

2021 Annual Report to The School Community



School Name: Jennings Street School (5215)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

«PrincipalSignDescription»

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
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«PresidentSignDescription»

About Our School

School context

All staff participated in the development of the school Vision, Mission and Values. The Learning Vision at Jennings Street School has been reviewed to reflect the evolving needs of the school. "At Jennings Street School we strive to achieve learning excellence for each and every student. Our values of safety, learning and respect highlight essential teachings for our students with autism, to equip them to maximise their potential and lead fulfilling lives". Within our vision and mission we promote a continuous process of collaboration between research, therapy, curriculum, and pedagogy to understand and deliver best practice in education for students with autism" this hinges on the collaborative, multi disciplinary approach to teaching the essential skills and knowledge for students with autism to thrive in life. The school has branded facilities and playgrounds to further enhance the development of embedded language around our beliefs. The continuous process of collaboration between research, therapy, curriculum, and pedagogy to understand and deliver best practice in education for students with autism remains central to our work. Whilst there has been a wholesale turn over of staffing, the multi-disciplinary learning environment with 7 therapists currently, provide expert knowledge in discrete areas of learning. The Student Engagement Policy has been reviewed reflecting greater inclusion of student voice and agency with primary, secondary and tertiary processes documented to support tiered interventions and whole school approaches to maintain a safe, supportive and inclusive environment for all students, staff and members of our community. In the 2021 Performance Summary Parent Satisfaction rated at 75% Safety 85%, Promoting positive behaviour 95% "Effective Teaching" at 81%, "Stimulating Learning" 84%, "high Expectations" 91%, "Safety"88%,

Framework for Improving Student Outcomes (FISO)

The Jennings Street School 2021 self-evaluation against the FISO continua identified our school as operating across differing levels of the FISO continuum in Building Practice Excellence and Curriculum Planning and Assessment. The Key Improvement Strategies aligned to this work reflect our Achievement goals in the Strategic Plan. "Evidence based Professional learning" ranked lowest as "emerging". Strategies now in place to redress this include a holistic restructure of the Curriculum Assessment and Reporting Cycle to reflect a Semester cycle. The introduction of the Curriculum Level Tracker a reformed assessment platform has provided the catalyst for evidence based data informed discussions at a whole school, sub committee, cohort and individual level. Timely allocation for analysis of data sets has been built into the semester cycle to support teachers to use evidence to establish priority learning goals and next steps for learning. Sub committees are employing evidence to inform professional learning and cohort data driving the FISO inquiry cycles conducted weekly.

The schools assessment that "Professional Learning is Collaborative, involving reflection and feedback" ranks as embedded; this reflects the holistic approach in applying the FISO Improvement Cycle to drive our PLC's and the deeper connections teachers have made by unpacking the content descriptors within the Victorian Curriculum supporting improved instructional knowledge throughout this process. A documented line of sight tool identifies each of the Key Improvement Strategies and supports staff at all levels of the school from Principal to ES staff to articulate their role in progressing the growth of each KIS. A priority moving forward post COVID is the re-instatement of the Peer Observation, Reflection and Feedback cycle and showcasing of teacher inquiries to promote sharing of teacher practice.

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 119 students were enrolled at this school in 2021, 30 female and 89 male.

19 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction

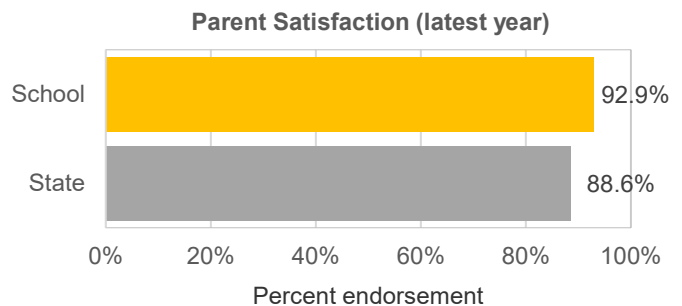
Latest year
(2021)

School percent endorsement:

83.6%

State average (specialist schools):

