Jennings Public School

Annual School Report

2012
Our school at a glance

Students
Jennings Public School is a small PPS school located 18 km north of Tenterfield on the New England Highway on the NSW and QLD border.

The students are drawn from the township of Jennings / Wallangarra and surrounding areas including Tenterfield and Stanthorpe.

Staff
The teaching staff at Jennings Public School consists of one experienced teaching principal and one temporary teacher who has been employed casually over the past few years.

The school has a part-time School Administration Manager (SAM), part-time School Administration Officer (SAO) and a part-time General Assistant (GA).

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

Significant programs and initiatives

Equity Funding

Country Areas Program (CAP)
The Jennings Public School budget is enhanced by funds allocated through the Country Areas Program, which is focused on improving learning outcomes of students in isolated rural schools.

In 2012 the students, parents and teachers of Jennings Public School were involved in: CAP Art Gallery, CAP Music, The Thinking Brain and CAP Chefs.

CAP funds supported the transport of students on excursions and the purchase of educational materials such as iPads.

Priority Schools Program (PSP)
PSP focuses on improving the Literacy, Numeracy and participation outcomes for students.

The New England Region PSP consultants came to Jennings PS to conduct Engagement Days. During 2012 these included a Maths Day and a Science Day during which students from Jennings PS, Bonshaw PS, Mingoola PS and Sir Henry Parkes PS participated in a range of activities.

PSP funding was also used for enrolment in the on-line spelling resource ‘Spellodrome’ and on-line mathematics program ‘Mathletics’.

The school was again enabled to participate in ‘Reading is Rad’.

Student achievement in 2012

In 2012, Jennings PS had two Year 3 students and four Year 5 students sit the NAPLAN assessments. As it was a small cohort, conclusions drawn from the data are of limited value for future years and cohorts.

Best Start Assessments showed that Kindergarten students began school at Jennings PS with limited literacy and numeracy skills.

In school assessment data indicated that all students from K-6 showed improvement in Literacy and Numeracy in 2012.
**Messages**

**Principal’s message**
Jennings Public School serves a small rural area and is the focal point for the local community. Our school is proud of the spirit that has been nurtured over the past 120 years.

During 2012 the school was supported with funding from the Country Areas Program (CAP), Priority Schools Program (PSP) and National Partnerships which improved the educational opportunities, participation and learning outcomes for the students. A new temporary teacher was appointed to teach the Junior Class and the school continued to implement individual programs designed to maximise opportunities and improve outcomes for all students.

During 2012, improving the school buildings and grounds continued to be a priority. Some classroom walls and corridor areas were painted as were the exterior panels on the office building. Use of technology in daily classroom practice was enhanced by the purchase of a class set of iPads used by all K-6 students. The connected classroom and laptops were also used regularly.

Jennings Public School continued to provide a wide range of educational experiences for all students. Staff and community members encouraged student participation in all aspects of school life such as interschool activity days and local excursions. These events were advertised in local papers.

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.

_Tanya Bajda – Principal_

**Parent Representative Message**

**Breakfast Program**

I have been volunteering my time every Friday morning to help prepare the children’s breakfast. A former teacher of Jennings PS, Rebeca Grove, contacted Kelloggs to ask if they would be interested in donating some cereal for the Breakfast Program. The response was overwhelming. Kelloggs kindly donated many, many boxes of Kelloggs cereal. Coles donated milk, margarine and bread for some time which we are thankful for. Just recently the parents have been donating the bread and milk towards this. A lot of the children have benefited from the program and they look forward to Friday mornings.

**Fundraising**

We have held an Easter Raffle, Mother’s Day Stall and Father’s Day stall which have raised a large amount of money towards the new playground for the children. Out of these funds the school was able to help purchase winter jerseys for the students. We thank the parents and community for their ongoing support.

_Sheree Springborg_

**Student representative’s message**

We have enjoyed our time at Jennings PS. Jennings is a great place to be. The teachers are hardworking and cooperate with all the students. The Jennings students are trusting and friendly.

