2018 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 2018 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.

Attested on 21 March 2019 at 04:47 PM by Rosemary Hayes (Principal)

- 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

Attested on 03 April 2019 at 04:18 PM by Stephen Moore (School Council President)

About Our School

School context

Jennings Street School located in the South Western Victoria Region at Laverton is a Prep to Year 12 Autism specific school situated adjacent to the Laverton P-12 College. The Learning vision at Jennings Street School is centred on maximising opportunities for all students to obtain the essential skills to reach their full potential. The staffing compliment comprises teachers, support staff and a multi disciplinary team of therapists who work collaboratively in the design, implementation, monitoring and evaluation of programs for our students who have complex learning needs. The school has 3 learning centres with programs tailored to the needs of students as they transition through stages of learning. Specialist programs include Phys Ed, Art, and Music. As students move through the school, programs within learning pathways are tailored to further develop skills and knowledge to support students beyond school. The school employs the Positive Behaviour Support Framework as the foundation for creating a safe and collaborative culture. The schools values of Learning, Respect and Safety encapsulate our focus on high quality teaching and learning underpinned by current research aligned to Departmental policy and curriculum frameworks. Learning centres on the whole student, their personal and social development in order to manage self and social interactions safely and optimally in support of their capacity to further engage as academic learners. The school's organizational framework strategically aligns human resources to drive the core components of the learning vision. In 2018 Teacher mentors /Coaches complimented the model through the facilitation of professional Learning Teams and supporting teachers through an inquiry cycle focused on building teacher instructional capacity in target areas of instruction. With 70 staff and 15 classrooms operating from P-12, the Later Years of Schooling, pathways and transitions frameworks are in the early stages of development. The Science, technology, English, arts maths, (STEAM) program provides a differentiated learning stream with students engaging in self directed learning projects. This program originated in response to students presenting with extreme risk of disengagement.

Framework for Improving Student Outcomes (FISO)

The FISO target "Building Practice Excellence" has continued to be an important focus for the school as we strengthen and deepen teacher explicit teaching skills in literacy instruction. The Gradual Release of Responsibility Pedagogical Model provides the evidence based framework for instruction. Learning Walks have served to connect the schools learning vision with teacher performance and development plans. Building teacher knowledge and skill around high impact teaching skills centred on differentiation, feedback and worked examples. 85% of teachers evidenced the use of high impact teaching strategies within their practice and 94.7 % of teachers endorsed that they plan differentiated learning activities based on student learning needs. 94.7 % of teachers also endorse that they collaborate to scaffold student learning, developing worked examples and exemplars within their practice. The documented curriculum plan and Assessment framework was complimented with the inclusion of Health and Human Relations Units of Work, providing teachers with a sequence for teaching highly relevant personal and social learning. Performance Based Assessments in Writing were moderated against rubrics within PLT's enabling teachers to share and collaborate around learning and make determinations around learning attainment and next steps. Documentation of curriculum from A - C Vic Curric levels and the development of rubrics to rate and track progress have been important. Data collated in school wide, classroom, non classroom and individual systems provided the baseline for consolidating our vision and values and developing support structures. PL supported the school to build engagement through setting school values and expectations. Posters displayed across the school promote a common language around our values. 2018 comparative data in School wide systems in place improved from 40% to 45%, Non classroom settings from 46% to 50%, Classroom systems from 43% to 53% and Individual student systems from 41% to 51%. The 2018 POS summary measure "High Expectations for Success" received 91% endorsement, with 88% endorsement for school connectedness and 74% endorsement from students. The POS Target of 81% for "Stimulating Learning" was surpassed with an endorsement of 86% & 98% of parents endorsed that the school promotes positive behaviour. 72% of students endorsing "I feel safe at school". Data collation around Code Purples, the management strategy to isolate and reduce at risk behaviour provides individual, cohort and whole school data around time and frequency, this will be monitored as a data source moving forward. The PLT inquiry

targeted to build understandings around autism and its impact on students learning significantly influenced teaching practice. Targeted teaching strategies and programs involving therapists now aligned to the personal and social competencies rubric.

Achievement

The English Judgement Tool provides the data for students functioning A -D within the Victorian Curriculum. This is based on teacher judgement. A target of 80% learning growth was established for this cohort of students. Comparative data across Semester 1 and 2 2018 evidenced, 71.6% growth in Reading and Viewing, 92.8% in writing and 96.6% growth in Speaking and Listening. Jennings Street School have implemented Fountas and Pinnell diagnostic assessments to track reading comprehension and decoding for students operating at Level D and above on the Victorian Curriculum. A 4 year growth target for improved performance was established at 90% for students undertaking Fountas and Pinnell assessments. The target of 55% of students are working at Level D upwards in English was met in all but one English data set. In Semester 1 2018 Fountas and Pinnell data was recorded for 50.8% of students in the area of reading comprehension, this increased to 56% of students in Semester 2. Data was recorded for 55.8% of students in decoding with an increase of 4 students to 59% in Semester 2. An analysis of comparative data across semester 1 and 2, evidenced 72% of students progressing in reading comprehension and 64% of students progressed in decoding. It is anticipated that data anomalies reflect teacher inexperience in undertaking the assessment tools. This provides reliable baseline data for the school to establish realistic targets.
Performance Based Assessments in Writing, reflecting the genre of 'information writing" moderated in professional learning teams, has provided the evidence base for writing growth.
Semester 1 / 2 Comparative data evidenced 40% growth across learning levels. 21.6% of students displayed growth across 2 or more Vic Curriculum levels with 34.7% of students displaying growth across a single curriculum level in primary years., 32.5% of students in Middle Years and 57.5% Later Years. There was a 45.5% increase in growth for students operating at D+ with 24% of students displaying no growth and 11.6% of students regressing in learning.
Jennings Street School target of 80% of students achieving individual growth in maths reflected comparative data obtained within the Victorian judgement tool. Whole school data in number evidenced 93% growth with 87.8% growth in measurement and 90.6% growth in statistics. The school will be working towards verifying this growth.
The School Staff Survey target of 45.9% endorsement of "collective focus on student learning" was achieved with a 67% staff endorsement, however the whole school target of 52.8% for "collective efficacy" fell short with 47.3% however was met by the Prin and Teachers with a 53.3% endorsement.

Engagement

The Professional Learning Plan has focused strategically on building skills and knowledge in literacy instruction. Coaching has continued to focus on having autism curriculum non negotiables in place, building literacy instructional practice and high impact instructional strategies. Comparative data in numeracy, literacy and personal and social learning has been collated and will increasingly drive a focus on student achievement. The gradual Release of Responsibility Instructional Model defines the Literacy and Numeracy framework and expectations, with planning and implementation of the framework monitored to achieve low variability across the school. The school is using Fountas and Pinnell literacy framework to drive a focus on reading, increasing skills and knowledge in implementing guided reading and assessing reading comprehension, with professional learning building skills and knowledge around and taking running records and decoding. The read, write, inc phonics program is a whole school program teaching letter and sound recognition. Staff are released termly in Learning Centre Teams to document Units of work employing the "Understanding by design" template. Learning Walks aligned teacher PDP targets to whole school Key Improvement Strategies and promoted deeper instructional capacity through observation, reflection and feedback. 85% of staff endorsed the use of evidence based high impact strategies in their daily practice, with 78.8% of staff endorsing opportunities to build knowledge and skills in HITS.(High Impact Teaching Strategies) Teacher endorsement of Professional Learning through Peer observation was 75%, with 85% of teachers endorsing that Feedback improves their practice. 80% of teachers endorsed collaborative planning & 94.7% differentiated learning. The Parent Opinion Survey Target

of 81% for "Stimulating Learning" was surpassed with an endorsement of 86%. Our target of 15% of students will have less than 30 days approved leave has been surpassed with 76% of students absent for less than 30 days in 2018. 43% of students were absent for more than 20 days. This is significantly higher than the school absence target of 17 days approved leave annually.

