Our school at a glance

Students
Our student enrolment peaked at 33 in 2008. Of the total enrolment, 16 were male and 17 were female. The K-2 class had an enrolment of 20 with 7 boys and 13 girls, the 3-6 class had an enrolment of 13 with 9 boys and 4 girls. The school has provided stimulating environments and programs for students.

Staff
In 2008, Jennings Public School had a total of 8 staff members consisting of one Principal, one permanent classroom teacher, one part-time classroom teacher, one Learning Tutor and two part-time School Administrator Managers and 2 additional casual members.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Jennings Public School is a recipient of both CAP (Country Areas Program) and PSP (Priority Schools Program).

Country Areas Program (CAP)
CAP is aimed at helping schools and communities improve educational outcomes and opportunities of students who are geographically isolated.

CAP drives quality learning in isolated schools through innovative best practice. The achievement of this objective is based on four core values and beliefs: Innovation, Quality, Collaboration and Contextualisation.

In 2008 The students, parents and teachers of Jennings Public School were involved in: Smart Board Training, Oral Literacy and Podcasting, Literacy and Numeracy workshops for parents, Writers Festival, CAP State Conference- Connecting The Dots, and a highly successful Kindergarten Transition Program.

Priority Schools Program (PSP)
PSP focuses on improving the Literacy, Numeracy and participation outcomes for students. These are most critical requirements for student achievements for students achievement across a full range of education outcomes.

Throughout 2008 Jennings Public School used these funds to purchase a Learning Tutor for 6 hours per week to support the students in their pursuit of a high standard of education.

Parent workshops, utilising PSP funds, were offered in Literacy, Numeracy and Choice Theory.

Cineliteracy continued in 2008 as did Reading is Rad.

Jennings Public School was also privileged to be involved in The Middle Years and Boys Education Initiative, a combination of PSP, CAP, and a study approved by the University of western Sydney Human Research Ethics Committee.

2009 will see Jennings Public School employ, once again, a Learning Tutor to support the K-2 classroom. Literacy and Numeracy resources purchased such as Springboard Comprehension for the Smart Board, and Matheleitcs. The staff and community also wish to be involved in the Reading To Learn and Accelerated Literacy Programs.

Success for Boys.
Throughout 2008, Jennings Public School was involved in the Middle School and Rural Boys Initiative. Programs were trialled, evaluated and introduced for teachers to develop strategies to engage boys more actively in their learning. A woodwork program was highly successful as was the middle school Mathematics/Forensic Science program that was conducted in conjunction with the local High School.

Messages

Principal's message
Jennings Public School serves a small rural area situated on the New South Wales and Queensland border and is the focal point for the local community. Our school is proud of the spirit that has been nurtured over the past 119 years. The relaxed and peaceful school setting is the result of many years of dedicated community planning, participation and hard work.

This school provides the unique social and educational environment that is expected from a small school.

Jennings Public School receives funding from the Priority Schools Funding Program (PSFP) and Country Areas Program (CAP).

Jennings Public School is committed to improving student learning outcomes through the implementation of a balanced curriculum with a strong emphasis on Literacy and Numeracy skills. It provides a stimulating environment, which encourages children to accept responsibility for their own learning and behaviour. The students are friendly and accepting of each other and the values of tolerance and fair play underpin all that we do at Jennings.

The Jennings Public School grounds are quite large allowing space for students to be actively...
engaged in a variety of environmental, social and sporting activities.

Jennings Public School plays an integral role in the community. It interacts with the CWA for an annual multicultural day, conducts ANZAC and REMEMBRANCE Day Services and participates in various art, craft and musical shows, including The Schools Spectacular.

The school staff has been keen to embrace ever changing technology and show enthusiasm throughout key learning areas to implement interactive technologies.

Community members continually compliment the staff, students and parents for the “warm, friendly, family feeling in the school.”

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Jennifer Harrison-Principal

P&C and/or School Council message

We have had an extremely busy but enjoyable year.

Following are just some of the items the P & C have been involved in to help fundraise for our students in 2008.

Trivia Night, Chocolate Drives, various morning teas for different visiting associations, excursions, swimming school and the purchase of three new printers.