This year we have done lots of interesting activities like CAP Art Gallery and Science with Miss B, Mr McKenzie, Mr Coleman and Mrs Toms. We made lots of different things like making ‘terrific triangles’, ‘rotor copters’ and ‘catapults’. We also did some great art with Miss Northey.
The year 6 students went to My School Kitchen Rules at Tenterfield HS. It was fantastic. We also had meal deals that are very healthy. We have had pilaf (a Turkish food), pizza, spaghetti and many more delicious foods have been created in our small kitchen.

During the year our school got twelve iPads which we use for learning. We like using the iPads during Maths and Literacy Groups. We also had a lot of fun getting dressed up for Crazy Hair Day that supported Cystic Fibrosis.

Chloe, Billi and Taylah

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 enrolments have been fluctuating over the past five years due to fewer employment opportunities. As a result, some young families have left the local area. In addition, there is a Queensland State School within one kilometre of Jennings PS. The Queensland High School in Stanthorpe is the traditionally preferred educational destination for local families. Often parents choose to enroll their children at the Wallangarra State School to prepare them for the Queensland High School curriculum.

During 2012 student enrolment decreased. This resulted in the school being reclassified from a p5 to a p6. Public promotion of Jennings PS including having a weekly Jennings / Wallangarra Playgroup at Jennings PS is lifting the community profile of the school. Parents from both sides of the border bring their children to this playgroup. The school also regularly submitted articles and photos which were published by the local papers. These articles have been positively embraced and discussed by the wider community.

Student attendance profile

Student attendance at Jennings Public School decreased from 93.9% in 2011 to 91.6% in 2012.

Student Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
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<tbody>
<tr>
<td>K</td>
<td>92.3</td>
<td>88.3</td>
<td>78.6</td>
<td>95.1</td>
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<tr>
<td>1</td>
<td>95.1</td>
<td>95.7</td>
<td>91.1</td>
<td>93.0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.8</td>
<td>93.5</td>
<td>96.2</td>
<td>84.5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>97.9</td>
<td>92.5</td>
<td>93.8</td>
<td>91.2</td>
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</tr>
<tr>
<td>4</td>
<td>98.0</td>
<td>96.8</td>
<td>97.5</td>
<td>88.8</td>
<td></td>
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<tr>
<td>6</td>
<td>93.5</td>
<td>94.4</td>
<td>na</td>
<td>97.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.1</td>
<td>94.7</td>
<td>92.8</td>
<td>93.9</td>
<td>91.6</td>
</tr>
</tbody>
</table>

Management of non-attendance

To manage non-attendance the school employs various strategies. These include sending absentee notes home, parent meetings and utilising the services of the Home School Liaison Officer (HSLO).
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>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.226</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.18</td>
</tr>
<tr>
<td>Total</td>
<td>2.69</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Jennings Public School had no employees who identified as Indigenous in 2012.

Staff retention

A new temporary teacher was appointed to Jennings Public School at the beginning of Term 3 2012.

There were no other staff changes during the 2012 school year.

Teacher qualifications

All teaching staff met 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 | 30/11/2012 |

**Income**

| Balance brought forward | 79628.76 |
| Global funds            | 44175.23 |
| Tied funds              | 31025.54 |
| School & community sources | 6971.90 |
| Interest                | 3553.88  |
| Trust receipts          | 1099.40  |
| Canteen                 | 0.00     |
| Total income            | 166454.71|

**Expenditure**

| Teaching & learning          | 2797.76 |
| Key learning areas           |        |
| Excursions                   | 887.18  |
| Extracurricular dissections  | 4660.01 |
| Library                      | 664.61  |
| Training & development       | 1173.02 |
| Tied funds                   | 36223.64|
| Casual relief teachers       | 1437.67 |
| Administration & office      | 11623.81|
| School-operated canteen      | 0.00    |
| Utilities                    | 9963.08 |
| Maintenance                  | 8382.63 |
| Trust accounts               | 688.00  |
| Capital programs             | 0.00    |
| Total expenditure            | 78501.41|
| Balance carried forward      | 87953.30|

A full copy of the school’s 2012 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 2012

Achievements

Arts
The school prides itself on the opportunities it provides for its students to participate in the performing arts. This year some of the highlights include:

- Student performances in musical items at the Border Community of Schools Education Week Concert, Book Week Parade and the Annual presentation of Awards Ceremony;
- Participation in the Tenterfield Show and Tenterfield Oracles of the Bush art competitions;
- Teaching the senior students new repertoire for the Jennings Marimba Ensemble, emphasising correct notation and rhythm;
- Organising a Jennings Community Easter Hat Parade where students showcased a variety of Easter costumes and performed musical items; and
- Participation in iMovie making activities.

