

Jennings Public School

Annual Report



2018



2223

Introduction

The Annual Report for **2018** 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.

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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.
- Innovative practices and classroom structures based on futures focussed learning.

School context

Jennings Public School 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 who would benefit from additional support in literacy and numeracy. We have one teaching principal and one 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 interactive whiteboards and video conferencing equipment in each classroom and laptops and iPads for each student.

The spirit of a small school community fosters individuality allowing genuine input from the students which develops 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 and students demonstrate a commitment to deliver on school learning priorities. Teachers continually strive to provide well–developed literacy and numeracy programs based on current policies and processes to monitor and address student learning needs. The school continues to implement 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. The school is working to develop a structure for parents to have access to student work samples and achievement of learning in a regular and timely manner. This is in the beginning stages of implementation and will be fully operational during 2019.

In the Teaching domain, Jennings Public School is Sustaining and Growing in the majority of 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 2018. Staff utilise data as a tool to inform teaching practice and identify students at risk and develop student learning goals. All students in the lower grades have been mapped using the progressions and all students in the upper grades will be mapped to the progressions in 2019. Half the staff have achieved accreditation with the New South Wales Education Standards Authority and the other half are working towards achieving accreditation. All staff 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 an 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.

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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

Successful, motivated students engaged contributors in the 21st Century.

Purpose

To provide a stimulating learning environment to develop students with a high level of understanding and expertise in all areas of learning. To promote student engagement through innovative practices and futures focussed learning.

Overall summary of progress

In 2018, 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. Continued 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 and PLAN2 students at risk were identified and individualised learning programs were developed to improve student achievement.

All students continued to make progress towards achieving identified learning targets in 2018. Teaching and learning programs were developed to encourage high student engagement and motivation working towards ensuring all students were active and engaged members of the class.

Students in stage 3 participated in an excursion to Brisbane to highlight a variety of future career options to students. This was undertaken with Tenterfield High School as part of the careers initiative project.

During 2018, teacher professional development was centred around consolidation of previous training and development. All staff undertook training in the new PLAN2 software which was utilised to track student achievement of learning goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students show progress against the literacy and numeracy progressions. Students who do not meet this criteria are supported by individual interventions.	Refer to Key Initiatives table	Staff mapped students' progress and achievements throughout the year on the literacy and numeracy progressions and against key syllabus skills.
Increase the number of students demonstrating active engagement with their learning.	Refer to Key Initiatives table	Staff began to introduce learning goals and success criteria to students to increase student engagement and understanding of lessons.

Next Steps

- Staff will continue to undertake training in Language, Literacy and Learning Stage 1.
- Staff will implement best practice models of teaching into all classes.
- Visible learning practices will be more formally explored by staff and included in all Key Learning Areas.
- Staff will continue to monitor all student progress through assessment and tracking using the learning progressions.

Strategic Direction 2

Staff implementing innovative teaching practice and building connections.

Purpose

To promote a culture in which staff members are actively engaged in ongoing learning, strive for improvement and are utilising strong connections beyond the school.

Overall summary of progress

Staff continued training in the Language, Literacy and Learning Stage One programs. The Seven Steps to Writing Success was continued to be an area of focus for teachers in the primary class in an effort to improve student achievement in writing. These programs have all led to an improvement in student achievement in identified areas of need.

Teaching staff continue to be actively involved in collegial discussions with colleagues through ongoing involvement in the Border 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. Staff travelled to Tamworth to participate in the two day small schools conference providing staff with the opportunity to learn from experts in a variety of topics and witness innovative practices being implemented in other small schools.

Staff undertook an informal visit to another school to view visible learning practices being used in classrooms. Ideas and strategies from this visit were then discussed and were slowly introduced to Jennings Public School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff are implementing visible learning practices in both their teaching and learning practices and day to day classrooms as evidenced by higher levels of student engagement in lessons and an improvement in student achievement.		Staff began to introduce learning goals and success criteria to students to increase student engagement and understanding of lessons.
Staff are actively collaborating with others to develop high quality teaching units and share knowledge and expertise.	\$8160.00	Staff are actively involved in the Border Ranges Small School Alliance.

Next Steps

- Further training and development for staff in the use of Visible Learning practices and how to successfully include these will be provided.
- Staff will continue to undertake training in Language, Literacy and Learning Stage One
- All staff will continue to work closely with the Border Ranges Small School Alliance to enhance teaching practice
- All staff will be involved in a professional development visit to another school to view the successful implementation of Visible Learning practices.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		There was no Aboriginal background loading funding given to the school in 2018
Low level adjustment for disability	\$2577	Resources were used to employ an Student Learning and Support Office to provide one on one support for students identified as in need.
Quality Teaching, Successful Students (QTSS)	Full time equivalent 0.019 (39 minutes per week)	This was used to provide the Principal with release to undertake instructional leadership within the school.
Socio-economic background	\$6825	A second teacher was employed to allow students to be split into infants and primary classes 3 days per week. School excursions were subsidised to allow all students the opportunity to attend.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	5	5	7	8
Girls	10	10	7	6

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.2	64.5	95.2	89
1	87.5	99.5	91.9	95.7
2	95.6	73.5	95.7	88.9
3	85.3	87.1	88.5	94.9
4	91.5	83.3	94.6	96.8
5	86.7		93.5	96.8
6	100	76		93.2
All Years	89.5	79	92.8	93.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94		93.8	93.2
6	93.5	93.4		92.5
All Years	94	94	94	93.4

Management of non-attendance

Student attendance across most of the school continues to improve and be above state levels. Staff actively monitor class rolls and letters were sent home for any unexplained absences. Where absences of more than 2 days were noted parents were contacted by telephone.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.8

*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 ongoing professional learning in Literacy, Language and Learning Stage 1, the processes involved with visible learning and its implementation into the classroom and the use of generative dialogue. 50% of teaching staff were accredited with the New South Wales Education Standards Authority. The teacher with accreditation continued in her second phase of accreditation maintenance and the teacher with provisional accreditation commenced work on achieving full accreditation.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	66,990
Revenue	371,189
Appropriation	358,916
Sale of Goods and Services	-455
Grants and Contributions	3,826
Gain and Loss	0
Other Revenue	8,071
Investment Income	831
Expenses	-357,544
Recurrent Expenses	-357,544
Employee Related	-317,569
Operating Expenses	-39,976
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	13,644
Balance Carried Forward	80,634

Funds were used to employ both teaching and support staff to be able to provide students with more targeted teaching practices. This allowed all students to make progress in all areas of their learning. Equity Socio–Economic funds were used to subsidise attendance at school events such as performances and excursions. This meant that all students were able to participate and did not miss out due financial constraints. Funds available have been earmarked for the replacement of technology and school equipment

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	284,142
Base Per Capita	2,707
Base Location	11,082
Other Base	270,353
Equity Total	31,092
Equity Aboriginal	868
Equity Socio economic	17,236
Equity Language	0
Equity Disability	12,988
Targeted Total	0
Other Total	36,289
Grand Total	351,523

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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.

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

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Privacy protocols prevent reporting on student cohorts less than 10. Parents of students who undertook NAPLAN have been informed of their results.



Parent/caregiver, student, teacher satisfaction

In 2018, parents and students were surveyed at the end of the year to monitor school progress towards identified targets and to measure overall satisfaction with the school and the direction it is headed in.

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. An area of improvement that was highlighted through analysis of parent surveys was an improvement in the ability of parents and carers to see what students are learning. This will become a focus for the 2019 school year.

All students were surveyed and asked to identify three things they liked, three things they wanted to change and three other things they wanted to tell staff. All students surveyed were able to identify three things they liked about school, with a focus being on the lessons students were engaged in and the staff at the school. When analysing responses to change the majority of students identified a desire to undertake more hands on activities, such as science experiments.

Policy requirements

Aboriginal education

In 2018 Indigenous 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 Indigenous heritage of Australia is celebrated. Students and staff attended NAIDOC events and participated in cultural activities designed to further enhance students understanding of Indigenous Australia.

There were no students who identified as Indigenous enrolled at Jennings Public School in 2018.



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 who is available for students, staff and families if the need arises.