

Jamestown Community School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Jamestown Community School Number: 777

Partnership: Upper Mid North

Name of School Principal:

Mat Evans

Name of Governing Council Chair:

Ben Joubert

Date of Endorsement:

20/03/2017

School Context and Highlights

Jamestown Community School is an R-12 school providing educational opportunity to the students of our community. The majority of families are involved in agriculture or an agricultural support business. A growing number of students come from non-farming backgrounds, migrate from the city or larger population centres or are transient. Each year there are additional Year 8 students who join us from St James Catholic Primary School in Jamestown.

The number of students with identified disabilities has increased over time with students being identified through achievement data, NAPLAN results and 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. Approximately 20% of all students are on school card. These factors all contribute to the complexity of our enrolments.

In 2016 the Upper Mid North Partnership was successful in our inclusion in year 7/8 STEM Collaborative Inquiry Project. This will strengthen our STEM journey by providing opportunities for staff to develop STEM learning experiences for students.

Champions (for the third year in a row!) at the Regional Final of the University of Newcastle Science and Engineering Challenge

Student achievements:

Order of Australia Student Citizenship award

Southern Flinders Business Employment and Training Awards joint winner

Two students shortlisted finalists in the School Based Apprenticeship of the Year category of the SA Training Awards

6 staff nominated in the SA public teaching awards

Governing Council Report

Well there goes another year, time waits for no one. Time to reflect on the year passed. I would like to thank my Governing Council for another year contributing with in depth discussions on all the issues raised on council. I would like to thank each and every staff member for their hard work and dedication educating our children that includes teachers ,SSO's, office, grounds and library staff, bus drivers and canteen staff and all volunteers who help throughout the school whether it be in the classroom, on the field or in the canteen – thank you

Parents and council are responsible for the running of the canteen, its not part of the school. Therefore any donation and volunteering that we can contribute helps to keep the canteen alive and financially viable. A commitment to helping in the canteen goes a long way.

This coming year we as a school and the parent body need to work on improving our communication and the correct procedure to achieve this. Grievance should start back at the teacher concerned then work up to leadership then the principal not the local pub or sports club or car park or face book.

Congratulations to those who have secured permanent positions, Mark Harris: mathematics and physics, Kale Jameson: design and tech, Harvey Watson: senior school English and Kerry Duffy: Reception to year 7. To staff whom received recognition in the 2016 excellence in public education awards, Helen Lehmann and Rowena Saltmarsh and an award nomination to Michelle Hams and SA Award nomination to Mark Harris.

Thank you to Matt Evans for his hard work in securing a STEM grant of \$80000 for our school and surrounding areas. I would like to take this opportunity to congratulate our principal Matt Evans on his promotion to Renmark school and thank him for his contribution to JCS and wish him and his family all the best for the future.

A very big thank you goes to the following families and companies: Cooper, Leesong's, Chris Benton Robinson, Porter, Elders, landmark, Mitre 10, NR AG, Rodney Hammat, Davis Septic Tank, and Shaun Callaghan, Mick Walkington, Downing and Dom Clarke.

We thank Brodie Odea our current AG teacher for his contribution and success at the Adelaide show where we received a fourth place in the carcass competition.

To all students of JCS well done to you all in the class room, on the sports fields in the art room or tech studies, music, out of school activities.

Ben Joubert

Improvement Planning and Outcomes

“Evidence is used to inform our practice to improve the literacy and numeracy outcomes of each student”

One year's growth for one year's learning with Incremental improvement for every student every day

Student Learning -

Attendance target of 94% in 2016, we achieved 93% which is 2.1% increase on 2015 (90.0 in 2015, 91.6 in 2014).

In 2016 we have recorded an increase in every year level from year 7-12. A focus on increasing attendance by increasing engagement of students. This has included successfully increasing the rigor in secondary end of year programs.

Safe, supportive & productive learning environments: Growth Mindset focus for partnership SFD and pre and post on site work, perseverance in MDI has increased from Low 80, Middle 10 High 10 in year 6-9 2015 to 33, 26 40 in 2016 and in the on site 1:1 surveys 95% of students said that they could get better by keep trying.

Effective Teaching:

Our targets are for 100% of students reaching the DECD Standards of Educational Achievement (75% 2015, 80% 2016, 85% 2017) in Running Records, NAPLAN, PAT R/M and AC grades)

We met our PAT targets on average across the school with:

Our PAT R improving from 75% in 2015 to 84% in 2016

Our PAT M improving from 82% in 2015 to 85% in 2016

NAPLAN however was variable with:

Numeracy 78% 2015 increasing to 83% 2016

Reading 68% 2015 increasing to 74% 2016

Writing 66% 2015 increasing to 72% 2016

Reading Site Priority: focusing on the reading skills of our R to 5 students we released R-5 teachers for an extra two lessons per week for intensive work with targeted students. We introduced the position of Curriculum Intervention Coordinator and will continue this position based on feedback that this position supports our school improvement to increase student outcomes.

Other school sites were targeted by individual staff for a particular professional development opportunity on our priorities.

Primary staff began implementing a staged introduction of explicit guided reading programs.

Running record results: Reception 100% met SEA, Yr 1 73% (but 14/15 in Upper and Middle growth), Yr 2 65% (up from 48% who met the SEA as yr 1s).

Term 3 running records results for R, 1 & 2 students showed significant growth from term 1 and in comparison to previous years. The focus on reading and the strategies undertaken by staff and supported by parents and volunteers have proven to be successful with continued growth in term 4, With maintaining our focus on reading we expect to see this successful growth continued throughout 2017.

A need for professional development in writing has been identified at a site and partnership level. In 2017 there will be some structured quality professional development across the partnership. It will be based on Lisa Burman in early years and the Seven Steps program in school sites. We will continue our school improvement journey in reading and take part in the opportunities for developments in writing as part of the partnership.

School and Community Partnerships:

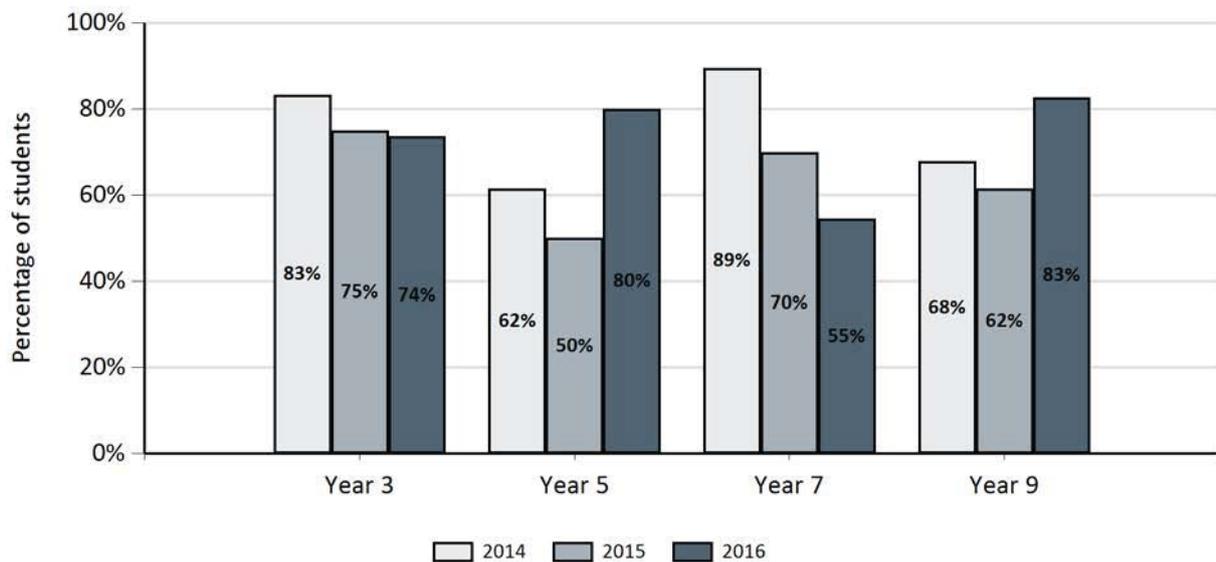
We have developed and implemented volunteer processes, with 32 parents/volunteers through the book introductions and volunteer induction process. We have introduced a 5 weekly cycle of well being and academic checks across the school, including the communication of concerns with parents. We have sought feedback from parents in the newsletter, assemblies, opinion surveys, through Governing Council and Facebook however this appears to be an area to continue seeking improvement. Our staff and parents have a much better understanding of the DECD Standards of Educational Achievement and are beginning to use these in conversations about student progress. An area to improve here is the understanding by students of these and using them in individual goal setting.

