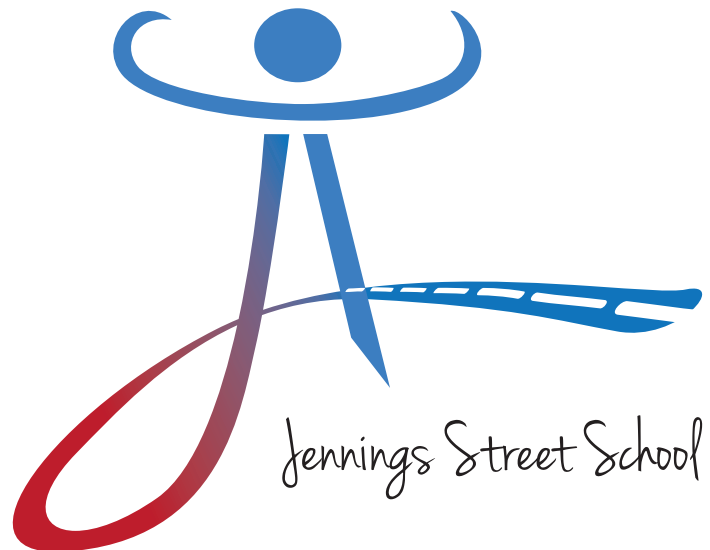


**2015 Annual Report to
the School Community**

**Jennings Street School
School Number: 5215**



Name of School Principal:

Rosie Hayes

Name of School Council President:

Joanne O'Connor

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

In our first year of operation, Jennings Street School is striving to develop confident and successful learners. Learning and Teaching is underpinned by high expectations and will include the additional supports, learning experiences and opportunities that children with autism require in order for them to be successful learners.

Our core values of Learning, Respect and Collaboration support our beliefs and are promoted in our daily work. Our curriculum programs are developed within the AusVELS Curriculum Framework, consistent with all students within Victorian government schools. Group and personalised technology supports students to access the curriculum at differing learning levels and rates. At Jennings Street School, the core curriculum includes English, Reading, Writing Maths and Health and Physical Education. Inquiry based learning will integrate learning content across disciplines to promote increased engagement in the curriculum, develop and challenge thinking skills. Personal and Interpersonal development is central to our teaching as we promote communication and positive social skills in order for students to self manage, resolve problems, work with others, negotiate social networks and develop increased autonomy.

Learning will include hands on experiences allowing students to make meaning from doing. Application of skills and knowledge through applied learning contexts within the school and local community will provide opportunities for students to increase independence, inter dependence and pre-requisite skills and knowledge necessary to operate in the world.

Achievement

The ABLES (Abilities based learning essentials) provides a common assessment tool for all students at Jennings Street School. In 2015 students were assessed in both the first and second semester however relative growth data is not available to the school currently. This data has provided knowledge to establish students priority learning goals within the AusVELS Curriculum framework and informed appropriate teaching strategies. In addition to the ABLES we have been developing an "assessment profile" for use across the school. All students operating at Foundation or above will have diagnostic assessments completed from the DET Early Literacy in English Assessments. Maths online is also implemented for students. Sensory assessments are implemented for targeted students informing the development of sensory diets and all non-verbal students will have a communication assessment. SSG Attendance for the first semester sat at 89% with 79% of parents attending the End of Years SSG Meeting.

Engagement

A multidisciplinary team approach places students at the center of decision making. Resources in each of the Learning Centre's support flexible group structures to cater for the needs of students. Jennings Street School values collaboration, PLT's offer opportunities for teachers to reflect on their practice as a cornerstone for improving student learning outcomes. We acknowledge that developing the social, emotional, communication and personal capabilities of our students is an essential focus of the curriculum providing the pre-requisite skills and knowledge to maximize academic learning growth. An integrated learning model underpinned by science inquiry provides a medium for engaging students in learning. The inquiry approach promotes curiosity, co-operation, problem solving and confidence through questioning and problem solving in order for students to grow as learners and achieve success.

Wellbeing

The Student Engagement & Inclusion Policy is underpinned by programs, strategies and tools to teach students to recognize their feelings, emotional state and empower them with the skills and knowledge to improve their self management. The Positive Behaviour Support Program provides the framework for establishing a safe and collaborative environment. Explicit teaching of emotional regulation using the zones of regulation employing the traffic light system supports students to increasingly manage self. Transactional supports to promote and negotiate positive outcomes, the establishment of school and class rules consistent with our school values, the implementation of reward systems and play zones are effective tools for promoting improved self management, safety and wellbeing. Student Profiles have been established for all students providing key information specific to the student. Minecraft Club and the Mad Scientist Lab are strategies to re-engage students in high like areas of learning. Implementation strategies within the Student Engagement and Inclusion policy support the identification and development of Behaviour Support Plans and interventions external to the school.

Productivity

In the first year of operation Jennings Street School chose to elect a school council with a constitution of 5 members. Three sub committees of school council were formed, policy, buildings and grounds and finance. All members undertook training provided by Association of School Councils in Victoria. The school consolidated its enrolment policy and hosted over 100 families at Information Sessions conducted across two terms and enrolled an additional 46 students. School community forums included Meet the Teacher Night, Education Week Open Day and a Christmas Celebration of Learning. Enrichment programs included music, choir and drumming and a Canteen Program was established at Laverton P-12. Automated access to all buildings was established and the management of Stage 2 buildings along with Stage 1 defects was a consuming focus.

For more detailed information regarding our school please visit our website at <http://www.jenningsstreetschool.vic.gov.au>