85.2%



School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

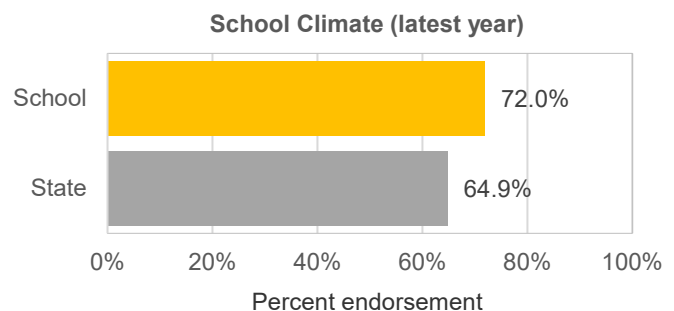
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate

Latest year
(2021)

School percent endorsement:

65.3%



State average (specialist schools):

64.9%

Achievement

The 2 Key Improvement Strategies reflecting the student achievement goal are "To fully embed the school's pedagogical Model across all levels of the curriculum" and "To fully implement evidence based assessments and decision making across the curriculum. Students responded well within home schooling to the routine and structure delivered through the established pedagogical models in place at Jennings Street School. Learning Intentions were clearly established with lessons following a structured and predictable format. Differentiation included the use of visual schedules, graphic organizers, proloquo and screen cast-o-matic to support students to organize and navigate their learning. During remote learning the capacity to implement evidence based assessments was impacted severely which has been reflected in individual assessment data. The 2021 school year culminated with data entered on the new assessment platform "The Curriculum Level Tracker", with evidence to validate its achievement. Comparative Data Semester 2 2020 - Semester2 2021 has provided the foundation to springboard priority actions from a number of lenses in support of the "Achievement" targets to progress work in this area in 2022. Individual data analysis supported teachers to develop Trends and Gaps used to inform the term planning and documentation of individual student goals. This micro lens on learning by teachers is designed to promote I growth for every student. The maths sub committee has identified from data analysis the statistics and probability sub strand school wide as an area of focus and planned professional learning to support teacher instructional knowledge. The continued analysis of data at a cohort level will drive the FISO Inquiry cycles building instruction knowledge and practice of teachers.

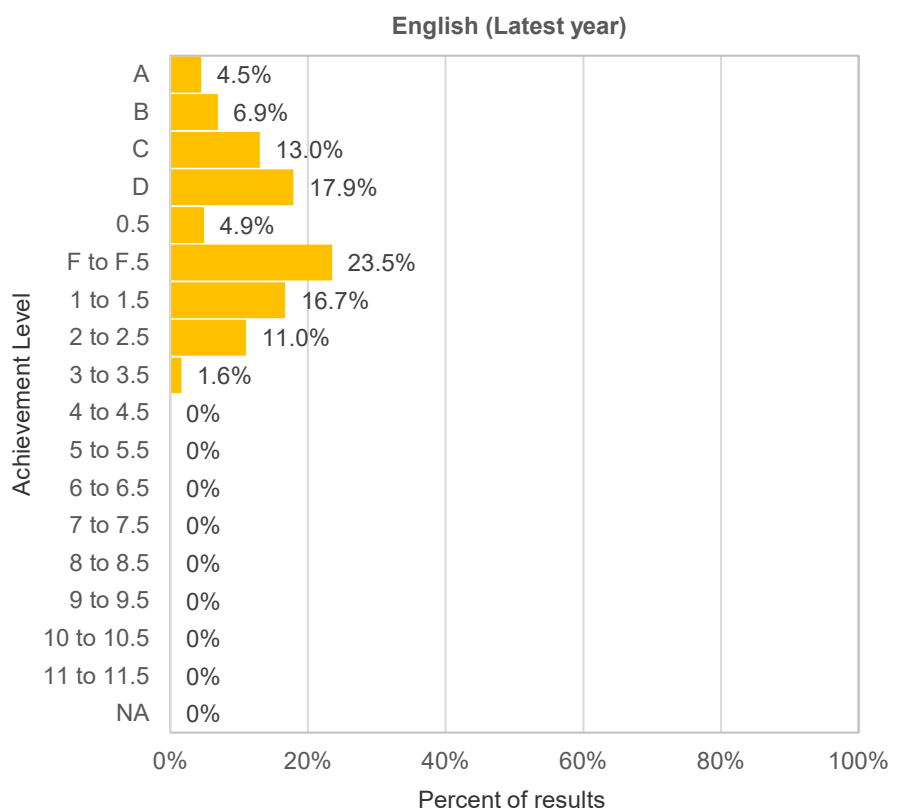
ACHIEVEMENT

Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

English

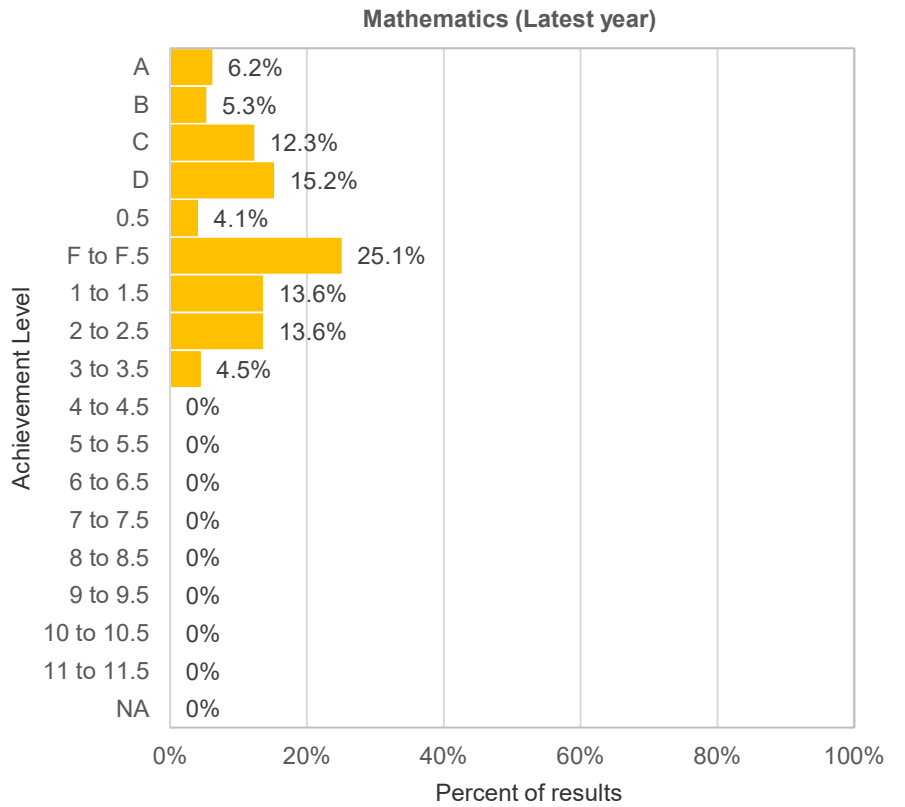
Achievement Level	Latest year (2021)
A	1.7%
B	11.8%
C	20.4%
D	9.8%
0.5	7.8%
F to F.5	17.0%
1 to 1.5	15.2%
2 to 2.5	8.6%
3 to 3.5	4.6%
4 to 4.5	1.4%
5 to 5.5	0.6%
6 to 6.5	1.1%
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA



11 to 11.5	NDA
NA	NDA

Mathematics

Achievement Level	Latest year (2021)
A	2.0%
B	12.9%
C	16.4%
D	12.1%
0.5	2.9%
F to F.5	11.5%
1 to 1.5	11.5%
2 to 2.5	11.5%
3 to 3.5	10.3%
4 to 4.5	7.8%
5 to 5.5	0.6%
6 to 6.5	0.6%
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



Engagement

The schools progress against Key Improvement Strategy 3 "Develop students as active and empowered learners" is currently ranked as "Emerging" against the FISO continua, as we continue to develop strategies to activate student voice, agency and leadership and build connectedness and pride school wide. The PBS team have met fortnightly to drive this work with the "Spectrum of Voice" scale an important framework for teachers to assess where students are operating and develop student strategies to further develop voice. This body of work will constitute the development of Individualised Autism profiles, a timeline that has been impacted by COVID. The Student Wellbeing and Engagement policy has been revised to reflect the inclusion of voice and agency practices within the school and the establishment of the "Podcast" Elective in the Later Years, although in the early conception stages, is designed to create strategies for promoting pride and connectedness across the school.

