



# Jamestown Community School Annual Report 2012





Context

<b>School Name:</b>	Jamestown Community School	<b>School Number:</b>	0777
<b>Principal:</b>	Tyler Hogan	<b>Region:</b>	Yorke and Mid North

Enrolment figures are current as of 21<sup>st</sup> November 2012.

<b>Enrolments</b>	268	<b>School Card:</b>	16.42%
<b>R-2</b>	62	<b>Special Needs:</b>	6.71%
<b>3-7</b>	91	<b>Aboriginal Students:</b>	1.86%
<b>8-10</b>	81	<b>Females:</b>	46.27%
<b>11-12</b>	34	<b>Males:</b>	53.73%

2012 Highlights

2012 saw work start on the integrated Preschool Childcare Centre which will provide the Jamestown community with a Birth to Year 12 learning facility in 2013. The Preschool Childcare Centre will be linked with the new Reception to Year Five classrooms to enable shared learning opportunities and seamless transition throughout the early years of education and care. Work also started on the new building adjacent to the Junior School which will provide more flexibility with classroom options and specialist learning programs.

Making a significant contribution to the quality of student learning has been the consolidation of learning programs such as WRAP together with staff learning supported by Student Free Days and the continuing implementation of the Australian Curriculum across R-10.

Student Learning and the learning environment were enhanced with

**Extra Curricula Activities**

- Choir – performance at the Keith Michell Theatre
- SAPSASA – Swimming, Athletics, Netball, Football, Soccer, Cross Country
- Arts Evening
- MNSEC Showcase
- MNSEC Swimming and Athletics
- Adelaide Swimming and Athletics
- Knock Out Sports: Netball, Football, Futsal, Basketball
- 5 a-side Soccer
- 9 a-side Football

**Enriching Learning Experiences**

- Sports Day, Swimming Carnival, Sports Clinics ie Tag Rugby, Cricket
- Junior School Musical performance: Bully Bull Ring
- Cartooning Workshop
- End of Year Concert
- Camps/Excursions to – Appila Springs, Canberra, Ski Trip, Port Vincent, MNSEC Showcase Camp, Operation Flinders, Woodhouse Camp
- Duke of Edinburgh Award
- Interschool Gymkhana
- Junior School Open Mornings



### **General Improvements**

- New recycling scheme

Less obvious, but critical for continuing improvement and consistency is the educational, financial and physical resource planning that has happened. Thanks to ongoing involvement by parents and staff in our strategic planning, the school has clear directions for the future underpinned by sound financial planning procedures.

### **Report from Governing Council**

Parent community support has again been provided by contributions through many different areas in the school activities and functions, Governing Council, Parents & Friends, canteen, sports, camps, classroom activities and working bees to name a few. It has been pleasing to observe new families and individuals to the school providing their time and support.

Governing Council have overseen the reviews of the Bus, Behaviour Management, Extra Curricula and Sports Policies during the year with constructive and meaningful debate provided by council members. The various committees of council have provided reports on activities, actions and direction for the council and school to provide sound management decisions and direction.

The school underwent the validation process during the year in which representatives of Governing Council provided observations and statements regarding the school curriculum and general school activities, direction and goals. It was pleasing to receive positive feedback from those individuals conducting the review.

The Finance Committee and staff undertook a review of the budget during the year after identifying a projected shortfall at the end of the year. The staff and finance committee must be commended for the provision and management of the revised budget which has placed the school in a sound financial and sustainable position for the start of the 2013 school year.

Working bees and individual efforts have provided the school with various improvements and additions to the playgrounds and areas, buildings and grounds. Governing Council is conducting ongoing research into providing a cost effective and sustainable alternative to the current provision of water to the school oval and grounds.

The Kindergarten project has progressed during the year with most buildings removed, the foundations laid and the new classroom installed. The project is at this stage running to schedule, with completion expected in July 2013.

Kevin Mooney accepted a temporary position in Adelaide in term two. Tyler Hogan was appointed Principal for the remainder of term two, Chris Heading was appointed Principal for terms three and four. In November Kevin Mooney indicated he would be resigning from his position as Principal of the Jamestown Community School at the end of 2012 school year. Tyler Hogan was appointed Principal for term one 2013 with the application, panel and selection process taking place during term one for the appointment of a Principal for a five year term starting in term two.

Thank you to Governing Council members, staff, students and parents for your support, contributions and commitment throughout the year in providing a sound and vibrant learning facility for the community of Jamestown and surrounding areas, of which we can be proud.



## Site Improvement Planning

School Improvement is based on the yearly evaluation of targets set for student academic achievement and perception data gathered from students, staff and the wider community.

