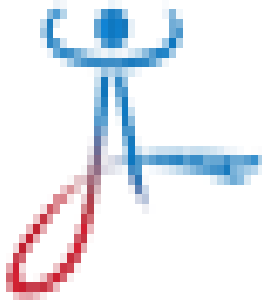


2022 Annual Report to the School Community

School Name: Jennings Street School (5215)



Jennings Street School

- 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 of the previous calendar year 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.

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

About Our School

School context

Jennings Street School, located in Laverton maintains a stable enrolment of 120 students with autism and around 70 staff, 7 prep students commenced in 2022 our largest enrolment cohort in recent years. Our Learning vision underpins our core focus - "*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 maximize their potential and lead fulfilling lives*". Our values also provide a framework to contextualize expectations of staff and members of our community. Norms are established and constantly revisited within forums to align and uphold our professional engagement and expectations to the values of the school. Professional Learning Communities drive the continuous process of collaboration between research, therapy, curriculum, and pedagogy to understand and deliver best practice in education for students with autism". A multi-disciplinary approach to teaching is supported by 7 therapists who provide the essential skills and knowledge for students with autism to thrive in life. Planning is underway for the expansion of facilities to optimize functional learning opportunities for senior aged students, these will be accessible in 2025. Inclusive practices within the school have been enhanced by the appointment of a Mental Health practitioner, supporting both the mental health of students through the Student Wellbeing referral process and the implementation of the health curriculum that educates our students with autism around the personal impact of their neuro diversity. The establishment of a Standout Group promotes connections for marginalized students within the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

Teaching and learning at Jennings Street School is sitting at “embedding” within the FISO learning continuum, reflecting embedded semester-based planning, assessment and reporting processes. Jennings Street School commenced the school year by monitoring planning content against a framework of non-negotiable elements, this ensured that the pedagogical teaching model and high impact teaching strategies were in place. The processes which was a priority intervention for 2022, prompted priority discussions for the first coaching conversations with teachers. Student learning was enhanced this year with facilitated processes aligning Curriculum Level Tracker learning data with Victorian Curriculum “content descriptors” to inform priority areas of learning for students. Teachers were then coached in the development of smart goals in all areas of english, maths and personal and social learning domains. This work constituted the development of Individual Learning Plans for individual students that are now revised twice annually to track and report on learning progress.

At the commencement of 2022, 54 students were identified as not making progress in one or more of the English strands. These students constituted the Tutor Learning Initiative cohort with interventions identified and tracked within the PLC process. Data sets were tracked

regularly. At the conclusion of 2022, a total of 44 of the 54 students identified as making no growth in English throughout 2021, had made progress in their English learning at the conclusion of the 2022 school year. The Teacher Judgement of student achievement reflected and increased number of students operating at Levels F and above on the Victorian Curriculum in English = from 48.5% in 2021 to 54.5% in 2022, this figure was evidenced by the CLT data sets. Conversely the number of students operating at A - F in English reduced by 5.9% (51.5% - 45.6%) The Teacher Judgement of student achievement reflected an increased number of students operating at Levels F and above on the Victorian Curriculum in Math's from 53.8% in 2021 to 57.5% in 2022, this figure was evidenced by the CLT data sets. The Tutor Learning Initiative was replicated for these students. 21 of 39 targeted students made progress in Number an Algebra, 27 of 56 in Measurement and Geometry and 29 of 70 in Statistics and probability. Further investigations required to identify students whose data has not progress across 2 school years.

Wellbeing

Developing deeper understanding of voice in order to create opportunities for agency within our complex learning cohort, was a key engagement priority for 2022. Professional Learning in this area provided the springboard for this work. At its core, understandings around the "spectrum of voice" and its applications for our setting were central. The 6 step continuum commencing with expression and concluding with leadership has been insightful in determining how teachers can construct the learning environment to elicit greater voice and agency for their students. Agency strategies are now documented within revised individual Student Autism Profiles. The Jennings Street School Voice and Agency survey developed to reflect our 3 values learning, respect and safety, was completed by students, families and teachers in an attempt to obtain comprehensive and relevant information in support of empowerment for our students, Teachers now readily reflect on opportunities for voice and agency within their planning and the Saw, Hear, Wonder peer observation protocol has been updated to reflect inclusion of voice and agency opportunities. This work has also provided a framework to appropriately identify students to put forth as ambassadors on the Student Representative Council. Lesson frameworks have been developed to support the students to identify and navigate their priority role of the Student Representative Council.

Student Attendance has been a priority for the Student Wellbeing Committee with interventions documented and reported on. Transitioning back to the school environment has been raised as an extreme challenge for identified families. The 4 year average absenteeism data has risen by nearly 3% to 24.4 days, this is a more accurate reflection that a 2021 annual comparison of 19.4 days, which is skewed dramatically by COVID, schooling from home.