Performance Summary

NAPLAN Proficiency

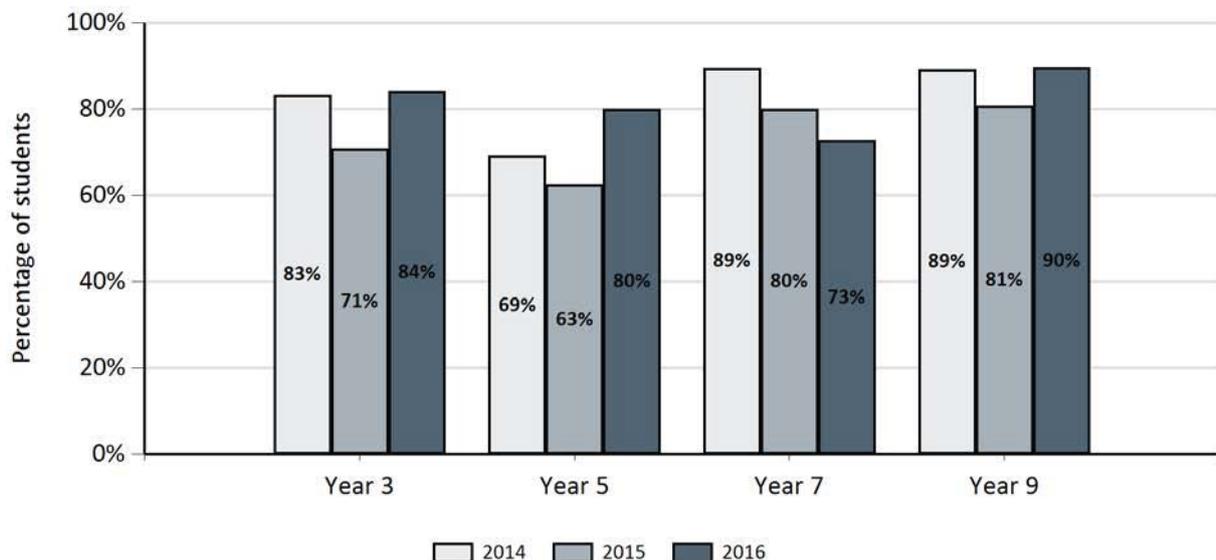
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	33%	27%	16%	25%
Middle progress group	22%	45%	47%	50%
Upper progress group	44%	27%	37%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	22%	55%	16%	25%
Middle progress group	56%	45%	58%	50%
Upper progress group	22%	0%	26%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	19	19	6	2	32%	11%
Year 3 2014-16 Average	18.3	18.3	7.7	4.7	42%	25%
Year 5 2016	10	10	5	3	50%	30%
Year 5 2014-16 Average	13.0	13.0	3.3	1.3	26%	10%
Year 7 2016	11	11	2	1	18%	9%
Year 7 2014-16 Average	16.7	16.7	3.7	1.3	22%	8%
Year 9 2016	29	29	6	0	21%	0%
Year 9 2014-16 Average	27.7	27.7	5.0	2.7	18%	10%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

