OVERVIEW
Jamestown Community School Site Learning Plan (SLP) priorities:
- **Teaching and Learning**
- **Organisational Structures**
- **Facilities**
- **Relationships**

Highlights of our achievements under these strategic improvements in 2010 have been:

**Teaching & Learning**
- Australian Curriculum planning and implementation underway in Science and Numeracy
- WRAP methodology implemented R-9
- Successful implementation of Stage 1 New SACE
- SLP Target 2: ‘Increase student performance in Literacy and Numeracy to 93% achieving minimum standards or higher in NAPLAN’ was achieved in Year 5, 7 and 9. Year 3 achievement was in Reading, Writing and Grammar with 88% in Numeracy and Spelling
- High level uptake of School Based Apprenticeships

**Organisational Structures**
- Scope and Sequence of learning strategies
- Positive response indicators in DIAF principles of ‘Making Data Count’ and ‘Attend To Culture’ (see graph on page 5)
- Increased parent participation in Integrated Studies presentations.

**Facilities**
- R-5 classrooms ready for opening in 2011
- Engineering and Metal Fabrication workshop to be opened in 2011
- All teaching classrooms with electronic whiteboards
- New Senior School Learning Centre.

**Relationships**
- SRC Review completed
- R-12 Pastoral Care program in 2011
- Bully Audit undertaken and Health and Wellbeing program mapped in conjunction with Mid North Health support (see graphs on page 5).

ENROLMENTS
Jamestown Community School is experiencing a natural decline in enrolments in line with population forecasts. This is a trend across most of the Mid North Region.

ACADEMIC ACHIEVEMENT
The Year 12 class response to the learning programs was exceptional and hence reflected in their overall results. The following students achieved an ‘A’ grade in their respective learning areas of the SACE: Stage 2:
- Kelly Bertram  Biology, English & Early Childhood Studies
- Meg Karvonen  Electronic Publishing Desktop Publishing Early Childhood Studies
- Sarah Miller  Desktop Publishing Electronic Publishing English Food & Hospitality
- Carmen Eckert  Desktop Publishing Electronic Publishing
- Hannah Warr  Desktop Publishing Electronic Publishing
- Daniel Butterick  Material Products A
- Sam Mooney  Physical Education
- Michaela Street  Communication Products A
- Scott Phillips  Material Products A
- Erin McCarthy  Sport & Recreation
- Paige Adams  Communication Products A
- Jake Whittenbury  Physics
**SACE Results**

Data sourced from SACE Board data provided to schools.

**NAPLAN RESULTS**

Following graphs and data generated from NAPLAN data over 2 tests.

Growth figures over the previous test period have all been positive. The Site Learning Plan Target 3: ‘50% of all Years 3, 5, 7 and 9 students will achieve the national minimum standards plus two bands in Literacy and Numeracy’ has been far more challenging with only Year 9’s achieving this result.
JAMESTOWN COMMUNITY SCHOOL
Annual Report 2010
Respect, Excellence, Integrity, Honesty, Loyalty

HIGHLIGHTS

- Arrival of the new primary years classrooms
- Completion of Engineering and Metal Fabrication Workshop
- Year 10 students’ Regional winners of Science and Engineering Challenge.
- Centenary of Secondary Education
- Picnic in the Park
- Continuous growth of the WRaP Methodology and the improvement in Literacy and Numeracy results
- Erin McCarthy, Rhian Zanker, Callum Tonkin, Phoebe Thompson and Jake White achieved the Duke of Edinburgh Bronze Award
- Erin McCarthy completing Certificate 2 Sport and Recreation and achieved the Pierre de Coubertin Award
- Year 12 Art Exhibition
- Scott Phillips winner of the SA School Based Apprenticeship of the Year Award.

GOVERNING COUNCIL REPORT
The Governing Council continues to maintain as one of its highest priorities the development of closer working relationships between the governing body, staff and community. Council sub-committees are well represented by community members with a concentration of the development of projects that link the community more closely to the core business of the school.

STUDENT REPRESENTATIVE COUNCIL
In 2010 the SRC strove to meet our goal statement. This was for the SRC to be driven, organised and work as a team to create positive change. As always we sold drinks at our Sports Day and MSNEC Sports Day. Also in first term we organised a casual day to raise money for Haiti earthquake relief. Because of its success last year we once again ran a Chocolate Raffle. This year our ten kilogram block raised over $900. Later in the year we ran Hair-larious day and a Junior School disco. The Junior School SRC organised a Wheelie Day with a bike obstacle course and a Haunted House Halloween Day.

At the end of 2010 we decided to spend some of the money we had raised. We designated $200 to each sub-school for them to spend on whatever they needed. We gave another $200 to the new Year 12 room, and $300 dollars to the canteen. Our SRC Review has also been undertaken. It was great to see such widespread involvement from the students, the staff and the community throughout the year.

SPECIAL PROJECTS
- Doorways 2 Construction
- National Science, Technology Educational Leverage Referencing Project (STELR)
- Regional Trade Training Centre opened
- Establishment of Junior School vegetable gardens
- Active involvement as a trial school in Australian Mathematics Curriculum.
CURRICULUM DEVELOPMENT

Junior School
- Primary Connections
- Australian Curriculum Mathematics Year 3-7
- Comprehensive NAPLAN data review.

Middle School
- Expansion of WRAP delivery
- Australian Curriculum Mathematics Year 8-10
- Comprehensive NAPLAN data review.

Senior School
- MNSEC expansion to provide more learning options
- Maintenance of ASBA’s
- 100% completion of PLP
- Highly successful completion of SACE.