Engagement

The Curriculum Level Tracker data evaluation identified the Self Awareness strand of personal and social learning as the area students were making the least progress in. This data set provided the impetus for an inquiry into learning within the PLC cycle. When unpacked further, the data identified the content descriptor "recognizing emotions" as the greatest area of deficit within the A D cohort with, "resilience" and "problem solving" identified for students operating at F + and

the Later Years. This supports the neurodiversity of our students with autism. A total of 39 students, nearly 1/3rd had not made progress in their learning. Staff have been supported to develop the skills to delve deeper into data to identify a narrow focus for investigation. Our therapy team were instrumental in identifying relevant research including We thinkers, Social Thinking and SCERTS. The findings were crucial for progressing learning. Teachers unpacked content descriptors into success criterion documenting these in the form of stepping-stones. This information supported teachers to break skills into sub skills and identify teaching "next steps" at the specific point of need, these were documented as stepping-stones. These skills became the SMART goals identified as priority learning within the students Individual Learning Program. Throughout the cycle of inquiry, best practice strategies for teaching were identified and implemented. Teachers brought work samples and video evidence to share during the "plan and implement" stage of the cycle with teachers able to clearly articulate their goal, interventions and change in practice. The outcome of the PLC was that 32 of the 49 students made progress in Self Awareness, a 69% growth rate, despite only 31% making gains in the targeted area of focus.

The Personal and Social KIS subcommittee matched key developmental milestones in problem solving for neurotypically developing children with the personal and social curriculum, This document, the "Milestone Curriculum Map" became a key reference point during moderation processes, supporting teachers to increase their understanding of appropriate expectations at each level of the curriculum. As a result of our interventions, we exceeded our annual targets with 73.08% of A-D students making growth in Self Awareness (12.08% more than our target), and 100% of F+ students making growth in Self Awareness (45% higher than our target)

In Semester 1 2022 25 students demonstrated no growth in social capabilities, strategies to address this included differentiated structures for play provided to staff within professional development. The four I's" was identified as a strategy focused on how to play and engage students, this was embedded into the early curriculum. Teacher work samples and video evidence was again moderated against the "Early collaborative checklist" and Victorian Curriculum, As a result of our work, 83.33% of A-D students showed positive growth in Social Capabilities (16.33% over our annual target) and 100% of F+ students showed positive growth in Social (30% over our annual target) (see appendix 28). This work exemplifies how effective data analysis can be highly effective in addressing learning growth.

Rubrics are embedded in the trends and gaps assessment schedule. Modules for teaching are represented in the scope and sequence of health teaching. Modules in LGBTQIA+, sexual education, and online safety are complete. Modules are documented in teacher work programs. Survey results suggest teachers are differentiating lessons for individual students. Work programs include individual learning intentions and success outcomes where appropriate. Learning walks focused on the 'share' part of a lesson and were not directly related to the Health curriculum. Rubrics were used to develop trends and gaps in growth and provided input into the next steps for student learning. Student growth is represented in the ILP narrative reports.

Other highlights from the school year

The 2022 school year commenced with the inclusion of 3 temporary relocatable buildings. In May, Jennings Street School received a message from the Hon James Merlino approving a \$9.419 deliver stage 1 of the Masterplan, including 2 buildings. Nemanja Milovanovic was appointed the Senior Project Officer from the VSBA and a design timeline developed. N2SH were the approved architects managing the Project Design. Capital Works signage was installed at the front of the school in Term 2. The planning design and schematic design stage commenced with fortnightly meetings. Plans were presented by the end of June and services engineers commenced visiting the site. In July the school received School Funded Capital Works project documentation for completion, JSS engaged in correspondence with Laverton P - 12 School Council around the build and potential impacts. In July the School Council endorsed a contribution of \$500,000 towards the project. The purpose for buildings was confirmed.

New building 1 - Provide new building and redevelop grounds to house: General Learning, Food Technology Horticulture, Enterprising, Storage,

New Building 2 - Provide new building and redevelop grounds to house: Fitness, Personal Health, Workshop, Loading Bay, Bicycle storage and repair.

In August Rachel Freeman was appointed as the Communications Advisor. Tender options were presented. JSS and Laverton P - 12 met in October to discuss the tender brief and implications, parameters were established by Laverton P - 12 for contractor adherence. In November Tango Projects, were appointed as project manager with Lincoln Stanley now facilitating meetings between all parties. The work concluded with reaching out to the Bunurong Land Council for input into discussions around ensuring an aboriginal cultural heritage overlay is included within building plans.

Financial performance

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$7,922,963 |
| Government Provided DET Grants | \$309,274 |
| Government Grants Commonwealth | \$1,500 |
| Government Grants State | \$13,000 |
| Revenue Other | \$65,502 |
| Locally Raised Funds | \$17,326 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$8,329,564 |

| Equity 1 | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$26,540 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$26,540 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package 2 | \$5,411,818 |
| Adjustments | \$0 |
| Books & Publications | \$4,592 |
| Camps/Excursions/Activities | \$25,335 |
| Communication Costs | \$8,263 |
| Consumables | \$92,783 |
| Miscellaneous Expense 3 | \$21,352 |
| Professional Development | \$38,966 |
| Equipment/Maintenance/Hire | \$135,867 |
| Property Services | \$94,617 |
| Salaries & Allowances 4 | \$56,806 |
| Support Services | \$403,341 |
| Trading & Fundraising | \$4,644 |
| Motor Vehicle Expenses | \$4,748 |
| Travel & Subsistence | \$0 |
| Utilities | \$36,385 |
| Total Operating Expenditure | \$6,339,516 |
| Net Operating Surplus/-Deficit | \$1,990,048 |
| Asset Acquisitions | \$0 |

- The equity funding reported above is a subset of the overall revenue reported by the school.
- Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$420,591 |
| Official Account | \$28,867 |
| Other Accounts | \$0 |
| Total Funds Available | \$449,458 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$144,646 |
| Other Recurrent Expenditure | (\$59) |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$0 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$144,587 |

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