We hold canteen every Friday and the P & C fully endorse the Healthy Canteen Menu. The children could not enjoy canteen if it were not for the parents and our Canteen Manager, Jane Ditton, who volunteer to run this.

A sincere thank you must go to the ladies at the Jennings Hotel. These wonderful ladies have organised many events, primarily a monthly motor bike ride, and have donated all monies raised, a sum of over $2,000, to our school.

I would like to thank everyone who has supported the P & C this year. Through your support and the funds raised, this has helped your child or children in many ways throughout their school year.

Sheree Springborg-P & C President

Student representative's message

In 2008 the students did many things to assist in the improvement of our school. We planted more trees in our Animal Corridor, we organised Sports Equipment for the younger children to play with, we led assemblies, Peer Support and Values Education lessons, and built bird houses to protect our native bird life.

As our final present to the school, we made a wooden photo frame that held three large photos. This now hangs in pride and place by the front door.

We had a great year.

Katelyn Hitchcock and Daniel Airs.

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

![Student enrolment profile graph]

Student attendance profile

![Student attendance profile graph]
Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-6</td>
<td>3</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>3-6</td>
<td>4</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>3-6</td>
<td>5</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>3-6</td>
<td>6</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>K-2</td>
<td>1</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>K-2</td>
<td>2</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>K-2</td>
<td>K</td>
<td>6</td>
<td>18</td>
</tr>
</tbody>
</table>

Structure of classes
Class structure at Jennings is divided into two classes; K-2 and 3-6. Classes are structured to maximise the educational opportunities for all students.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Library &amp; RFF-Part Time</td>
<td>1</td>
</tr>
<tr>
<td>School Administration Manager-Part Time</td>
<td>2</td>
</tr>
<tr>
<td>General assistant-Part Time</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
</tr>
</tbody>
</table>

Staff retention
The 2008 school year started with an increase of staff numbers. A third teacher/librarian joined the staff for 2.5 days a week and a casual SAM also joined the staff for 1 day a week. All other staff members remain the same.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was

In 2008, the average daily staff attendance rate was: N/A

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2008

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>49 782.07</td>
</tr>
<tr>
<td>Global funds</td>
<td>54 092.31</td>
</tr>
<tr>
<td>Tied funds</td>
<td>39 687.53</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>9 795.12</td>
</tr>
<tr>
<td>Interest</td>
<td>2 586.10</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 568.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>157 511.78</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>10 341.20</td>
</tr>
<tr>
<td>Excursions</td>
<td>5 343.89</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>5 081.89</td>
</tr>
<tr>
<td>Library</td>
<td>1 387.96</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 417.27</td>
</tr>
<tr>
<td>Tied funds</td>
<td>62 838.10</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>5 061.46</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>14 538.57</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>123 811.95</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2008

Achievements

Arts

Select students from Years 3-6 have once again performed at the Sydney Opera House with their Marimbas. This has then led them to a performance at the local Apple and Grape Festival in Stanthorpe. They have also been requested to play at different functions throughout the year, such as for the local Nursing Home in Tenterfield, and the Lions Club. Marimbas will definitely be a priority for 2009.

All students performed at the end of year Presentation Night performance with the K-2s performing on the Marimbas and performing in a movie, titled Mamma Mia. The Years 3-6 performed a Christmas play. At the conclusion of this celebration the Jennings School Choir performed We Are Australian.

Regular opportunities have been provided where students have been able to develop their confidence and gain vital Talking, Listening and Performance skills. Opportunities such as Drama, Movie Making, Cineliteracy, Photo Story and Animations are utilised extensively. These skills are shown to perfection at the Annual Presentation Night Ceremony, ANZAC Day, and Remembrance Day Ceremonies where the students lead these all important occasions.

The students entered the Crisps Art Expo again and this awarded Nicholas Hurtz 1st prize and Morgan Sargeant 3rd prize.

The Years 3-6 received a Certificate of Achievement in the Dymocks Golden Paw 2008 competition with Jacinta Rock being awarded 1st prize.

Our historic Landscape and Memorial is now complete with a Memorial Granite Chair and Memorial Pavers allowing a peaceful and commemorative setting nestled amongst the picturesque grounds. The Granite Chair and Pavers were funded by a grant from the Saluting Their Service Commemorations Grants generously supplied by the Department of Veterans’ Affairs. An official opening will be conducted early in 2009.

Sport

Jennings Public School always participates in local carnivals and sporting events. There has been some outstanding performances and a pleasing level of participation by all students.

Physical Education lessons are undertaken 3 mornings a week for 40 mins, with a block set aside 1 day a week for 1 hour, for sport where the skills learned in PE are put to use. This whole school fitness plan goes hand in hand with our Healthy Fruit Break Morning Program.
Aidan Harrison, Logan Caithness, Morgan Sargeant, Jacinta Rock, Jiah Bulich, Nicholas Hurtz and Brittany Caithness all made it to the District Cross Country Carnival. Logan Caithness also made it at a Regional level.

Jennings Public School were hugely represented at the District Athletics Carnival with Morgan Sargeant 4th for 11 yr 800m, Brittany Caithness 5th for Junior 800m, Morgan Sargeant 4th for 11 yr 100m, Kaleb Whalley 4th Senior 100m, Jiah Bulich 5th for 10 yr 100m, Logan Caithness 4th for 10 yr 100m, Morgan Caithness 4th for 10 yr 200m, Morgan Sargeant 5th 11 yr 200m. Kaleb Whalley achieved a P.B. in High Jump @ 1.15m.

Brittany Caithness received 8yr Age Champion and Logan Caithness received 10yr Age Champion at the Bonshaw Small Schools Athletics Carnival.

Writing and University Competitions

Several students were selected for publication in the Write For Fun Short Story Competiton-Bee Creative. Aidan Harrison, Stirling, Logan and Brittany Caithness, Daniel Aiers, Katelyn Hitchcock, Morgan Sargeant, Jiah Bulich and Jacinta Rock all had their stories published. The Years 3-6 also write regularly for the Jetsetter Magazine and also have these stories published and receive prizes throughout the year for their excellent entries.

Our students always clamour to be a part of the NSW University Competitions. Jacinta Rock of Year 4 received a Credit for the Computer Competition scoring in the top 26%. Aidan Harrison of Year 5 received a Credit for the Mathematics Competition scoring in the top 34% and a Credit for the Writing Competition scoring in the top 30%. Katelyn Hitchcock of Year 6 also received a Credit for her English Competition scoring in the top 31%.

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Percentage of students in bands:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 spelling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage in band</th>
<th>LSG average 2008</th>
<th>State average 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<td>3</td>
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<tr>
<td>6</td>
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<td></td>
</tr>
</tbody>
</table>

- 2008 LSG average
- 2008 State average
**Numeracy – NAPLAN Year 3**

One student in Year 3 sat the Numeracy NAPLAN in 2008.

Because of the low number of students who sat the NAPLAN there is insufficient data to draw comprehensive comparisons between school results & state percentages.

**Literacy – NAPLAN Year 5**

3 students sat the Literacy NAPLAN in 2008.

Because of the low number of students who sat the NAPLAN there is insufficient data to draw comprehensive comparisons between school results & state percentages.

**Numeracy – NAPLAN Year 5**

3 students sat the Numeracy NAPLAN in 2008.

Because of the low number of students who sat the NAPLAN there is insufficient data to draw comprehensive comparisons between school results & state percentages.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Aboriginal perspectives are embedded into the teaching and learning programs throughout the year. Students gain a perspective of Aboriginal culture and society.

The school calendar includes NAIDOC Week celebrations and activities lead by Indigenous elders and students.

Multicultural education

Human Society and its Environment (HSIE) lends itself to supporting teaching and learning in the Multicultural area.

Our Learnscape Area also encompasses the Multicultural beginnings of our homeland.

Harmony Day is celebrated as is Australia Day and Australian Citizenship Day, all of these activities and learning programs lead to tolerance, cultural acceptance and an inclusive community and racism free learning and working environment.

Respect and responsibility

The core values outlined in the NSW Values Policy have formed a focus gain in the school in 2008. The students celebrated Harmony Day in March, ANZAC Day, Remembrance Day, World Day of Prayer, Plant a Tree Day, Clean Up Australia Day, Australia’s Biggest Morning Tea and participated in the Youth Off The Streets Program.

Students, Staff and Parents embraced the You Can Do It Program and all stakeholders have enjoyed the benefits of having this program, entitled Steps to Success in Jennings Public School, underpinning everything in the school.

As a regular routine the school holds an assembly where all students and community members participates by recognising the Australian flag, National Anthem, School Creed and Citizenship Pledge.

Our task is to develop a spirit of community service and provide a variety of opportunities where students can demonstrate a responsible outlook.

All students have supported community values and events by training for and participating in such events as Jump Rope for Heart and Westpac Helicopter Rescue. The school, its staff and students are also members for the RSPCA and have attended meetings, raised money and have promoted the welfare of animals via a movie that the students had made. Indeed this movie has been shown to numerous RSPCA General Meetings in NSW throughout the year of 2008.

Progress on 2008 targets

Target 1

To ensure that all students enjoy learning in a high quality learning environment.

Our achievements include:

- 95% of students enjoy school life as evidenced in the completed “Quality of Life” survey.
- All staff attending CAP, PSP & other Professional Learning Programs according to their Professional Learning Plans.
- All staff up to date with the NSW Quality Teaching Framework & all staff implement
this in the teaching/learning/assessment cycle.

- ICT integrated into teaching programs to engage, enhance, and motivate the learner.

This last point of measurable success was hard to determine because this year we had one Year 3 and three Year 5s sit the NAPLAN. However, 3 out of these 4 students came to us throughout the year from the QLD system; however, the student who has been attending Jennings Public School for several years achieved Band 6 in Literacy and Numeracy. The other students achieved Bands 3 & 4 for Literacy and Band 4 for Numeracy.

**Target 2.**

*To improve the school’s capacity to build students’ resilience, mental & physical health.*

Our achievements include:

- You Can Do It Program implemented fully across K-6.
- Students are involved and demonstrate keenness to be involved in all school programs.
- School core values are adhered to by the 98% of school members. This has resulted in lower frequency of recorded infringements for behaviour combined with a subsequent improvement in output quality of class work.

**Target 3.**

*To better meet the welfare & needs of boys throughout the school.*

Our achievements include:

- A 100% reduction of senior boys being involved in any major disciplinary incident.
- 100% positive feedback from senior boys with regards to them enjoying school and feeling wanted.
- An 80% reduction in boy absenteeism.
- A successfully run *Engaging Middle Years Boys in Rural Education Settings* initiative. This had a two pronged theme; the first being a highly successful project in which Jennings Public School worked closely with Year 7 & 8 boys from Tenterfield High School in a Forensic Science/Mathematics unit of work. The second being a highly successful in-house project of practical measurement, design & make strategies with a woodwork theme.
- Finally, an increase in boys engagement & therefore Literacy & Numeracy skills.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Planning & Creative Arts.

**Educational and management practice**

**Planning:**

**Background**

In 2008 our school evaluated planning as part of our cyclic evaluation. Planning was chosen so we could evaluate if the school can improve on the way it plans its educational programs. Programs were reviewed with neighbouring small schools and various consultants.

**Findings and conclusions**

- Learning & teaching programs are based on the outcomes for each learning area.
- The programs contain appropriate teaching & learning experiences with a QT framework.
- Programs are organised on learning stages or Individual Learning Programs.
- There was strong support for the idea that the school’s planning processes are responsive to emerging needs.
- It was acknowledged that the main purpose of school targets is to improve student learning outcomes.
- Survey results indicated that the school implements a comprehensive management plan.

**Future directions**

As a result of the evaluation the following will be implemented or maintained;
The school’s current planning processes are strongly supported and will continue, however, there is a need for the school to more clearly communicate to parents the link between the school vision & the school activities.

Curriculum
Creative Arts.

Background
This year the school elected to evaluate creative arts as part of our cycle to ensure that our teaching & learning programs are meeting the needs of students. A music program was established in the late nineties which was originally funded by CAP. As previous staff were not confident in teaching music this music program enabled students to be taught a number of musical instruments that they otherwise would not have had the opportunity to do. This program has continued thus far. Both classroom teachers now, however, have musical backgrounds & teachers are indeed able to play various instruments. The K-2 teacher has a Major of Music in her degree.