During Term 3, the three yearly external appraisals of the school's performance and its improvement processes (Validation) were conducted. During Term 4, a Review of the 2010 – 2012 JCS Site Improvement Plan was also conducted. The Review and Validation findings are as follows:

### **Key Strategies used:**

- High level Professional Development for staff including: Explicit teaching of Maths supported by District Maths Facilitator and sharing of successful teaching approaches.
- Australian Curriculum implemented in English, Science, Maths and History for Foundation to Year 10.
- Maintenance of staff and parent participation in decision making through the sub committees of Governing Council—Education, Finance, Bus and Grounds.
- A Review of the current Site Improvement Plan was conducted in Term 4 involving staff and parents. In considering multiple measures of data three priorities were indentified for 2013: Literacy, Numeracy and the DIAF principle of Attend to Culture are the areas for improvement in the next review cycle. It was decided to set this as a period of one year to allow for the incoming principal to have time to reflect on the school operations before setting targets for future improvements.

## Student Achievement

### **Student Achievement Data**

Achievement data is gathered during the course of the year as part of the whole school data collection process. This includes:

NAPLAN for students in Years 3, 5, 7 and 9.

Reading Age Tests for students in Years 3 - 7 collected in Terms 1 and 4. This data is used to determine growth over the year, to provide a comparison with NAPLAN data and to provide Reading data for students not tested in the NAPLAN tests.

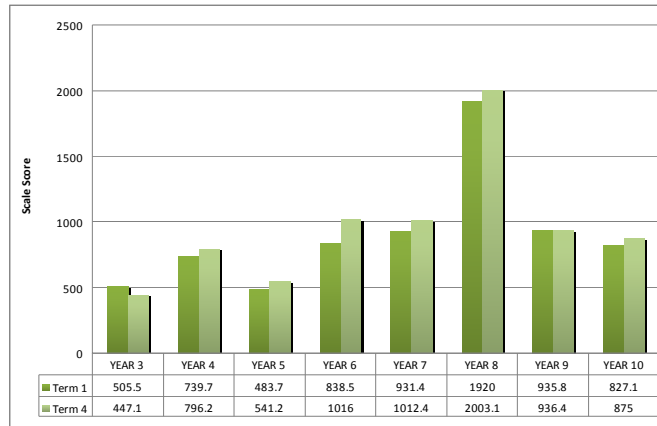
Running Records for students in Years 1 and 2 collected in Terms 1 and 3 to meet DECD requirements and to determine growth over the year.

Student assessment and graded report results

Reception to Year 12.



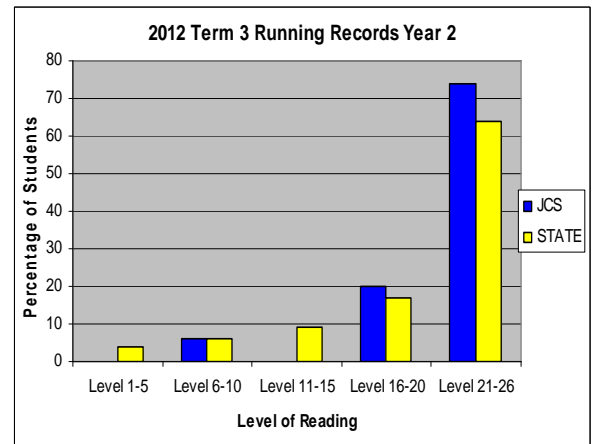
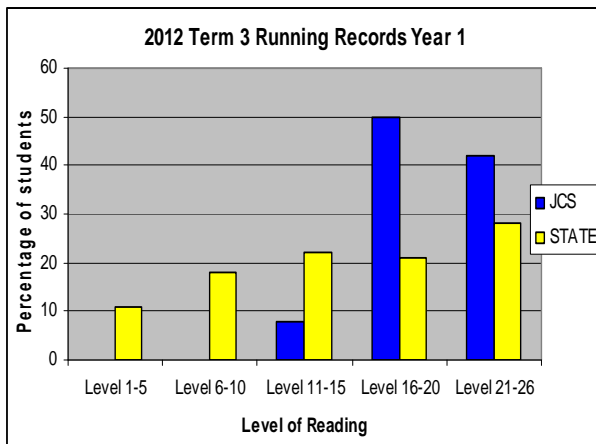
### PAT Maths



This graph shows the growth by year level of students. The test was conducted in Term 1 using the previous year level test and then again in Term 4 using the current year level test. Having had Nic Dale as a Numeracy Coach in our school specifically working with our Year 6 and one Year 7/8 class it is of note that those year levels showed the most increase in student growth. For this reason it will be invaluable to have Nic work again with our staff in 2013 as part of our Site Improvement Plan focus on Numeracy.

### Running Records

Running records are conducted in Term 1 and 3 meeting the Yorke and Mid North Regional requirements. In comparison to the state results, the data indicates that we have a high proportion of students in the top levels and higher proportions in some lower levels.



### School Literary Award

For 2012 the genre for the Literary Award was Narrative.  
 Literary Award winners in 2012 were:  
 Reception to Year 2      Jessica McKay  
 Year 3-5                      Natalie Dewell and Emily Hams  
 Year 6-9                      Carmen Joubert  
 Year 10-12                  Tessa Warr





**NAPLAN**

To provide an accurate and clear picture of student achievement in NAPLAN and to assist with planning for student learning needs, the following information is shown in the graphs:

1. Mean results for the last three years at JCS and a comparison of JCS 2012 results with National Means.
2. Growth results over the last two years in comparison to national growth results.