MNSEC
The sustainability for the guarantee of Senior School curriculum remains the explicit goal of the MNSEC consortium. To ensure this, the MNSEC consortium has undertaken to be more inclusive of other schools and the learning opportunities they are able to contribute. In 2010, 15 schools were participants in the MNSEC learning program.

SPORTING ACHIEVEMENTS
The annual Swimming Carnival included an increased number of novelty events to be more inclusive and increase participation of students. Our Athletics Carnival had an extremely high participation rate with students appreciating the opportunity to rotate through all Track and Field events.

The inaugural MNSEC Basketball carnival was initiated by JCS with Erin McCarthy planning and implementing the program as part of her Certificate 2 in Sport and Recreation.

Jordan Kitschke, Austin Jacka, Sam McInerney and Jack Thiselton represented MNSEC in winning the Year 8/9 Final of the State Football Championships. The team was coached by Darren Woolford.

SCHOOL AND COMMUNITY WORKING TOGETHER
- Picnic in the Park
- ‘Grandies’Day
- Three-way (parent, student and teacher) interviews implemented
- Parent involvement in Open Days, WRaP workshops and Integrated Studies presentations

EXTRA CURRICULA ACTIVITIES
- Regional Gymkhana
- ‘Footsteps’ and ‘Take it To The Floor’ dance programs.

STUDENT ATTENDANCE

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<th>Year</th>
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<td>2010</td>
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Data taken from Spers.

STUDENT DESTINATION

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Destination data taken using 2010 Year 12 students.

STUDENT BEHAVIOUR MANAGEMENT

All student behaviour management is based on expectations that reflect our school values and guided by a premise that students be responsible for the management of their behaviour. At the beginning of each year staff and students revisit our values and negotiate processes and practices with a focus on learning outcomes and achievement.

ADDRESSING BULLYING
A Bully Audit was conducted in Term 1 and 3, and results presented to the students through SRC meetings and the parent community through Governing Council. A small number of students were counselled and their parents contacted about bullying behaviour.
The graphs represent the small number of students from R-12 who report that they have experienced bullying. We aim to further reduce these incidents in 2011 through Pastoral Care lessons. Anecdotal evidence leads us to believe that the incidents of cyber-bullying are more widespread than is reported.

The apparent retention rate of 74.4% encompasses those students who entered year 8 in 2006 and completed year 12 in 2010. The average retention rate of senior school students over the past three years is 83.56%. The significant impact since 2008 has been the development of school-based apprenticeship opportunities which has increased the number of students leaving at the end of Year 11 to take up employment and a full apprenticeship. Most of these apprenticeships have been based locally which reflects a community commitment to its youth. All students who have left school in this period prior to the completion of Year 12 have moved into full-time employment and study.

DIAF
Two DIAF Principles were covered in 2010. ‘Attend to Culture’ and ‘Make Data Count’. Staff were asked to respond to the following question when ‘Attend to Culture’ principle was discussed.

With the audit and follow ups becoming a routine part of our pastoral care process we are confident that students will accept it as one way that they can communicate with us about the issue. We are still aware that some incidents are not reported to us. This is unfortunate as we can only address the issue when we have the full information. As parents and caregivers are sometimes the people that students report bullying to, we encourage parents to keep us informed of issues as they arise.

PARENT OPINION SURVEY
The parent opinion surveys are conducted tri-annually where all school parents are surveyed. The next survey will be conducted in 2012.

STUDENT RETENTION

![Apparent Student Retention 2008-2010](image)

Data taken from Spers.

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STAFF RETENTION
The average retention rate for permanent and temporary teaching staff for 2009 was 77.72%. The retention rate for permanent teaching staff is 95.45%. Nine staff have served between one and five years, with thirteen staff serving more than six years at Jamestown Community School.
STAFF QUALIFICATIONS
Seventeen of our teaching staff have a Bachelor Degree in Education or a Bachelor Degree in another specialist area ie Science, Maths and Arts. Forty five percent have undertaken further study after gaining their original qualification.

STAFF TRAINING & DEVELOPMENT
- Australian Curriculum in Mathematics & Science
- 40% of staff trained in WRaP (Literacy)
- STELR
- Stepping Out
- Focus on forward planning through the analysis of learning improvement data.
- In 2010 $11,150 was spent on Training and Development. $9,943 was also spent on implementing and maintaining the WRaP program. The total being $21,092.

STAFF ACHIEVEMENT
- Louise Woolford and Lauren Honan achieved the STELR training
- Danya McKay and Shannon Elliott successful as trained trainers of WRaP
- Don Mudge winner of the Rowan Ramsey School Community Award.

CONCLUSION
An upgrade of all learning areas to meet the needs of learning in the 21st Century has been a focus over the past four years and with the erection of the Primary Year’s classrooms toward the end of 2010, the project is relatively complete. Although our commitment has been to improve the quality of teachers and teaching, the development of learning areas that support good teaching practice has been an essential requirement in support of our learning focus. Likewise, our learning strategy of teaching students ‘how to learn, not what to learn’, is making a significant impact on improving our student achievement.

In the 2010 school magazine I restated the fundamental advantage of R-12 schooling was that learning programs would have no barriers. I also stated that ‘the current staff encapsulate this ‘no barriers’ concept in all aspects of their professional trade and they are to be recognised as the group who have set a new learning foundation for the Jamestown Community School’.

Our school communities are continually challenged by external forces and as much as it is essential that we respond to emerging local, national and international trends, we are also professionally bound to ensure our beliefs about learning are not consumed by these outside forces. The Australian Curriculum is about to introduce a significant overhaul of education in Australia and in doing so return us to a content driven curriculum. At Jamestown Community School our focus will remain on developing independent learners who understand how they learn and hence are able to respond individually to life challenges.