Findings and conclusions
• Support for the music program is waning with only 20% of parents and 15% of students wishing this program to continue. 80% of parents & 85% of students have expressed the wish that the staff now take over the musical education of their children as both classroom teachers have musical backgrounds.
• 100% of parents do agree that their child's knowledge of music has increased over the years but expressed a lull in that knowledge over the last 12 months.
• 100% of the Year 3-6 parents wish for the Marimbas & the Sydney performances to continue.
• 100% of parents & students are happy with the way Drama is taught & performed at the school.
• More K-2 parents would like to see more of their child’s art displayed around the school.

Future directions
• The staff will take over the teaching of music and the Music program which employed Mr Glenn Taylor will cease.
• More art work, especially K-2, will be displayed in the classroom & foyer of the office.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
• 100% of responding parents felt comfortable participating in school events & communicating with all staff members.
• Further attention needs to focus on ensuring all school communications are efficiently delivered.
• 91% of students, an improvement on last year, agreed that “the school is a place I really like to go each day” & that 93% of students agreed the “my teacher helps me to do my best”.
• Overall, the outcomes of the survey indicated an overwhelming positive & constructive partnership between the school & the community with parents expressing confidence in the teaching staff & in the programs of the school.

Professional learning
All staff have engaged in a range of professional learning programs throughout 2008 either at Jennings Public School, CAP & PSP run workshops or regionally based learning venues. These ranged from Small Schools Conference, CAP Connecting The Dots Conference in Dubbo, CPR Accreditation, & various other CAP Initiatives that staff chose as part of their Professional Learning pathway.
School development 2009 – 2011
The 2009-2011 School Plan will be aligned with the Office of Schools Plan & the NSW Department of Education & Training School Planning Policy Framework & will cover extensive improvement areas for Jennings Public School.

The Plan will cover the areas of Literacy, Numeracy, Student Engagement & Retention, Aboriginal Education & Training, Teacher Quality & Connected Learning.

Targets for 2009
Target areas for 2009 will again focus on Literacy & Numeracy. These targets have arisen from school planning processes. These targets have been identified after analysis of student performance data & evaluations as appropriate to the school context.

Target 1
To improve numeracy outcomes for all students with a focus on the basic four operations, “Counting On” strategies, number patterns & problem solving.

Strategies to achieve this target include:
- Ensuring the QT Framework is represented in the planning of mathematics lessons along with the implementation of technology based numeracy lessons.
- Teachers Professional Learning will once again carry further development in mathematics implementing CMIT & Counting On strategies across the grades.
- Review Resource needs K-6 to assist in teaching students.
- Demonstration lessons to be performed each day to gauge whether students have retained skills from previous lessons.

Our success will be measured by:
- Improved NAPLAN results in 2009 by a minimum of one skill band.
- Increased use of CMIT & Counting On strategies.
- Increased use of resources to provide hands on & ICT generated learning.

Target 2.
Improve students Literacy Skills, particularly spelling, grammar, punctuation K-6 & writing & reading for K-2

Strategies to achieve this target include:
- Assessment which will be used as a starting point to determine student needs & direct teaching programs.
- Continued focus on QT & quality classroom strategies.
- Professional Learning utilising CAP, PSP & District Office Support.
- Ensuring resources, including electronic, have a focus on spelling, writing, grammar, punctuation & reading.

Our success will be measured by:
- All Kindergarten students achieving between reading level 5-7. Year 1 students achieving between 7-14 and Year 2s between 15-20, Year 3s between 21-26.
- All matched students in the NAPLAN will improve a skill band.
- School based assessments will indicate improved Literacy skills.

Target 3.
Co-operative, positive organised students.

Strategies to achieve this target include:
- Reviewing & evaluating students’ current habits.
- Teaching students to develop a consistent daily & weekly routine with appropriate balance.
- Developing individual working, playing & decision making habits.
- Continuation of the You Can Do It Program with a focus on Organisation.

Our success will be measured by:
- A reduction in disputes arising from team games & shared activities because students are playing co-operatively.
- A neat & tidy work area that encourages quality work & decreases the opportunity of lost items therefore decreasing ‘time wasting’.
- Greater levels of student independence & organisation & engagement.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Jennifer Harrison, Principal
Elisa Laurie, Classroom Teacher
Linda Hitchcock, P & C Representative
Katelyn Hitchcock, Student Representative.
Daniel Airs, Student Representative

School contact information

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: