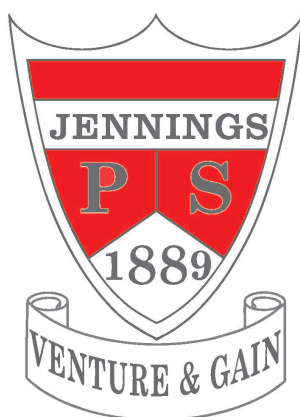


2021 Annual Report

Jennings Public School



2223

Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

School contact details

Jennings Public School

31 Brushabers Road

JENNINGS, 4383

www.jennings-p.schools.nsw.edu.au

jennings-p.school@det.nsw.edu.au

07 4684 3273



School vision

At Jennings Public School every student and teacher will be challenged to continue to learn and improve every year. We strive to achieve academic excellence and prepare students for further education using inquiry based learning and explicit teaching strategies to build strong foundations in literacy, numeracy and deep content knowledge.

Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

School context

Jennings Public School is a small school with 20 students. It is located 18 km north of Tenterfield on the New England Highway on the NSW and Qld border. Jennings Public School is a member of the Border Ranges Learning Alliance, which includes schools in Wyaliba, Red Range, Drake and Deepwater.

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

Jennings Public School is well resourced with a full video conferencing system. The school has interactive projectors and whiteboards in both learning spaces with 1 to 1 laptops and iPads for each student.

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

As a result of a situational analysis conducted in 2020 we have identified two areas of growth and developed two strategic directions.

- Student growth and attainment
- Connect, Succeed, Thrive and Learn



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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning. All staff further develop and refine data driven evidence based teaching practices that are responsive to the learning needs of all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence based teaching and learning

Resources allocated to this strategic direction

Literacy and numeracy: \$1,550.00

Socio-economic background: \$13,500.00

Per capita: \$4,683.81

Aboriginal background: \$3,663.00

Summary of progress

Our focus for 2021 was on the use of highly effective teaching practices to improve numeracy for all students. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed student led investigative practices across the school and used short formative assessments to identify the point of need with student learning.

Professional dialogue on numeracy teaching strategies drawn from the evidence-base was a focus of our teaching team to ensure student learning was at the forefront of all practices and these practices were targeted at student need. After completing professional learning and deepening our understanding of investigative learning, teachers reflected and modified current practices to teach numeracy. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support across classes, in the form of coaching and mentoring by our Instructional Leader, has been provided for staff at their point of need. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board.

Next year in this initiative we will work with staff to establish a process to improve comprehension across all subject areas. This will support further improvement in teaching practice across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The number of students achieving in the top two bands of NAPLAN reading improves from our baseline.	A decreased percentage of students achieved in the top two skill bands for reading. Due to the small size of the cohort accurate/actual percentages cannot be reported.
The percentage of students achieving in the top two bands of NAPLAN numeracy improves from our baseline.	A decreased percentage of students achieved in the top two skill bands for numeracy. Due to the small size of the cohort accurate/actual percentages cannot be reported.
The percentage of students achieving expected growth in NAPLAN reading improves from our baseline.	100% of students achieved expected growth in NAPLAN reading in 2021.
The percentage of students achieving expected growth in NAPLAN numeracy improves from our baseline.	100% of students achieved expected growth in NAPLAN numeracy in 2021.

The number of students achieving growth on internal numeracy data improves from our baseline.	Based on 2020 baseline data 100% of students achieved growth on internal numeracy assessments.
The number of students achieving growth on internal literacy data improves from our baseline.	Based on 2020 baseline data 100% of students achieved growth on internal literacy assessments across the areas of reading and spelling.

Strategic Direction 2: Connect, succeed and thrive

Purpose

To develop whole school wellbeing processes that support high levels of wellbeing and engagement ensuring all students have the opportunity to connect, succeed and thrive.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Culture of learning

Resources allocated to this strategic direction

Professional learning: \$1,500.00

Socio-economic background: \$19,000.00

Location: \$12,500.00

Summary of progress

Our focus for 2021 was on improving student attendance and engagement rates for the year. This has been impacted due to Covid-19 disruptions and isolation requirements and as such will continue to be a focus in future years. Whilst there has been an increase in the number of students attending school more than 90% of the time or more, there is still room for positive growth around student engagement.

Wellbeing was also a focus of 2021 with students being provided a variety of opportunities to enhance their wellbeing and sense of self at school this year. Our future directions for this area in 2022 will revolve strongly around the incorporation of:

- Activities with other schools including members of the Border Ranges Learning Alliance
- Whole school programs to enhance wellbeing, learning and self regulation
- Access to excursions and events for all students

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The number of students attending 90% or more improves from our current baseline data.	The percentage of students attending >90% rose from 78.9% in 2020 to 82.6% in 2021.
Base line data as to a positive sense of school well-being K-6 is developed.	100% of eligible students participated in Tell Them From Me surveys allowing the school to establish a baseline against which future well-being could be assessed.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$55,081.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Jennings Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: The employment of a School Learning Support Officer to provide support for identified students in all classroom settings. This has allowed these students to actively access all aspects of schooling and work towards and achieve identified learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continued employment of an SLSO where funding permits to ensure continued support and academic progress for identified students.</p>
<p>Professional learning</p> <p>\$6,870.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Jennings Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing • Culture of learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • providing opportunities for staff to undertake training to further develop best practice methods • allowing staff to undertake mandatory training • providing opportunities for staff to collaboratively work with colleagues to enhance professional practice <p>The allocation of this funding has resulted in: Improved classroom practice among staff. Staff have been provided with the skills and knowledge to look at their professional practice and identify areas of need and plan a course of action to address this need.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued professional development for staff in best practice methods.</p>
<p>Socio-economic background</p> <p>\$43,711.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Jennings Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Culture of learning • Wellbeing • Evidence based teaching and learning

<p>Socio-economic background</p> <p>\$43,711.80</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to reduce class sizes to support identified students with additional needs • supplementation of extra-curricular activities • resourcing to increase equitability of resources and services • providing students without economic support access to educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in:</p> <p>Improved student outcomes across all curriculum areas. The employment of a second classroom teacher has led to smaller class sizes allowing more targeted teaching to ensure all students are having their individual needs met and catered for.</p> <p>Supplementation of learning activities, programs and experiences have ensured that all students are able to attend and engage with all school activities leading to higher levels of engagement and improved results across all Key Learning Areas. The use of these funds to support Learning from Home during COVID-19 lockdowns ensured all students were able to access online lessons with their classroom teacher and continued to make progress towards their learning goals.</p> <p>Funds were also used to refurbish sections of the school to ensure that students at Jennings Public School were accessing the best possible learning areas and equipment to counter the geographical isolation of the community.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Funding in future years will continue to be allocated to further supplement learning activities and events and ensure that all students have access to all aspects of schooling. Future improvements around the school may also be undertaken based on identified areas of need.</p>
<p>Aboriginal background</p> <p>\$3,663.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Jennings Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence based teaching and learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • purchase of resources to support cultural program and lessons <p>The allocation of this funding has resulted in:</p> <p>The employment of a School Learning Support Officer to support students with identified learning needs leading to improved results for these students. The purchase of resources to support cultural lessons taught by the local AECG representative, leading to improved student knowledge of the local Aboriginal culture.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Cultural lessons will continue in 2022 with a Connecting to Country excursion planned for NAIDOC. Other activities will be undertaken in consultation with the local AECG.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$14,399.86</p>	<p>students at Jennings Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of an SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: The engagement of a second teacher to allow the Teaching Principal to undertake the role of Learning and Support Teacher. The employment of a School Learning Support Officer to provide support for students with additional needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: The engagement of a Learning and Support Teacher to fill the staffing entitlement. The continued employment of a School Learning Support Officer to further support those student with additional needs.</p>
<p>Location</p> <p>\$12,500.00</p>	<p>The location funding allocation is provided to Jennings Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing • Culture of learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement <p>The allocation of this funding has resulted in: Supplementation of learning activities, programs and experiences have ensured that all students are able to attend and engage with all school activities leading to higher levels of engagement and improved results across all Key Learning Areas. Funds were also used to refurbish sections of the school to ensure that students at Jennings Public School were accessing the best possible learning areas and equipment to counter the geographical isolation of the community.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 funds will be used to supplement the cost of planned excursions and activities allowing all students to participate. Funds will also be allocated to continue refurbishment of assets within the school providing the best possible learning opportunities for students regardless of the location of the school.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Jennings Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement of a School Administration Officer to reduce Teaching Principal work load <p>The allocation of this funding has resulted in: A reduction in the Teaching Principal administrative workload leading to greater time spent focusing on classroom teaching and improved student outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 this position will again be filled by a SAO to undertake some administrative tasks allowing the Teaching Principal to focus on student learning.</p>
<p>QTSS release</p> <p>\$3,587.78</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Jennings Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: As a result of this funding students were able to be placed in classes that catered to their individual learning needs. This led to an improvement in student confidence and results.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 QTSS funding will be utilised to engage additional staff to support curriculum instruction.</p>
<p>COVID ILSP</p> <p>\$40,399.97</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: As a result of this funding students were able to be placed in small groups that catered for their teacher identified individual needs with a focus on numeracy, reading comprehension and spelling. This led to an improvement in student confidence and results with all identified students making progress towards identified goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: COVID ILSP funding will be used to support students in small group or one on one sessions to support learning needs in the areas of numeracy and reading.</p>

<p>Per capita</p> <p>\$4,683.81</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Jennings Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence based teaching and learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • purchase of resources <p>The allocation of this funding has resulted in: The purchase of resources to support learning has meant that all students have access to the same resources and learning is undertaken in a fair and equitable manner. It has also ensured that students are provided high quality teaching due to appropriate teaching resources.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 funding will be allocated based on school identified areas of need.</p>
<p>Literacy and numeracy</p> <p>\$1,550.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Jennings Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence based teaching and learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: Improved practices in numeracy teaching and a more student led investigative approach to learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued teacher professional development designed to further increase student led learning and engagement.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	8	6	13	14
Girls	6	5	6	7

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89		91.5	85.5
1	95.7	89.4	98.9	92.3
2	88.9	94.5	89.4	89.5
3	94.9	94.7	97.6	92.9
4	96.8	87	86.9	97.2
5	96.8	96.4	95.5	93.5
6	93.2	97.9	94.7	96.4
All Years	93.4	93.4	93.6	92.8
State DoE				
Year	2018	2019	2020	2021
K	93.8		92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	0.26
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	46,464
Revenue	510,708
Appropriation	504,822
Sale of Goods and Services	1,262
Grants and contributions	3,750
Investment income	75
Other revenue	800
Expenses	-481,545
Employee related	-408,323
Operating expenses	-73,222
Surplus / deficit for the year	29,164
Closing Balance	75,628

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.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	42,059
Equity Total	61,515
Equity - Aboriginal	3,696
Equity - Socio-economic	43,418
Equity - Language	0
Equity - Disability	14,400
Base Total	327,977
Base - Per Capita	4,684
Base - Location	15,293
Base - Other	308,001
Other Total	16,571
Grand Total	448,122

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.

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.

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

Tell Them From Me survey results demonstrated a high level of student satisfaction in all areas. Parent overall satisfaction with the school remains at a high level as demonstrated by surveys and parent interactions with staff and the school community.



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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.