Sport
The school and its community place an emphasis on sporting activities. All students are encouraged to increase their level of physical fitness and to develop sporting skills. This year some of the highlights include:

- Participation in a daily K-6 fitness program;
- K-6 students participated in the Premier’s Sporting Challenge;
- K-6 participated in the Small School’s Swimming, Cross Country and Athletics Carnivals;
- Madison represented the Northern New England PSSA team at the Cross Country Carnival in Coolah;
- Jennings PS Athletics Team participated in the Northern New England Athletics Carnival in Glen Innes;
- Dylan qualified to represent the Northern New England PSSA team at the Athletics Carnival in Tamworth; and
- K-6 students participated in an intensive swimming program improving student’s water safety and swimming skills.

Other

- Taylah was in the winning ‘My School Kitchen Rules’ team in the cooking competition held at Tenterfield HS;
- Chloe was a winner in the Enviro Reader competition with her book ‘What We Have On Farms’ being published;
- The senior class received an award for a correct accusation in ‘Murder Under the Microscope’, an Environmental Education Internet Research Competition;
- Students’ artwork and work samples were published in the ‘Jetsetter’ magazine; and
- Both classes participated in ‘Collie’s Adventures’ Country Areas Program (CAP) internet research games achieving correct results.
Academic
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).
Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Significant programs and initiatives
Aboriginal education
Aboriginal perspectives are integrated across all Key Learning Areas. This practice has encouraged discussion which has given students a broader understanding and respect for Aboriginal history and culture.

Acknowledgement of Country at all formal school functions focuses attention on the traditional custodians of the surrounding lands.

Multicultural education
Multicultural content and perspectives are integrated across all Key Learning Areas. Jennings PS students participated in Clean Up Australia Day, Harmony Day, ANZAC Day and NAIDOC celebrations at Jennings PS and in the local Jennings / Wallangarra Area.

National partnership programs
The National Partnership Initiative enabled Jennings Public School to utilise various strategies to improve student outcomes and achieve school targets. The school was able to employ an additional teacher which helped to maintain the current school structure of two classes.

To address identified student needs, staff used stage outcomes and structured small learning groups to teach Literacy and Numeracy. Class teachers were able to individualise learning plans for each student in the school and provide them with appropriate support. In addition, the MultiLit program was used with individual students to address specific needs.

All students continue to benefit from participating in these groups. Student achievement and engagement have greatly improved. Survey results from students, parents and staff indicates that these strategies have been successful.

Staff were given the opportunity to attend professional development activities and engage in ongoing learning in Quality Teaching which helped them produce quality teaching and learning programs, which addressed areas of need.

Other programs
The teaching of Science was a focus during 2012. Students participated in a range of science activities within the school but also in the local area.

Jennings Public School hosted two Science Days which were attended by students from Bonshaw PS, Deepwater PS, Mingoola PS and Sir Henry Parkes PS. One day was organized by Mr McKenzie and Thalgarrah Environmental Education Centre, the other by the Priority Schools Program (PSP team).

Students from Jennings Public School were also involved in the Kids Teaching Kids Conference at Yetman where they taught other students about the Water Cycle and the Murray Darling Basin.
Progress on 2012 targets

Target 1
100% of students achieve their expected growth in NAPLAN Spelling between Years 3 and Year 5.

Our achievements include:
- 50% of students achieved their expected growth in NAPLAN spelling between Years 3 and Year 5.
- Although 100% of students did not achieve their expected targets, the school exceeded the state average, NSW DEC schools average and SEG averages.

Jennings PS: 100.6  NSW DEC schools: 95.4  SEG average: 87.7
Difference from State: +6.2  Difference from NSW DEC schools: +5.1  Difference from SEG: +12.9

- Staff used stage outcomes and structured small learning groups to teach Literacy skills. This enabled 100% of teachers to teach writing and spelling skills in a structured, scaffolded manner.

