

# SCHOOL CONTEXT STATEMENT (Updated: 2019)

School Name: Jamestown Community School

School Number: 0777

## 1. General Information

### Part A

School Name: JAMESTOWN COMMUNITY SCHOOL

School No: 0777 Courier: Jamestown

Principal: Mr Michael Gaunt

Postal Address: Humphris Terrace, Jamestown 5491

Location Address: Humphris Terrace, Jamestown 5491

District: Upper Mid North Partnership

Distance from GPO: 203 kms

Phone No: 08 8664 2700

Fax No: 08 8664 2707

CPC attached: NO

	2015	2016	2017	2018	2019
Reception	19	22	08	16	19
Year 1	21	17	16	7	19
Year 2	17	20	13	13	10
Year 3	24	19	19	13	14
Year 4	12	21	16	19	14
Year 5	16	10	21	15	21
Year 6	13	15	09	23	16
Year 7	20	11	15	9	24
Year 8	35	30	26	21	17
Year 9	27	30	26	26	18
Year 10	23	22	22	25	14
Year 11	25	19	21	15	23
Year 12	11	19.6	22	16.6	16
TOTAL	263	255.6	234	218.6	225

School Card Approvals (Persons)

41

NESB Total (Persons)

0 0 0 0

Aboriginal FTE Enrolment

6 5 5 10

## Part B

Deputy Principal: Mrs Jessica Hounsell

Staffing numbers:

Total staffing: 19.775 FTE across R-12

Tier 2: Open Access 1.50

Student Wellbeing Leader 0.2

### Leadership:

- Principal;
- Deputy Principal;
- Coordinators:
  - R-6 School Coordinator;
  - Year 7-9 Coordinator
  - Year 10-12 Coordinator,
  - Well Being Coordinator.

Library: 1.0 Librarian / Community Library Aide: 29 hours/week.

Student Counsellor : Mrs Danielle Malone. SSO Time: 325 hrs/per week /GSE Time (including agriculture)

### Enrolment trends

Enrolments are expected to remain relatively stable over the next few years at a total of approximately 220 students.

Jamestown Community School is an R-12 school providing educational opportunity to the students of our community. The school is a member of the Upper Mid North Partnership. The school is also a member of the Mid North Schools Education Cooperative [MNSEC] of schools (Gladstone High School, Peterborough High School, Booleroo Centre District School, Orroroo Area School and Quorn Area School). These schools share

a comprehensive distance learning, sporting, Arts and social program and cooperatively promote a cluster based training and development program for staff.

There is a Community Library onsite and the local Gymnastics group uses the Community Stadium on a weekly basis in term 2 and 3. Bizzy Bugs (previously Kindergym) use the stadium on a weekly basis.

Year of opening: 2000 as an R-12 Community School.

The Preschool and Day Care Centre co-located in 2013.

Public transport: A bus service exists between Jamestown and Adelaide but not on a daily basis.

Buses can also be caught at Crystal Brook in the afternoon to travel to Adelaide.

## **2. Students (and their welfare)**

### **General characteristics**

Approximately 20% of students are school card. The majority of families are involved in agriculture or an agriculture support business. A growing number of students come from non farming backgrounds, migrate from the city or larger population centres or are transient.

Our enrolment trend can be attributed to new families moving into the district and year 7 students making the transition from St James Catholic School in Jamestown.

The number of students with identified disabilities has increased over time with students being identified via referrals to support services. These students require in class support for learning difficulties or withdrawal from the classroom to enable one on one or group support for their learning. These factors all contribute to the complexity of our enrolments.

Course counselling is provided to parents/students throughout the year but more specifically for year 10-11 students during terms 3 and 4. Sub-school coordinators, Deputy Principal and the Student Counsellor participate in course counselling.

### **Student Well Being Programs**

Our school is committed to ensuring that all students develop the skills to be well-rounded members of the community. This requires students to develop communication, problem-solving, decision making, team work and study/work skills.

### **Student Support Offered**

A comprehensive student well-being/pastoral care programme is delivered online with DfE well-being and National Safe Schools Frameworks incorporating the Child Protection Curriculum.

A Student Intervention Team identifies and case manages students at risk and uses the referral processes for students due to behaviour, disability, social or emotional factors.

The school has Pastoral Care Workers who provide a support service for students, families and staff.

Counselling time is provided by the Student Counsellor for student support. Available for individual support or group sessions, focussing on social skills, anger management strategies etc.

### **Student Management**

The students are managed in three sub-schools; R-6, 7–9 and 10-12. There is a whole school Student Behaviour Management policy based on encouraging students to be responsible for their own behaviour. The strategies for implementation are developed through whole school and sub-school meetings. Strategies/consequences are developed in consultation with students, Sub-School Coordinators, Deputy Principal and associated teachers in their implementation.

The school values of Honesty, Integrity, Respect, Excellence and Loyalty are a focus for the implementation of all school expectations.

Behaviour Management at the school follows DfE guidelines and the suspension, exclusion and expulsion procedures are followed. Every effort is made to successfully engage students and those at risk of not completing traditional courses of study are encouraged to look at alternative pathways.

Clear documentation exists in the school to support students, staff and parents in behaviour management at each level. Parents are able to access the policy and Grievance Procedures via our school website.

### **Student government**

The school has an R-12 Student Representative Council with elected members from each of the sub-school. The members are elected for a one-year term and are provided with an induction program in term 1 of each year. The SRC meet on a regular basis during the year and are actively involved in organising and promoting student activities and fundraising.

The SRC also comprises of an Executive Committee which are the leadership team of the R-12 class representatives. The Executive Committee comprises of one male, one female President; one male, one female Vice-President; one Treasurer; one Secretary; and one Assistant Secretary. These positions are elected by the senior school students (year 10-12) prior to the completion of the previous school year.

SRC representatives sit on Governing Council and its sub committees as required.

## **3. Key School Policies**

### **2019 Improvement Priorities:**

Priority 1 – Increase student Reading achievement for all students.

Priority 2 – Increase the number of students who exceed the SEA (B grade or above) in Australian Curriculum and SACE achievement/performance standards.

### **Recent key outcomes**

SACE completion rates have continued to average between 94 - 100%. 2018 Stage 2 results saw the highest percentage of A and B grades of any of the previous 2 years, and led to 3 of the 17 SACE completers achieve ATAR's of over 90.

2018 NAPLAN results provided evidence of improved Literacy and Numeracy achievement. These results included:

- 4th consecutive year of Reading improvement, as measured by students achieving SEA
- Out of the 5 tests (Reading, Writing, Spelling, Grammar & Punctuation, Numeracy) across the 4 year levels, 2018 had the highest mean score of any of the last 3 years in 14/20 tests
- All 5 tests for Year 7's saw the 2018 mean score be the highest of any over the last 3 years

- 69% of Year 3 students achieved Higher Bands for reading
- 42% of Year 9 students recorded Upper Growth in both Reading and Numeracy.

## 4. Curriculum

### Subject offerings

The school provides students with access to 7 areas of the ACARA curriculum.

**Senior school students** (Year 10-12) have subject choices aligned to the SACE pattern of subjects. The school is highly regarded for its academic achievements within the senior school and many exiting students move on to an academic learning pathway. VET and other learning pathway alternatives remain a focus for the school. The Training Guarantee for SACE students (TGSS) is for students who know they want to start a planned vocational pathway. The MNSEC Cluster has been recognized as one of the State Government '*Trade Schools for the Future*' and we are now in our seventh year of working with Industry to develop learning opportunities.

### Distance Learning

Through the MNSEC cluster of schools, Open Access College and more recently through a partnership with Central Queensland University, students are provided with increased subject choice in years 11 and 12. With improvements in technology, wider use will be made of this medium, not only for students, but also for staff training and wider community access. Our teachers utilise the technology to teach simultaneously face-to-face classes and distance learning students. Our anecdotal evidence so far indicates an increased level of learning outcomes is being achieved, as the students are required by the technology to be constantly interacting in the learning process.

**Middle School students** underpin their learning across 7 of the learning areas within the Australian Curriculum. Year 9 students are provided with choice of elective subjects to complement the 4 core subjects (English, Mathematics, Science & HASS) of the Australian Curriculum.

**Junior School students** are provided with a wide range of learning opportunities across areas of learning. As much as possible junior students are able to appreciate the opportunities of an R-12 school in accessing specialist teachers and specialist teaching areas. Junior school staff actively promote learning in the learning areas constantly sourcing learning opportunities through extra-curricula activities. Parents are strongly encouraged to be part of the learning environment that fosters play and resource based learning, student initiated learning and cross age peer work.

### Special curriculum features

Current IEP's provide support and advice to staff, curriculum is negotiated and the school provides a program of alternative learning activities to promote active learning opportunities for its students. The school has an active Intervention Team, who assist in the development and monitoring of students with special learning needs; including students with disabilities, learning difficulties and gifted students.

