

Jennings Public School

2019 Annual Report



2223

Introduction

The Annual Report for 2019 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

100% of students show progress against the literacy and numeracy progressions. Students who do not meet this criteria are supported by individual interventions.

Increase the number of students demonstrating active engagement and understanding of their learning.

Progress towards achieving improvement measures

Process 1: Students are actively engaged in their learning with a clear understanding of what they are learning and how this will assist them in the future.

Evaluation	Funds Expended (Resources)
<p>Staff continued to develop their understanding of the visible learning strategies of learning goals and success criteria. This was then implemented in classrooms to help guide student learning.</p> <p>Students began to utilise these to inform, guide and monitor their learning. Some students still required teacher direction to use the learning intentions and success criteria to monitor their progress.</p> <p>The use of these strategies will continue to be a focus in 2020 along with the introduction of targeted feedback to improve student learning.</p>	<p>Professional Learning funds were used to allow staff to undertake visits to other schools already implementing Visible Learning to a high standard and to release staff from class to work with colleagues to develop learning intentions and success criteria.</p>

Process 2: Explicit teaching of literacy and numeracy, through Early Action for Success and a focus on writing in years 3–6.

Evaluation	Funds Expended (Resources)
<p>As a result of staff attending professional learning changes were made to the focus of writing instruction. This led to an improvement in student writing particularly around the area of sentence structure.</p> <p>Through employing a second teacher 2 days per week students were provided with individualised instruction allowing areas of need and areas of development to be focused upon. This meant that all students made progress in areas of both literacy and numeracy.</p>	<p>Professional learning funds were used to release staff to attend professional development to continue to develop high quality teaching practices. A second teacher was employed 2 days per week to allow students to be separated into classes based on areas of need and to receive targeted individualised teaching.</p>

Process 3:

Evaluation	Funds Expended (Resources)
<p>Due to a change in focus in the school plan this process was removed.</p>	<p>Not applicable</p>

Next Steps

- Staff will continue to look at areas of need as identified in 2019 within the primary classroom in an effort to further develop student writing to bridge the gap between primary and high school.
- Infants staff will undertake training in other areas of literacy teaching to continue to provide high quality lessons

with sound pedagogical practices.

- Staff will further implement Visible Learning practices with a focus on developing higher quality feedback practices between staff and students and student and student.
- 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.

Improvement Measures

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 are actively engaged with research and collaborating with others to develop high quality teaching and learning programs.

Progress towards achieving improvement measures

Process 1: Staff draw on research and other knowledge bases to develop and implement high quality teaching practices that build a whole school culture of success.

Evaluation	Funds Expended (Resources)
<p>Classrooms have been set up to promote the display of student learning and success of their learning.</p> <p>All staff are actively developing learning intentions and success criteria for use in all classrooms. Some students are able to articulate what they are learning and how to judge the success of that learning.</p> <p>The school focus in 2019 was on the implementation of learning intentions and success criteria, as such feedback was used in classes but will be more of a focus in 2020.</p>	<p>Professional learning funds were used to release staff to undertake visits to view high quality Visible Learning in schools.</p>

Process 2: Continue to develop staff understanding and quality pedagogy in literacy and numeracy to support at risk students

Evaluation	Funds Expended (Resources)
<p>All students made improvements in literacy in 2019.. Primary students are writing with improved sentence variety and punctuation and using more descriptive language in their writing. Students in the infants class are producing longer more quality texts.</p>	<p>Professional learning funds were used to release staff to attend professional development to continue to develop high quality teaching practices.</p> <p>A second teacher was employed 2 days per week to allow students to be separated into classes based on areas of need and to receive targeted individualised teaching.</p>

Process 3: Not Applicable

Evaluation	Funds Expended (Resources)
<p>Due to a change in focus in the school plan this process was removed.</p>	<p>Not applicable</p>

Next Steps

- Further training and development for staff in the use of Visible Learning practices with particular focus on high quality feedback.
- All staff will continue to work closely with the Border Ranges Learning Alliance to enhance teaching practice and provide support.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Not applicable	There was no Aboriginal background loading funding given to the school in 2019.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$2 932.00) 	As a result of this intervention identified students were able to make progress and improvements in their learning.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$2 735.00) 	As a result of this funding students were able to be placed in classes that catered to their individual needs rather than in standard grade classes. This led to an improvement in student confidence and results.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$14 670.00) 	As a result of this funding students were able to be placed in classes that catered to their individual needs rather than in standard grade classes. This led to an improvement in student confidence and results.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	5	7	8	6
Girls	10	7	6	5

Student attendance profile

School				
Year	2016	2017	2018	2019
K	64.5	95.2	89	
1	99.5	91.9	95.7	89.4
2	73.5	95.7	88.9	94.5
3	87.1	88.5	94.9	94.7
4	83.3	94.6	96.8	87
5		93.5	96.8	96.4
6	76		93.2	97.9
All Years	79	92.8	93.4	93.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5		93.8	93.2	92.8
6	93.4		92.5	92.1
All Years	94	94	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	80,634
Revenue	369,630
Appropriation	363,966
Sale of Goods and Services	1,203
Grants and contributions	3,820
Investment income	641
Expenses	-379,919
Employee related	-331,578
Operating expenses	-48,342
Surplus / deficit for the year	-10,290

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	40,528
Equity - Aboriginal	0
Equity - Socio-economic	26,925
Equity - Language	0
Equity - Disability	13,603
Base Total	308,231
Base - Per Capita	3,285
Base - Location	11,234
Base - Other	293,712
Other Total	12,868
Grand Total	361,628

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.



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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.



Parent/caregiver, student, teacher satisfaction

Due to no parent surveys being returned in 2019 parent satisfaction was not able to be measured.

Students were surveyed and 100% of responses showed a high level of satisfaction with the school. Areas of improvement identified by students were around items such as the playground and an increase in the time given to certain subjects.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