- Staff attended a range of Literacy Professional Development Workshops. This resulted in specific literacy skills being more fully embedded into programs.

- Staff utilised NAPLAN marking criteria within explicit teaching and learning. This gave all students clear expectations and a structured approach to their learning.

- 100% of staff included technology as a regular part of teaching and learning activities. All students participated in innovative learning experiences and were highly engaged during tasks.

Target 2
100% of students achieve their expected growth in NAPLAN Numeracy between Year 3 and Year 5.

Our achievements include:
- Although all students did not achieve their expected targets, the school exceeded the state average, NSW DEC schools average and SEG averages.

Jennings PS: 122.8  NSW DEC schools: 98.2  SEG average: 90.1
Difference from State: +26.2  Difference from NSW DEC schools: +24.6  Difference from SEG: +32.7

- Staff used stage outcomes and structured small learning groups to teach Numeracy skills. This enabled 100% of teachers to teach Numeracy in a structured, scaffolded manner.

- Staff implemented the Exemplary Maths program. This K-6 maths program provided teachers with a structured, explicit approach to teaching numeracy skills.

- 100% of staff included technology as a regular part of teaching and learning activities. All students participated in innovative learning experiences and were highly engaged during tasks.

Target 3
For all targeted students to have PLPs implemented within 30 days of enrolment.

Our achievements include:
- 100% of targeted students had PLPs implemented within 30 days of enrolment.

- There was ongoing, regular consultation and communication with all Aboriginal and non-Aboriginal parents.

- The role of the Learning and Support Teacher (LaST) during 2012 was to regularly revise PLP documents in consultation with school staff and parents.

- 50% of targeted students achieved their expected growth in NAPLAN Spelling between Years 3 and Year 5.

- 50% of targeted students achieved their expected growth in NAPLAN Numeracy between Years 3 and Year 5.

- Staff used stage outcomes and structured small learning groups to teach Literacy skills. This enabled 100% of teachers to teach writing and spelling skills in a structured, scaffolded manner.

- Staff attended a range of Literacy Professional Development Workshops. This resulted in specific literacy skills being more fully embedded into programs.

- Staff utilised NAPLAN marking criteria within explicit teaching and learning. This gave all students clear expectations and a structured approach to their learning.

- 100% of staff included technology as a regular part of teaching and learning activities. All students participated in innovative learning experiences and were highly engaged during tasks.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Learning and Science.

Learning

Background

To maintain high levels of quality teaching and learning the school has evaluated learning within the school. The evaluation assists in ensuring that the school’s teaching and learning programs meet the requirements of the syllabus and the individual students.

Findings and conclusions

Students

100% of students surveyed almost always or usually agree that:
Our school has good equipment that helps me to learn.

94% of students surveyed almost always or usually agree that:
The school expects me to do my best.

89% of students surveyed almost always or usually agree that:
Samples of my work over time help me see how I have improved.

Parents

100% of parents surveyed almost always or usually agree that:
My child’s classroom is an interesting place to learn.

My child has access to good equipment that helps him/her learn.

Teachers at the school are continually upgrading their skills.

The school expects students to achieve to the best of their ability.

My child tries to do things in the classroom that are new and different.

In class, my child’s teachers provide a balance of independent and group learning activities.

Students at the school demonstrate pride in their learning.

71% of parents surveyed almost always or usually agree that:

People other than my child’s teacher help him/her learn.

Teachers share ideas about teaching and learning with other teachers.

Staff

100% of staff surveyed almost always agree that:
I provide learning opportunities within a stimulating and secure environment.

I use a wide range of appropriate resources to assist students with their learning.

I provide a balance of independent and group learning activities.

My students try to do things that are new and different.

100% of staff surveyed usually agrees that:
My students take responsibility for their learning.

My students reflect on their learning and engage in self-assessment.

Future directions

At Jennings Public School we will continue to:

- Provide stimulating, engaging learning activities;
- Promote a culture of high expectations; and
- Encourage student direction during learning tasks.
Science and Technology

Background
To maintain high levels of quality teaching and learning the school has evaluated the teaching of science within the school. The evaluation assists in ensuring that the school’s teaching and learning programs meet the requirements of the syllabus and the individual students.

Copies of a school developed science survey were distributed to all students.