The Student Wellbeing & Chaplaincy Committee provides advice and support for the wellbeing of our school community.

A significant number of SSO hours are used to assist in support within the classrooms especially in the Junior and Middle School.

### Assessment and reporting

In the school year there are four assessment periods, one each term. During each assessment period, students may be given a combination of tests, assignments, projects and practicals. These results are combined to form an achievement grade for each subject.

Reception to Year 11 students receive a school report each term.

Year 12 students receive a school report at the end of Terms 1, 2 and 3.

There will be an opportunity for parents/caregivers to discuss the report in more detail in Terms 2 and 4 during Parent/Teacher interviews.

### **Australian Curriculum Achievement Grades and what they mean**

**A** - Excellent achievement of what is expected at this year level

**B** - Good achievement of what is expected at this year level

**C** - Satisfactory achievement of what is expected at this year level

**D** - Partial achievement of what is expected at this year level

**E** - Minimal achievement of what is expected at this year level

**NA** – A grade cannot be given. This could be due to the ongoing nature of the work in the subject, and/or SACE board moderation.

In the case of students with a disability, the school will negotiate both the student's learning program and appropriate reporting arrangements with the student and their Parent/Caregivers. These will be documented in the student's learning plan, e.g. NEP.

### **The Australian Curriculum**

Students in Reception to Year 10 will be assessed progressively against the Australian Curriculum.

### **SACE**

Subject grades A-E Stage 1 and A+ - E- Stage 2 are based on performance standards (available on SACE Board Website) described in each subject outline.

## **5. Sporting Activities**

The year 6 and 7 students actively participate in a variety of SAPSASA activities. Year 8-12 students are provided with a large choice of SSSSA Knock-Out sport activities both within the school and within the MNSEC cluster.

Year 6 and 7 students, as part of the Middle School of an R-12 campus, are included in MNSEC sporting activities.

The school has its own 6-12 Swimming Carnival, R – 6 Splash Day and R-12 Sports/Athletics Carnival. All MNSEC Schools participate in a Swimming and Athletics Carnival and a combined MNSEC team travels to Adelaide to compete on a state-wide basis.

Through the curriculum all students (R-12) are provided with the opportunity to participate in physical education. The school has a stadium and athletics field/oval. These facilities ensure the instruction in a wide variety of activities.

The town of Jamestown provides students with an opportunity to participate in a wide variety of weekend sports clubs including, table tennis, lawn bowls, football, basketball, futsal, netball, golf etc. These clubs actively support participation by young people.

The Jamestown Community has an admirable history of success in the sporting field and an enviable sporting program of youth development.

## **6. Other Co-Curricular Activities**

### **General**

The school has a choir for Year 4-6 students. The choir participates in a regional choir activity during Term 3. Students also participate in the MNSEC Showcase; a performing arts evening sponsored by the MNSEC group.

An Arts performance evening occurs annually to profile the learning opportunities and skills of the students.

The school provides access to a variety of music teachers dependent on demand.

The school provides an extensive camps and excursion program in support of our teaching and learning. Overnight camps begin in the Junior School and include such venues as Adelaide, Yorke Peninsula, Falls Creek & Canberra.

## **7. Staff (and their welfare)**

### **Staff profile**

The staff comprises a close, cohesive group of professionals committed to learning across an R-12 campus. Over the past few years the R-12 staff has worked together on a number of professional development and extra curricula activities that have supported our delivery of a seamless learning process.

### **Staff support systems**

Sub-school groups – All teaching staff are affiliated with at least one of the sub-school teams and they meet as a team on a regular basis.

Curriculum groups – Curriculum is developed through the sub-school groups with specific time provided for the implementation of integrated curriculum.

All staff are expected to belong to at least one of the key committees at the school eg, finance, curriculum, site & asset management etc.

### **Performance Development**

The school maintains a comprehensive Performance Development commitment. All staff are supported by a line manager with whom they meet on a regular basis. There is a set expectation for performance development meetings with emphasis on personal development, goal setting and meeting the needs of the school's Site Learning Improvement Plan. A review of the performance development process enabled the implementation of professional learning communities as another staff support process.

The PAC in consultation with the Principal defines deployment of staff and staff use in specialist areas. All staff deployment is based on a philosophy of equity in the delivery of curriculum R-12. Approximately 2 full time ancillary staff provide direct administration support. The remainder assist in curriculum delivery either in the classroom or assisting in preparation of material.

