and Growing in the majority of elements.

The staff, parents and students demonstrate a commitment to deliver on school learning priorities. Teachers continually strive to provide well-developed programs based on current policies and processes to monitor and address student learning needs. The school consistently implements a whole-school approach to wellbeing that is working towards developing students who are self aware and active, productive, considerate citizens of the school community.

In the Teaching domain, Jennings Public School is Sustaining and Growing in all elements.

At Jennings Public School all teachers are committed to delivering high quality teaching programs based on best practice methodology and curriculum implementation. An improvement in Literacy and Numeracy teaching has been a focus of professional learning for 2017. Staff utilise data as a tool to inform teaching practice and identify students at risk and develop student learning goals. All staff have achieved accreditation with the New South Wales Education Standards Authority and continue to implement professional standards of practice into their teaching.

In the Leading domain, Jennings Public School is Delivering and Sustaining and Growing in the various elements.

The school staff are committed to and can articulate the vision, values and purpose of the school. The school community has a broad understanding of school expectations and aspirations for improving student learning. The school utilises creative and strategic financial management to maximise resources available to ensure equitable access to resources for students and successful implementation of the school plan.

Our self-assessment process 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

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

In 2017, Jennings Public School continued to be involved in the Early Action for Success program. This involvement provided the opportunity for staff to attend professional development to learn best practice models of teaching both literacy and numeracy. Access to an Instructional Leader allowed staff to further consolidate their knowledge and understanding of these methods. Through regular assessment and data collection in PLAN students at risk were identified and individualised learning programs were developed to improve student achievement.

Throughout 2017, all students continued to make progress towards achieving identified learning targets. Teaching and learning programs were developed that encourage high student engagement and motivation ensuring all students were active and engaged members of the school.

During 2017, teacher professional development continued to be an area of focus with all teaching staff undertaking professional development in the area of numeracy. Infants teachers also undertook professional development in the area of literacy. This has led to an overall improvement in students numeracy skills with a focus on early arithmetical strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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	Refer to Key Initiatives table	<p>Staff mapped students' progress and achievements throughout the year on the literacy and numeracy continuums and against syllabus key skills.</p> <p>All students demonstrated growth in the areas of literacy and numeracy.</p>

Next Steps

- Staff will continue to implement best practice models of teaching into all classes.
- Continued involvement in the Early Action for Success program will guide teacher professional development.
- Staff will continue to monitor student progress through assessment and tracking using the learning progressions.

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 and Stage One programs. The Seven Steps to Writing Success was introduced into the primary class in an effort to improve student achievement in writing. Teachers undertook training in the Maths Building Blocks into Numeracy program as further consolidation of numeracy teaching strategies. These programs have all led to an improvement in student achievement in identified areas of need.

Teaching staff were actively involved in collegial discussions with colleagues through ongoing involvement in the Broder Ranges Small School Alliance. This alliance provided staff with an opportunity to share expertise and work collaboratively with staff from like schools to further develop teaching and administration practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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.	\$4200.00	<p>All teaching staff have Professional Development Plans.</p> <p>Staff undertook regular training and development to ensure teaching and learning lessons are high quality and demonstrated best practice models.</p>

Next Steps

New staff will undertake training in Language, Literacy and Learning Kindergarten and Stage One as it is required to provide best practice teaching models to those students in the infants class.

Staff will continue to work closely with the Border Ranges Small Schools Alliance.