Students
100% of students surveyed strongly agree that:
- I like to do experiments.
- I like to design and make models.
- I like learning new things in science and technology.

100% of students surveyed strongly agree and agree that:
- I enjoy school.
- Doing science and technology is important to me.
- Science and Technology is my favourite subject.

Future directions
At Jennings Public School we will continue to:
- Include experiments and problem solving based activities during science lessons;
- Focus on design and make tasks to promote student engagement; and
- Ensure there are adequate resources to sustain an effective science and technology program.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school.

The findings of the ‘Quality of School Life’ surveys show that most student attitudes are extremely positive. This indicates that students are happy at school and are enjoying the learning experiences being offered.

100% of students almost always or usually agree that:
The things I learn are important to me.

92% of students almost always or usually agree that:
- I really like to go each day.
- My teacher is fair to me.
- I learn to get along with people.
- I like to be at school.
- The work is a good preparation for my future.
- Learning is fun.
- I feel proud to be a student.
- My teacher takes an interest in helping me with my work.
- My teacher listens to what I say.
- I enjoy what I do in class.
- I can learn what I need to know.
- I know I can keep up with the work.
Parents

100% of parents almost always agree that:
The students are the school’s main concern.

100% of parents almost always or usually agree that:
The school knows about the families and community in which it serves.
The school often praises and rewards individuals who are successful.
The school encourages everyone to learn.
The school caters for the learning needs of all students.
The school is continually finding ways to improve what it does.
When necessary, the school makes important changes to what it does.

Staff

100% of staff almost always agree that:
The students are the school’s main concern.
The school encourages students to achieve their best.
The school encourages everyone to learn.
The school caters for the learning needs of all students.
The school is continually finding ways to improve what it does.
When necessary, the school makes important changes to what it does.

Professional learning
All staff had equitable access to a variety of professional learning experiences throughout the year. These included attendance at the Small School’s Conference and the ITEC Technology Conference. In addition, staff participated in a wide range of CAP initiatives. These enhanced the learning experiences of students.

The professional learning funds built staff capacity in various areas. The training and development attended helped the staff to work towards achieving the 2012 targets. Some professional learning was directly related to specific targets, other learning assisted in the building of capacity across areas.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
To improve student outcomes in Literacy

2013 Targets to achieve this outcome include:
Students achieve their expected growth in NAPLAN Spelling between data between Year 3 and Year 5.

Strategies to achieve these targets include:
Integrate the Quality Teaching Framework in literacy programs.
Include technology as a regular part of teaching and learning activities.
Staff attend professional development activities and engage in ongoing learning in literacy leading to improved teaching.
Employ extra teacher. Staff monitor students’ achievements using regular in class assessments for all grades.

**School priority 2**

**Outcome for 2012–2014**

Students achieve their expected growth in NAPLAN Numeracy between Year 3 and Year 5.

**2013 Targets to achieve this outcome include:**

Students achieve their expected growth in NAPLAN Numeracy between Year 3 and Year 5.

**Strategies to achieve these targets include:**

- Staff participate in professional learning and professional development activities in Numeracy.
- Students participate in engaging, innovative Numeracy activities and initiatives.
- Monitor student achievements using regular in class assessments.
- Employ School Learning Support Officer to provide additional support for students.

**School priority 3**

**Outcome for 2012–2014**

To improve and promote Student Engagement.

**2013 Targets to achieve this outcome include:**

To improve the annual attendance rate from 91.6% to 93%.

**Strategies to achieve these targets include:**

- Provide opportunities for students to participate in innovative, engaging initiatives.
- Continue to build on close links with neighbouring primary and secondary schools.
- Provide the opportunity for all K-6 students to participate in a major excursion.
- Provide access to a range of sporting activities and sports resources

**Provide an engaging, welcoming School Learning Environment.**

**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.

Tanya Bajda - Principal
Karlee Boekholt - Teacher
Cheryl Cartwright - SAM

**School contact information**

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Jennings via Wallangarra
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Ph: 07) 4684 3273
Fax: 07) 4684 3354
Email: Jennings-p.school@det.nsw.edu.au
Web: www.jennings-p.schools.nsw.edu.au
School Code: 2223

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: