Jamestown Community School
2017 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: Mark Ireland

Name of Governing Council Chair: Ben Joubert

Date of Endorsement: 19/2/2018

School Context and Highlights

The Governing Council have identified the following highlights from this year:
- School Community Relationships:
- Increased representation on Governing Council that covers all sections of the school R -12.
- School Ethos and Spirit an improved sense of R -12 and a positive attitude towards our school and community.

Future Directions and Resourcing:
- External Review findings indicate that we are progressing well and ready for the next step forward.
- Improved profitability of the Canteen with support from the school community by way of donations, new initiatives and volunteer time.
- The continued development of the Agricultural area to make it more functional for the future.
- Long term planning developed in 2017 particularly in the ICT area (increasing student access to technology).
- Upgrades to facilities around the school, including the Stadium floor, carpets, hard play areas and special facilities to support specific cohorts of students.

The Staff at JCS have identified the following highlights for 2017:
- School Community Relationships:
    Open Mornings each term including a parent staff morning tea.
    Transition Programs Yr 7 – 8 transition, Kindy – Reception transition, Yr 12 transition to the future.
    Events and Activities: Carnivals - Swimming and Athletics
    Arts Evening and MNSEC Showcase
    Deb Ball
    Camps and Excursions (Ski Trip Yr 9, Canberra Yr 11, Aquatics Yr 8, Careers Yr 10)
    Donut Van Business Enterprise Day (Year 4/5/6).

School Ethos and Spirit:
- Staff Morale with improved communication, positive attitude and whole school approach and clear positive leadership.

Curriculum Focus for Improved Learning Achievements:
- Yr 11 Research Project introduction and Yr 12 100% pass for Research Project
- Guided reading and ability group focus in Junior School.
- Tracking student achievement / progress with families (Traffic Lights every 5 weeks)
- Individual student information made easier to access within the school.
- State wide focus on Learning Design, Assessment and Moderation (LDAM and 2 student free days). ⊞

Governing Council Report

The year started off on a positive note with the appointment of a new Principal Mr Mark Ireland. Mark stepped into the role and very quickly reassured the governing council, staff and pupils of his intentions to contribute positively and enthusiastically to the improvements of our school and students learning. We have been very fortunate to have the opportunity to have such an experienced principal to lead us through the last year and working with Jess Hounsell they have made a good team. We have finally had support and direction to revamp our IT department and have spent $50000 in upgrading the facility and intend to continue with annual upgrades. Thank you to both Mark and Jess for all their hard work this past year.

Governing Council started off the year with four new members; it is good to see parents stepping forward to take part in the education of their children. We as parents and volunteers on Governing Council don't have much of a say on how our children get educated as we are dictated most of the time by the Department of Education, however if we have an issue we need to voice our opinion and confront the issue.

We as parents are responsible for making sure that we give our children the best opportunity to receive an education whether it is a TAFE diploma, apprenticeship or a university degree. In the 21st century it is most important to have some form of paper work to fall back on; rest assured I can vouch for that. Gone are the days when you leave school in year 10 and join your family business, this is my opinion anyway.

Our fee structure is directly linked to our student numbers therefore making it extremely difficult to offer a diverse selection of year 11 and 12 subjects. The future of our school depends on the support from the community. We will never keep everyone happy at JCS but the grass is not always greener on the other side.

Recently, we lost out on recent state funding because:
 1 Enrolments are below 300
 2 We have no enrolment pressure
 3 In my opinion only we are not a marginal Labor seat

To all 2017 students, well done to all of you, for your achievements in the classroom and on the sports field you make your family, your teachers and the community proud.

Improvement Planning and Outcomes

Literacy Priority - Reading and Writing Focus
In the Junior school we have achieved an agreed frequency and consistency with the taking and recording of Running Records. Our School Support Officers have been trained in Running Records and so they are able to support students when they are listening to reading across the week and confirm student achievement.   There is a consistency with the recording of reading in place across the R-7 section of the school. Buddy Reading has occurred at both an R - 6 level and across the school R - 12 to reinforce the relevance of being able to read and to have good comprehension skills.

A common language and vocabulary has developed across the school in relation to Reading Comprehension based on the Sheena Cameron approach. This has given a greater and more consistent approach to the teaching and reinforcing of skills. School Support Officers have been using this as the basis of intervention work they have been doing in the classes and with individuals.

NAPLAN has had a focus on the lay out and design of materials and the way students engage and solve problems with the regime. There has been increased proficiency identified in the ability groupings that have occurred in relation to Spelling in the Year 2 /3 classes. Guided Reading is done daily in the Junior School again reinforcing consistency of and in approaches for students. Consistent book introductions has occurred in all Junior Primary classes.

Our Running Records data for 2017 shows that we have fewer numbers in the higher levels at Year one than would be expected and so additional resourcing has been applied to support reading growth in this area. Our data for Year 2 shows that we are completely on track with the state data and also with 'like schools' in our category of disadvantage. Students generally will be entering Year 3 with a solid and sound basis with their reading.

Our Writing focus has continued in the R -6 with a stronger link to how NAPLAN is marked. Students have been able to build upon their skills with a concentrated focus. NAPLAN performance in Writing across the school was not strong and so additional work in 2018 right through to Year 10 should assist in the development of better and more consistent skills.

ICT Priority
Much work has been done in this area structurally in 2017. A complete audit of all hardware has taken place, upgrading of desktops around the school achieved and a long term commitment to a 5 year plan agreed to and resourced for the future. 50 new laptops for secondary use has been achieved and will come on line in 2018. Governing Council is exploring the concept of a managed BYOD program that will ensure support for students at school and at home in being able to connect to the school network and store and access work from there even from home.

STEM Priority
The Year 7 /8 classes were part of a STEM Collaborative Inquiry Project funded by DECD and working with other Partnership schools. Our Partnership schools joined this project late and have been playing 'catch up' to try and find out what the nature of the project has been. We have successfully conducted a 6 week unit with 2 classes based around renewable energy sources (solar) as we had enormous difficulty finding appropriate resources to focus on wind and battery storage.   One of our classes also participated in a project that had been designed for Burra Community School Year 7 /8 students in the area of Playground Design.

Performance Summary

NAPLAN Proficiency

The DECD Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for Reading and Numeracy.
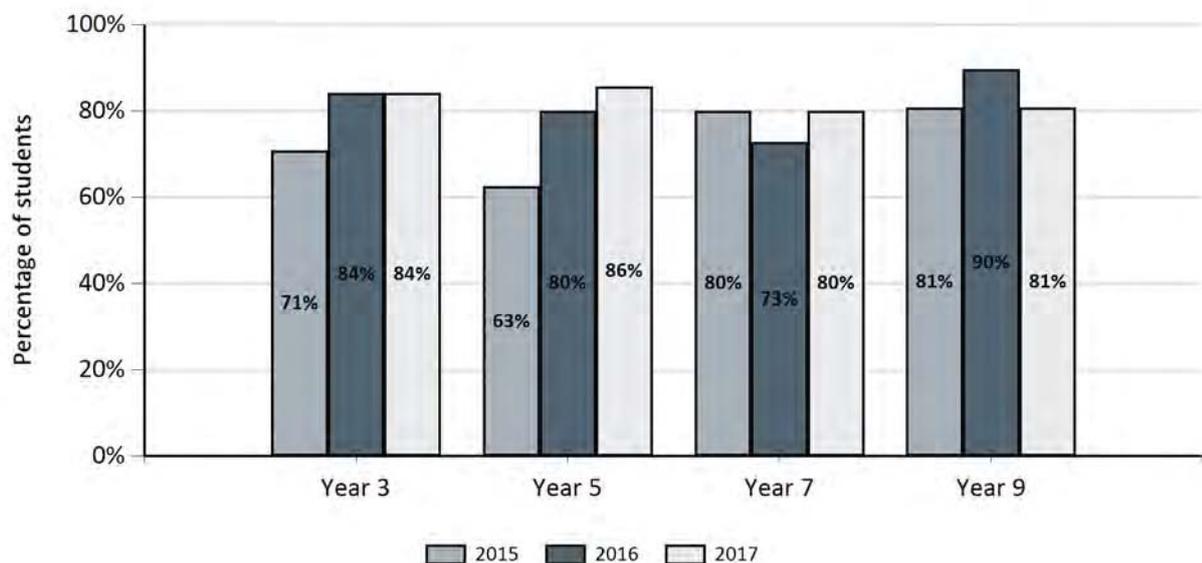
Reading
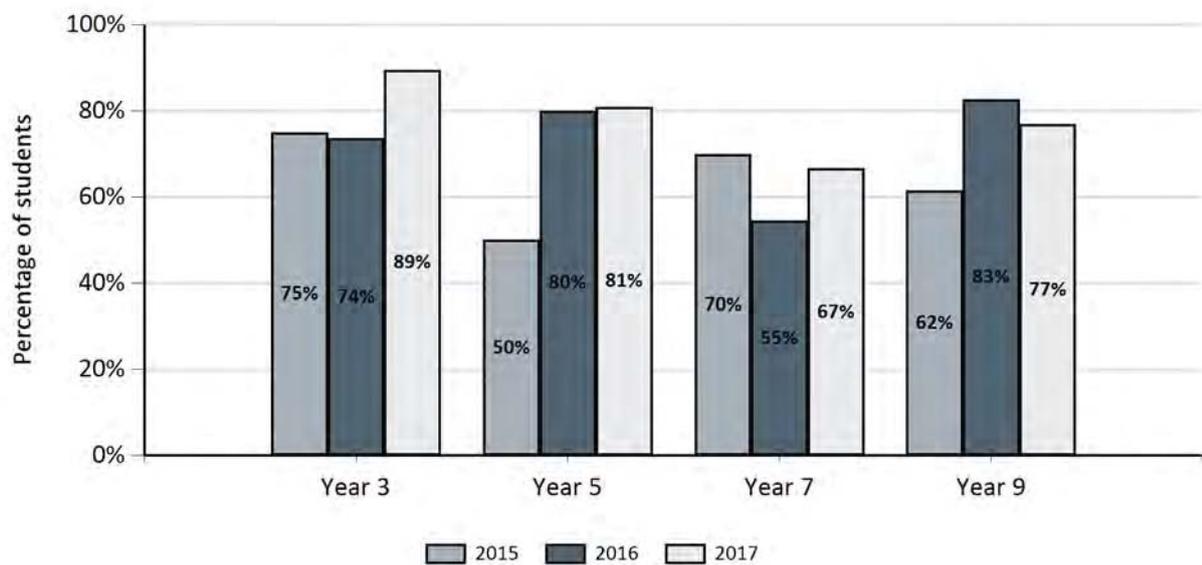
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*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 2015 to 2017 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)
Upper progress group	35%	38%	33%	25%
Middle progress group	40%	54%	56%	50%
Lower progress group	25%	8%	11%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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)
Upper progress group	40%	15%	17%	25%
Middle progress group	45%	69%	61%	50%
Lower progress group	15%	15%	22%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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 2017	19	19	8	4	42%	21%
Year 3 2015-17 Average	20.7	20.7	8.7	3.3	42%	16%
Year 5 2017	21	21	6	3	29%	14%
Year 5 2015-17 Average	15.7	15.7	4.7	2.0	30%	13%
Year 7 2017	15	15	2	0	13%	0%
Year 7 2015-17 Average	15.3	15.3	3.0	0.7	20%	4%
Year 9 2017	26	26	2	4	8%	15%
Year 9 2015-17 Average	27.0	27.0	4.0	2.3	15%	9%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**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	2017
94%	97%	94%	96.7%

Data Source: SACE Schools Data reports, extracted February 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	0%	0%	4%	0%
A	2%	3%	9%	2.2%
A-	11%	10%	9%	5.5%
B+	11%	5%	9%	5.5%
B	26%	15%	7%	14.3%
B-	15%	23%	20%	13.2%
C+	13%	13%	20%	16.5%
C	11%	26%	9%	28.6%
C-	6%	3%	9%	11%
D+	2%	3%	4%	2.2%
D	2%	0%	1%	0%
D-	0%	0%	0%	1.1%
E+	2%	0%	0%	0%
E	0%	0%	1%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2017.
*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	2017
92%	100%	89%	94.4%

Data Source: SACE Schools Data reports, extracted February 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	25%	25%	26.3%	41%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	91.7%	100%	89.5%	94.4%

School Performance Comment

In comparison to State and National Mean Scores, the overall school performance is lower than would be expected for a school of like disadvantage status. In terms of progression and growth, the percentage of students achieving the DECD Standard of Achievement is trending strongly upward in Year 3 for Reading, remaining constant in Year 5, improving to near previous levels in Year 7 and showing a slight decline in Year 9 but still well above 2015 levels. This indicates that our focus in 2017 on Reading Comprehension is starting to get some traction and move forward. The Year 7 results are below expectations as the Year 7 cohort have been part of a Yr 7/8 combination with specialist teaching for English. Our Year 9 results often undergo significant cohort fluctuations as we have an intake of students from a feeder school in Year 8 each year.

In Numeracy, our progression percentage rates are at an expected level as we have no formal focus or programs in place for Numeracy in 2017. The primary section (R -6) formulated a consistency Numeracy Agreement in 2017 to base core work in Maths on Natural Maths materials. This is able to be supplemented by other materials and approaches but the core understandings are based on the Natural Maths Approach.

In terms of NAPLAN progression rates, it is pleasing to note that in Reading, all areas are well represented in the Upper Progress group and that in Years 5 - 7 and 7 - 9 we have a much lower percentage than is the norm in the Lower Progress group.

In Numeracy, our Year 3 group are showing significant progress in the Upper levels but the other two groups indicate that we are maintaining progress (Middle Progress group) but not extending students beyond the Middle.

In terms of students in Upper Bands, in Reading in Year 3, students are showing strong achievement. Achievement data then declines across the other year levels. Whilst at much lower levels, the same trend repeats in Numeracy Upper Band rates. This is an area to be addressed in the 2018 Site Learning Improvement Plan by way of specific focus on differentiation of curriculum design and delivery and a focus on 'Growth Mindsets' across the school.

SACE results remain quite solid with completion rates at high levels over time. The grade distribution shows we have maintained our high percentages although overall academic performance in 2017 was lower than in previous years. Of concern to us in 2017 is the Exam Component score at Stage 2 as our student's performance under exam conditions was quite poor and certainly well below expectation. Within our Senior School cohort, we are seeing an increasing number of students undertaking school based traineeships or apprenticeships. In this way, many students are completing SACE requirements.

Of significance, our Research Project students at Year 12 all gained successful completion.

Attendance

Year level	2014	2015	2016	2017
Reception	93.2%	93.2%	90.7%	91.9%
Year 1	93.4%	88.3%	92.6%	91.8%
Year 2	95.2%	94.4%	92.7%	94.5%
Year 3	92.9%	93.9%	95.3%	92.9%
Year 4	93.4%	87.1%	93.4%	94.0%
Year 5	93.8%	94.1%	96.0%	93.6%
Year 6	95.2%	89.0%	93.9%	94.9%
Year 7	92.2%	93.9%	95.5%	92.4%
Year 8	91.2%	91.2%	93.7%	93.6%
Year 9	89.6%	89.9%	91.5%	95.5%
Year 10	87.7%	88.4%	90.9%	91.3%
Year 11	78.3%	88.2%	91.5%	82.7%
Year 12	92.8%	88.8%	95.9%	89.1%
Total	91.6%	90.9%	93.0%	92.1%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Our attendance patterns have remained quite steady across the 4 years depicted. Extensive work has been undertaken with a small group of identified families in 2017 to improve attendance as they have a significant impact on attendance data as seen at Years 11 and 12.

Family trips to Metropolitan and Regional Country for medical and other personal business also impacts on attendance data as all family members attend.

Behaviour Management Comment

Most behaviour management incidents are managed at the informal end of the behavior management process. A small percentage enter the first stage of the formal process (Form B) and parents are notified and asked for support.

Very few incidents move into Take Home or Suspension as part of the formal process. Early in 2017 a number of formal incidents were in play in order to establish that additional resourcing was required and once these resources were allocated by DECD, a sharp reduction was noted.

Students and parents respond quite positively to our documented SBM processes used by the school meaning that very few formal processes are required.

Client Opinion Summary

Parents
The school conducted a Parent Opinion Survey in November 2017. The survey was web based and 34 responses were received spanning Reception to Year 11 parents. (no Year 12 parents identified.) The bulk of respondents (45%) represented Years 2, 3 and 4. On a 5.0 scale, our highest scores were 4.0 for 'Teachers at this school expect my child to his or her best' and 'The school is well maintained.' A 3.9 was our next highest score for 'I can talk with my child's teachers about my concerns.' Our lowest scores were 3.1 on the 5 point scale. These were 'The school takes parent's opinions seriously' and 'Teachers at this school treat students fairly.'

Staff
Staff completed a WHS survey looking at 11 areas. (Psychological Health Survey) in November 2017. The areas of highest protective promoters identified were Supportive Leadership with 90% either agreeing or strongly agreeing (8% had no opinions and 2% disagreed).

Group Morale / Distress with 98% either agreeing or strongly agreeing with 2% having no opinion. The areas for follow up in 2018 were Employee Development with 78% either agreeing or strongly agreeing and 16% having no opinion and 6% disagreeing. This is likely to relate to changes in the way Training and Development funding was managed in 2017 with a 3 tiered structure that perhaps wasn't fully understood.

Under the heading of 'Other' the main focus related to awareness of the external support services that DECD provides for staff. 12% of respondents indicated that they had no opinion around knowledge or awareness of these services at all. This will be addressed in 2018 with the WHS representative ensuring that all employees know of the service and where to access further information.

Intended Destination

Leave Reason	School	
	Number	%
Employment	1	2.0%
Interstate/Overseas	0	NA
Other	1	2.0%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	13	26.0%
Transfer to SA Govt School	16	32.0%
Unknown	19	38.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

All required persons on site have current and appropriate screen checks.

Existing volunteers have the relevant current checks.

The Governing Council have agreed to having all members undertake screening even though it not a requirement under current guidelines.

It is pleasing to note the increased response times from DCSI in the screening process.

Some volunteers have expressed frustration with the 'on line ' process as they do not have access or capacity to manage the process in this way.

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	38
Post Graduate Qualifications	16

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	21.2	0.0	7.9
Persons	0	23	0	13

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	$3656142.30
Grants: Commonwealth	$18366
Parent Contributions	$152421.94
Fund Raising	$18860.45
Other	$89680.43

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

2017 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 2017 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	Funding from RAAP was used for one to one support from an adult to ensure that the student could access the classroom environment and meet sensory needs in a timely fashion.	Improved access to the classroom and teaching program.
	Improved Outcomes for Students with an Additional Language or Dialect	Not applicable	
	Improved Outcomes for Students with Disabilities	The funding as used to employ School Support Officers to provide one to one or small group support for identified students. All funds were expended directly on student support.	Improved access to the curriculum (either individual or year level specific)
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Funding was allocated for the purchase of courses from Open Access or surrounding schools. The payment of school fees at the delivery school and the reduction of enrolment entitlement from our school, soon account for these funds. Purchase of additional hardware or technology made up part of the available funding too.	Extended curriculum options for
	First Language Maintenance & Development	APAS funding was used to support identified students as per the APAS program agreement. SSO support was purchased to support the identified students.	
	Students taking Alternative Pathways		
	Students with Learning Difficulties Grant	Students with Learning Difficulties had additional support by way of additional SSO hours. STAR students were identified and allocated support time to address issues.	
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	Not applicable	
	Better Schools Funding	Converted to teacher time to support students identified in the R - 2 end of the school to ensure they had access to smaller class sizes and a chance for more individual support and development.	Additional teacher support to develop foundation skills to a higher degree.
Other Discretionary Funding	Specialist School Reporting (as required)	Not applicable	
	Improved Outcomes for Gifted Students	Not applicable	
	Primary School Counsellor (if applicable)	Combined with the Secondary Counsellor salary to create a Well Being Coordinator with a proactive focus across the school and provide support as required to students and families.	A lot of time tied up with case work for identified students and families.