Student engagement in learning remained stable throughout the Remote Learning period with over 20% of students eventually in attendance onsite under the "Family hardship" category.

The 2021 School Staff Survey results against established targets reflecting student engagement, were positive with:

"Focus on real life problems" increasing to 90%

"Promote student ownership of student goals increasing to 75%

Understand formative assessment increasing to 95%⁴

In the parent opinion survey:

Voice and Agency endorsement was 75%

Student cognitive engagement – Motivation and support increased to 88%

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	4-year average
School average number of absence days:	23.1	20.4	24.0	19.4	21.7

Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Student Exits	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	NDP	NDA	NDA	NDP	100.0%

Wellbeing

The final KIS "Build the Personal and Social capabilities of each student" is tracking at "embedding" on the FISO continua. This reflects the schools status around integrating evidence based pro social and emotional strategies into learning programs. Play is embedded across the school with weekly lessons in the Primary Years, Relationship Based Play, Floor Time, Zones of Regulation, Learn to Play and We Thinkers curriculum programs are in place beyond the primary years. The completion of the Early Collaborative Checklist has been instrumental in assessing students play capabilities. Professional learning opportunities supported teachers to develop cross curricula learning opportunities for students functioning between A - D of the Victorian Curriculum.

The Health Team has developed a comprehensive scope and sequence of curriculum inclusive of units; Developing Friendship Skills, Developing Self Esteem, Expressing Feelings and Preferences and Relationships and online safety lessons and sex education. Teachers have been using the Gradual Release Model of Instruction to deliver explicit learning and teaching. The Health rubrics have supported teachers in their knowledge of students skills and competencies with the 3% growth target in personal and social learning met throughout 2021.

Finance performance and position

In 2021 the Jennings Street School reconciliation amount was calculated at \$1,479,160. an extremely unusual surplus resulting from the 2nd year of COVID 19, the subsequent increase in home schooling as a result of the pandemic, unfilled staffing positions and the reduction in expenditure towards planned learning and extra curricula programs. The school was unable to cash down from the credit component of the Student Resource Package and accessed the Cash Grant amount of \$276,258.69 and funds from the High Yield Account to operate. The targeted amount of approximately \$100,000 for the refurbishment of the Tramcar became consolidated revenue as the school withdrew from this project in light of the favoured project with the VSBA to develop a Master Plan for Applied Learning Facilities to be funded within a Major and Capital Works Grant anticipated to be released in May 2022. The school has subsequently had 3 relocatable buildings installed in lieu of the planned facilities, allowing the senior aged students to engage in applied learning programs.

For more detailed information regarding our school please visit our website at jennings.street.sch@education.vic.gov.au

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$6,103,835
Government Provided DET Grants	\$309,062
Government Grants Commonwealth	\$106
Government Grants State	\$0
Revenue Other	\$5,234
Locally Raised Funds	\$17,767
Capital Grants	\$0
Total Operating Revenue	\$6,436,004

Equity ¹	Actual
Equity (Social Disadvantage)	\$24,539
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$24,539

Expenditure	Actual
Student Resource Package ²	\$4,628,859
Adjustments	\$0
Books & Publications	\$2,252

Expenditure	Actual
Camps/Excursions/Activities	\$13,784
Communication Costs	\$17,806
Consumables	\$66,705
Miscellaneous Expense ³	\$60,509
Professional Development	\$19,556
Equipment/Maintenance/Hire	\$84,159
Property Services	\$59,941
Salaries & Allowances ⁴	\$6,338
Support Services	\$554,477
Trading & Fundraising	\$8,939
Motor Vehicle Expenses	\$2,903
Travel & Subsistence	\$0
Utilities	\$45,917
Total Operating Expenditure	\$5,572,144
Net Operating Surplus/-Deficit	\$863,860
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$937,418
Official Account	\$28,638
Other Accounts	\$0
Total Funds Available	\$966,055

Financial Commitments	Actual
Operating Reserve	\$152,454
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$32,704
School Based Programs	\$348,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$150,000
Capital - Buildings/Grounds < 12 months	\$0

Financial Commitments	Actual
Maintenance - Buildings/Grounds < 12 months	\$285,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$968,158

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.