In 2018 continued improvement in writing will be a focus of the primary classroom.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$1700.00	Student Learning Support Officer was engaged to provide one on one support to students identified as in need.
Quality Teaching, Successful Students (QTSS)	Full time equivalent 0.019 (39 minutes per week)	This was used to provide teacher relief for classroom teachers to attend training and development
Socio-economic background	\$9900.00	Teacher salaries. Used to employ a full time teacher to staff an infants and a primary class. Subsidy for school excursions to make these affordable for all students.
Early Action for Success	\$1200.00	Casual teachers were engaged so that classroom teachers could attend training and development. Numeracy resources were purchased to provide support for students and improve understanding.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	6	5	5	7
Girls	7	10	10	7

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	92.2	64.5	95.2
1	83.7	87.5	99.5	91.9
2	96.7	95.6	73.5	95.7
3		85.3	87.1	88.5
4	89.1	91.5	83.3	94.6
5	97.8	86.7		93.5
6	95.7	100	76	
All Years	94.3	89.5	79	92.8
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		94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94		93.8
6	94.2	93.5	93.4	
All Years	94.8	94	94	94

Management of non-attendance

Student attendance in 2017 showed a marked increase from 2016. Staff carefully monitored class rolls and letters were sent home for any unexplained absences and absences of more than 2 days resulting in contact with parents.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.24
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.88
Other Positions	0

*Full Time Equivalent

Jennings Public School does not have any staff that identify as Indigenous.

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	0

Professional learning and teacher accreditation

Staff of Jennings Public School undertook professional learning in a variety of areas in 2017. Professional learning was aligned with the school plan and staff Performance and Development Plans and included Literacy, Language and Learning Kindergarten and Stage 1 and Maths Building Blocks into Numeracy.

In 2017, 100% of teaching staff were accredited with the New South Wales Education Standards Authority. 1 teacher moved into their second phase of accreditation maintenance and one continued to progress through the first phase of maintenance.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	90,310
Global funds	69,522
Tied funds	17,573
School & community sources	6,084
Interest	1,137
Trust receipts	570
Canteen	0
Total Receipts	94,885
Payments	
Teaching & learning	
Key Learning Areas	3,595
Excursions	729
Extracurricular dissections	2,004
Library	387
Training & Development	1,724
Tied Funds Payments	27,382
Short Term Relief	463
Administration & Office	40,346
Canteen Payments	0
Utilities	9,337
Maintenance	8,076
Trust Payments	570
Capital Programs	633
Total Payments	95,245
Balance carried forward	89,951

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	91,945
Appropriation	89,951
Sale of Goods and Services	575
Grants and Contributions	1,420
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-24,955
Recurrent Expenses	-24,955
Employee Related	-17,792
Operating Expenses	-7,163
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	66,990
Balance Carried Forward	66,990

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

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	263,839
Base Per Capita	2,292
Base Location	11,281
Other Base	250,265
Equity Total	42,185
Equity Aboriginal	0
Equity Socio economic	20,081
Equity Language	0
Equity Disability	22,104
Targeted Total	0
Other Total	39,717
Grand Total	345,740

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.

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.>

Due to privacy concerns it is not possible to report on NAPLAN results in detail for students of Jennings Public School. Parents of students who undertook NAPLAN were informed of their results.



Parent/caregiver, student, teacher satisfaction

In 2017, parents, students and teachers were encouraged to provide ongoing feedback throughout the year. At the end of 2017 parents were surveyed to find their opinions about the school. Their responses are outlined below:

100% of surveys returned indicated parents and carers were happy with the learning experiences students were provided with. They also showed that parents and carers were pleased with the administration of Jennings Public School.

When asked to identify areas of growth for Jennings Public School community engagement was an area highlighted by parents and carers. This will become a focus for the 2018–2020 school plan.

Discussions were held with students in grades 3–6 to identify areas of success and areas of improvement for the school.

Policy requirements

Aboriginal education

In 2017 Aboriginal perspectives and content were embedded in all Key Learning Areas. Teaching and learning programs were designed to deepen the awareness of students to Aboriginal Australia and to ensure the Aboriginal heritage of Australia is celebrated. Personalised Learning Plans were developed for all Aboriginal students in collaboration with teachers and the Learning and Support Team.



Multicultural and anti-racism education

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

The school has an Anti Racism Contact Officer that is available for students, staff and families if the need arises.