**NOTE: Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA).

2014	2015	2016
94%	97%	94%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	0%	3.7%
A	2%	3%	8.64%
A-	11%	10%	8.64%
B+	11%	5%	8.64%
B	26%	15%	7.41%
B-	15%	23%	19.75%
C+	13%	13%	19.75%
C	11%	26%	8.64%
C-	6%	3%	8.64%
D+	2%	3%	3.7%
D	2%	0%	1.23%
D-	0%	0%	0%
E+	2%	0%	0%
E	0%	0%	1.23%
E-	0%	0%	0%
N	0%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.

2014	2015	2016
92%	100%	89.47%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	45.45	62.50	41.18
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	91.6	100	89.47

School Performance Comment

NAPLAN:

Reading in NAPLAN showed above state average for upper growth in all three categories. Numeracy improvement for 3-5 and 7-9 were around the state average however the year 5-7 demonstrated low and middle growth.

Reading and Numeracy has dropped in year 7, this is possibly a shift from the previous low points in year 5 results, in 2017 targeted students in the year 8 group will need appropriate interventions

For Upper Two Bands of achievement:

The percentage of Year 5 students in reading have shown the most improvement

Subject Grades:

For the 4th year in a row we have had an increase in our 'C' grades and better across school. Years 2,3,4,5,7,8, 9 and 10 have maintained or increased their grades, years 1, 6 and 11 have dipped and need investigation in 2017 and an improvement strategy developed.

Progressive Achievement Test (% reaching Achievement Standards):

Comprehension 2015/2016: yr3 87/84, yr4 80/90, yr5 80/90, yr6 83/73, yr7 58/73 yr8 62/86 yr9 80/93 yr10 71/86

Mathematics 2015/2016: yr3 88/89, yr4 90/81, yr5 80/90, yr6 67/87, yr7 61/64, yr8 88/90, yr9 88/89, yr10 90/86

There was an increase in most year levels across both comprehension and mathematics. Year 6 in comprehension and Year 4 in Mathematics will need monitoring in 2017.

Stage 2 results:

2016 saw an 8% increase in 'A' grades, 3 students gained an ATAR in the 90s, 2 Merits were awarded in Research Project, 17 out of 19 students achieved their SACE, of the 2 students who did not achieve their SACE in 2017 both are aiming to complete through their current VET studies.

5 SACE grades were below C, this needs review early in 2017 to ensure we have suitable intervention and proactive strategies in place.

For all students, especially high achievers, continued teacher development in moderation is required in 2017, particularly for achievement levels in the 'A' grade band.

Attendance

Year level	2014	2015	2016
Reception	93.2%	93.2%	90.7%
Year 01	93.4%	88.3%	92.6%
Year 02	95.2%	94.4%	92.7%
Year 03	92.9%	93.9%	95.3%
Year 04	93.4%	87.1%	93.4%
Year 05	93.8%	94.1%	96.0%
Year 06	95.2%	89.0%	93.9%
Year 07	92.2%	93.9%	95.5%
Year 08	91.2%	91.2%	93.7%
Year 09	89.6%	89.9%	91.5%
Year 10	87.7%	88.4%	90.9%
Year 11	78.3%	88.2%	91.5%
Year 12	92.8%	88.8%	95.9%
Total	91.6%	90.9%	93.0%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Non-attendance is managed by home group teachers, following up unexplained absences with parents. If not successful then written communication to parents. If no success in reducing a student's absenteeism students are referred to regional Student Attendance Officer. Intervention meetings are held with parents, Principal and Attendance Officer, working through strategies to engage students in school and offer agency support.

Secondary attendance has improved, increased rigor at end of year has assisted this improvement.

Behaviour Management Comment

We continue to develop and embed improved behaviour management processes.

Coordinators monitor behaviour incidents and follow up as required.

By including a focus on the restoration of relationships between students and teachers following inappropriate behaviour, it appears to be reducing escalations and ongoing issues.