Wellbeing

The STEAM program has continued to strengthen learning engagement for students at risk. In 2018 a PBIS Team was established to strengthen the schools vision, documented framework and attitudes around student wellbeing. A tiered intervention Framework, policies and processes are established within the school to support student wellbeing, however this work has been refined in 2018 with a 3 Dimensional pyramid constructed to reflect comprehensive whole school processes. Data collated in school wide, classroom, non classroom and individual systems provided the baseline for consolidating our vision and values and developing support structures. PL supported the school to build engagement through setting school values and expectations. Posters displayed across the school promote a common language around our values. 2018 comparative data in School wide systems in place improved from 40% to 45%, Non classroom settings from 46% to 50%, Classroom systems from 43% to 53% and Individual student systems from 41% to 51%. The 2018 POS summary measure "High Expectations for Success" received 91% endorsement, with 88% endorsement for school connectedness and 74% endorsement from students. 98% of parents endorsed that the school promotes positive behaviour. 72% of students endorsing "I feel safe at school". Data collation around Code Purples, the management strategy to isolate and reduce at risk behaviour provides individual, cohort and whole school data around time and frequency, this will be monitored as a data source moving forward. The PLT inquiry targeted to build understandings around autism and its impact on students learning significantly influenced teaching practice. Targeted teaching strategies and programs involving therapists now aligned to the personal and social competencies rubric

Financial performance and position

The 2018 Budget total of $5,779,821 reflected a cash component of $222,876 with the remaining amount within credit. The school transferred from credit to cash an amount of 1.2 million in order to operate the budget, with a further $787,986 cashed down as surplus from the 2017 Student Resource Package. Whilst the initial amount supplemented the schools running expenses in 2018, the 2017 surplus has been invested to fund future building works projected to be undertaken. The 2018 Staffing Profile expenditure documented within the Workforce Plan together with the substantial credit to cash transfers has subsequently impacted the financial status with the year end balance of $50,910 in deficit. The school staffing profile and student enrolment intake are at optimal levels. The 2019 SRP projected expenditure of $4.509,453.00 together with the $1.2 million converted to cash to operate program budgets leaves a projected balance of 2019 of $89,061.00 validating that the prediction that the current model of school operation will result in very little surplus funds from year to year.

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Special Schools:
Results for this school: ● Median of all Victorian Government Special Schools: ◆

School Profile

Enrolment Profile

A total of 120 students were enrolled at this school in 2018, 29 female and 91 male.

20 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

Performance Summary

Achievement	Student Outcomes
Teacher Judgement of student achievement Percentage of students working at each Standard in: • English • Mathematics For further details refer to *How to read the Annual Report.*	**Results: English** **Results: Mathematics**

Performance Summary

Engagement	Student Outcomes

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning.

Year	2015	2016	2017	2018	4-year average
Average absence days	17.2	20.6	22.7	23.0	20.9

Exit destinations

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

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

Year	2015	2016	2017	2018	4-year average
% of students to further studies or employment	ND	100.0	100.0	ND	100.0

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$4,320,962
Government Provided DET Grants	$2,237,993
Government Grants Commonwealth	$4,550
Government Grants State	$7,600
Revenue Other	$31,404
Locally Raised Funds	$25,941
Total Operating Revenue	**$6,628,450**

Equity[1]	
Equity (Social Disadvantage)	$16,736
Equity Total	**$16,736**

Expenditure	
Student Resource Package[2]	$4,371,872
Books & Publications	$11,928
Communication Costs	$11,941
Consumables	$95,733
Miscellaneous Expense[3]	$710,366
Professional Development	$49,239
Property and Equipment Services	$388,282
Salaries & Allowances[4]	$36,101
Trading & Fundraising	$11,584
Travel & Subsistence	$4,951
Utilities	$39,293
Total Operating Expenditure	**$5,731,291**
Net Operating Surplus/-Deficit	**$897,159**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$468,057
Official Account	$29,004
Other Accounts	$600,000
Total Funds Available	**$1,097,061**

Financial Commitments	
Operating Reserve	$212,367
Funds Received in Advance	$13,024
School Based Programs	$150,000
Asset/Equipment Replacement < 12 months	$100,000
Capital - Buildings/Grounds < 12 months	$371,670
Maintenance - Buildings/Grounds < 12 months	$250,000
Total Financial Commitments	**$1,097,061**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in key areas:

Achievement
Student achievements in :
- English and Mathematics

Engagement
- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

What is the meaning of '*Data not available*' or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels, so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

Towards Foundation Level Victorian Curriculum

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.