Ancillary staff are encouraged to multi-skill themselves so that they have the capacity to take on a number of roles as the need arises.

### **Access to special staff**

Music instruction is resourced when available; currently many students access private piano, drum, guitar, flute and clarinet lessons.

The school has access to Special Education Support teachers from Port Pirie Portfolio Office as required in terms of providing training and development for staff, assessing students and providing help in material production.

## **Incentives, support and award conditions for Staff**

Complexity placement points 0.0.

Isolation placement points 3.0.

Cash in lieu of removal allowance Yes.

## **8. School Facilities**

### **Buildings and grounds**

Jamestown Community School is an R-12 school sited on a large block with extensive oval, play and agricultural facilities. All students share specialist facilities to varying degrees. The school has a very large oval, which has permanent athletics track and field activities. Approximately 8 hectares are available for Agricultural Studies purposes.

All classrooms have undergone renovations to provide an improved learning environment.

The co-located Jamestown Preschool Childcare Centre became operational in July 2013.

### **Specialist facilities**

The school has a community library, two science laboratories, an art centre, a home economics centre, stadium, technical studies workshop and a purpose built Engineering & Metal Fabrication workshop. Virtually all specialist areas are of solid construction. The school is totally cabled for IT, with all classrooms having access to the curriculum network. There are two designated computer rooms.

### **Student facilities**

Students have access to a canteen, which provides lunches for all students.

Year 12 students have a kitchen/lounge area within the senior school buildings.

### **Staff facilities**

All staff are provided with work areas outside their classrooms. The computer network provides access to e-mail facilities. The staff room has a special ICT area. All teacher preparation areas have ICT network access.

Most areas of the school now have disabled access. Four disabled toilets are provided across the site.

Each member of the teaching staff has access to a laptop.

## **9. School Operations**

### **Decision making structures**

The school has a number of key decision-making groups including School Leadership, Staff meetings, Governing Council, Student Representative Council & PAC, Finance, a Learning Improvement Committee, Site & Asset Management. Governing Council has a number of sub-committees each with a designated role and an organisational action plan to monitor their operations. These groups are responsible for the leadership and operation of such management practices as Finance, Site & Asset Management and Canteen. Each of these committees has a designated membership comprising parents, students and staff.

### **Regular publications**

Each fortnight a newsletter is published providing a comprehensive run down of school activities and student achievement. The school each year publishes a current information booklet for parents and staff, and an induction booklet for new staff.

Staff attend a daily morning meeting for the sharing of information.



Copies of newsletters are sent home to all families who wish to receive a hardcopy, the majority of families receive the school newsletter by email. The newsletter is also sent to nearby school, preschools and interested community members.

The school has a phone app message system in place for special announcements.

## **10. Local Community**

### **General characteristics**

The Jamestown community is very family orientated. The level of unemployment in the community is quite low. The majority of work is found in the rural, farming industry and in support industries such as retail, government agencies or trade industries.

The parents/community are supportive of their school and see it as a community education facility. Support is received for sporting carnivals and other sporting activities. Parents are active in site development and in their membership of key decision-making committees.

### **Feeder schools**

The major feeder school is St James Catholic School located in Jamestown. Students from St. James move across to the Community School at year 8. Some students do come from Spalding and Hallett.

### **Commercial/Industrial and shopping facilities**

The commercial/industrial industry is mainly in support of agriculture. There are 3 light steel fabrication industries, a number of agricultural support firms eg, Elders, Landmark, a saw mill and a number of government agencies. The shopping facility is quite extensive with a supermarket and many well-established specialty shops. The town has a number of mechanical repair industries.

**Other local facilities** Jamestown has a medical centre offering 5+ GPs and a number of visiting specialists. It has a well-equipped hospital, extensive aged care facilities, a gymnasium and hydrotherapy pool.

There are numerous sporting clubs and service clubs including APEX, Lions, Probus and Soroptimists.

Bundaleer Forest is a major tourist destination in the district. The Victoria Park sport and recreation facility contains ovals, lawn tennis courts, a large table tennis complex, 2 international standard basketball courts and 6 indoor cricket-training nets.

Local sports available in Jamestown include: Football, Netball, Futsal, Tennis, Table Tennis, Lawn Bowls, Croquet, Darts, Soccer, Eight ball, Basketball, Gymnastics, Hip Hop Dance, Golf, Swimming, Pistol Shooting, Clay Target Shooting and Cricket.

### **Local Government body**

The local district council is Northern Areas Council. It does have a number of local events promoting its council area.