We have again significantly reduced the number of students involved and incidents of violence this year.

While there is a reduction in incidents, there is a need for continued improvement in consistency across classes as indicated in the opinion surveys.

Client Opinion Summary

This year the Student Well Being and Engagement Coordinator undertook a comprehensive one on one interview of each student to collect data on a wide range of educational and well being areas. Students also provide feedback in other ways including the DECD survey of Wellbeing and Student Engagement, and TfEL surveys.

Some Highlights of note:

95% of students know that they can get better at things if they keep trying

92% always feel safe at school

85% will ask teachers if they need something at school

88% are more confident with hands on learning

We will use this type of information to improve processes and procedures to increase the feeling of safety and support within the school. The information gathered about learning supports our work on increasing the engagement of the learning environment.

We have had a significant increase in the connectedness to adults at school across year 6-9. In 2015 26% rated low, 54% middle and 9% high connectedness, in 2016 only 16% rated low, 35% middle but a much improved 48% rated high. We believe this is a result of a number of factors including: improved transition processes, middle school homegroup teachers teaching at least 2 subjects in that class, involvement of teachers in SBM process, having a PCW, and improving student attendance.

Strengths in the parent opinion survey include staff high expectations of students, parents can talk to teachers about their concerns, and that children feel safe and like being at this school. Areas to improve include behaviour management and looking for ways to improve, especially working with parents to make sure learning needs are being met and taking parent opinions seriously.

Strengths in the staff survey show that staff have high expectations of students, students feel safe at school and the school is well maintained and looks for ways to improve. An area for improvement is feedback and to ensure the learning needs of all students are met.

Intended Destination

Leave Reason	School	
	Number	%
Employment	3	5.0%
Interstate/Overseas	10	16.7%
Other	1	1.7%
Seeking Employment	3	5.0%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	11.7%
Transfer to SA Govt School	27	45.0%
Unknown	9	15.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

We have reached the stage where there is general acceptance and adherence by staff and the school community of the requirements of DECD Relevant History Screening.

We are continuously making sure we have History Screenings for ALL relevant people including Governing Councillors, Canteen and Parent Volunteers. There was significant work done this year on adherence of private providers.

Volunteers, and new ongoing visitors to the school are referred to the front office who check the spreadsheet of History Screenings and arrange History Screenings if one is not held by the school.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	43
Post Graduate Qualifications	11

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	20.5	0.0	10.5
Persons	0	24	0	16

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	3446271
Grants: Commonwealth	92589
Parent Contributions	79949
Fund Raising	12321
Other	136682

Data Source: Data Source: Education Department School Administration System (EDSAS).

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	N/A	
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	
	Improved Outcomes for Students with Disabilities	This funding is converted to SSO time for weekly timetabled support of students in identified areas of need by teachers and support services in accordance with NEPs	improved access to the curriculum, progression to meeting SEAs
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Rural & Isolated students funding supplementing class sizes to offer face to face subjects for students, also Open Access and distance delivery subjects, access to subsidised transport N&L supports junior primary- esp reading	increasing A grades, SACE completion, increasing ATARs
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Students with learning difficulties grant was used to supplement the additional 20 hours per week of targeted SSO time allocated to students identified as at risk in literacy and/numeracy but are not already receiving support through being identified as a student with disability.	Increasing passing (C or better) grades yr1-11 across all subjects
Program Funding for all Students	Australian Curriculum	Australian curriculum funding was used to support staff release for professional development and planning in the Australian Curriculum	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	quarantined additional release time from mainstream classes for teachers R-5 to work with targeted students in specific reading skill development	100% R SEA, yr1 73% (14/15 in Upper and Middle growth), Yr 2 65% (up from 48%)
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	Release time for coordinator, Well being and engagement coordinator finding out student concerns, working 1:1 and small group, providing teacher support for issues decreasing bullying and harassment, improving well being	improved student well being thus improving achievement of SEAs