The results are as follows:

**Mean Results by Year Level over three years:**

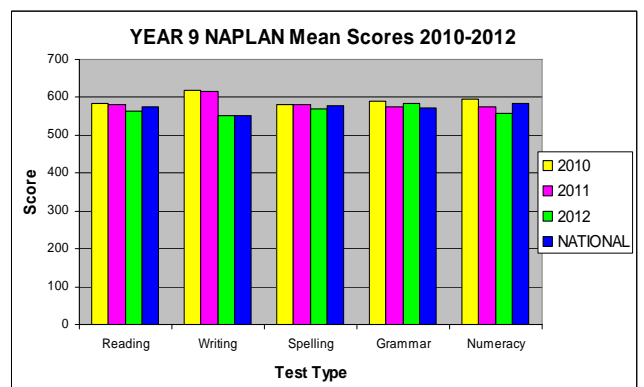
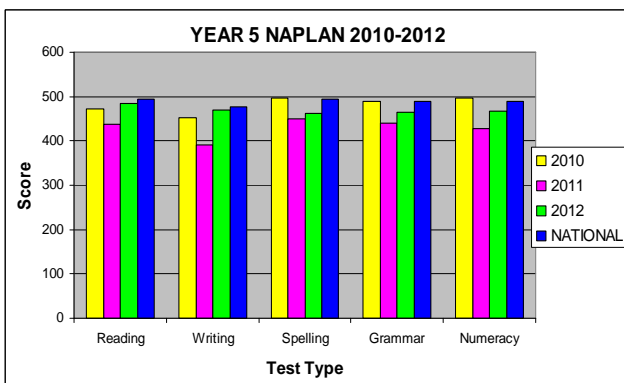
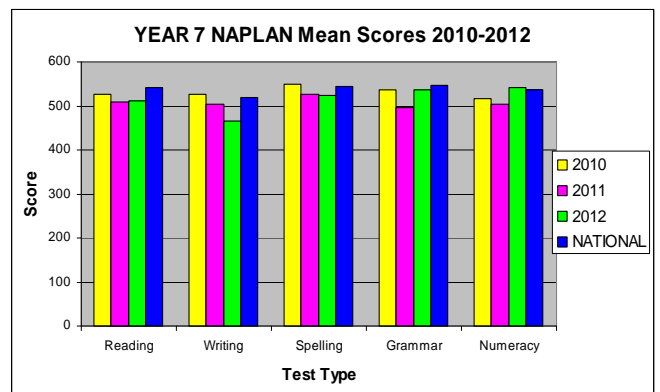
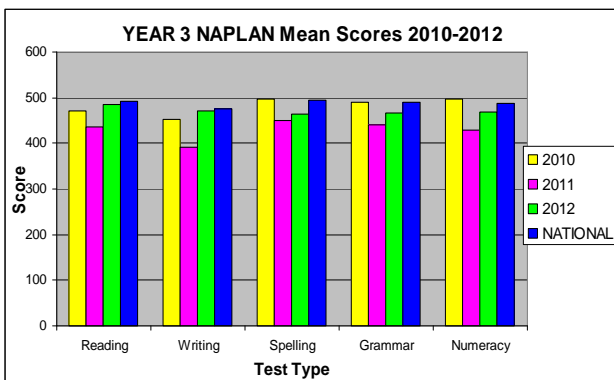
- Year 3 – Reading improved. Spelling and Grammar stable. Writing and Numeracy declined
- Year 5 – Reading and Writing improved. Spelling, Grammar and Numeracy stable
- Year 7 – Numeracy improved. Grammar and Reading stable. Spelling and Writing declined
- Year 9 – Grammar stable. Reading, Writing, Spelling and Numeracy declined.

**Mean Results by Curriculum Area over three years:**

- Reading – improvement in Year 3, 5 and 7
- Writing – improvement in Year 5 declines in other year levels
- Spelling – improvement in Year 3 and declines/stability in other year levels
- Grammar – stable
- Numeracy – improvement in Year 7 and declines/stability in other year levels.

**In comparison to National Means:**

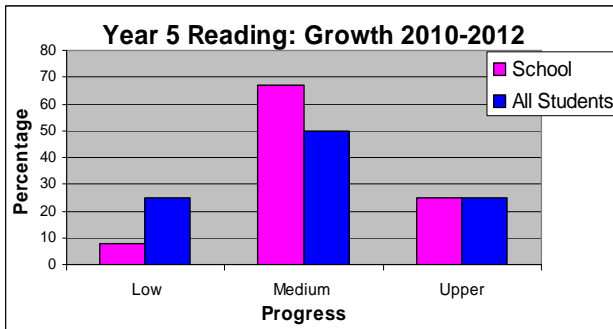
Year 7 Numeracy and Year 9 Grammar were above National Means with all other results being below National Means.



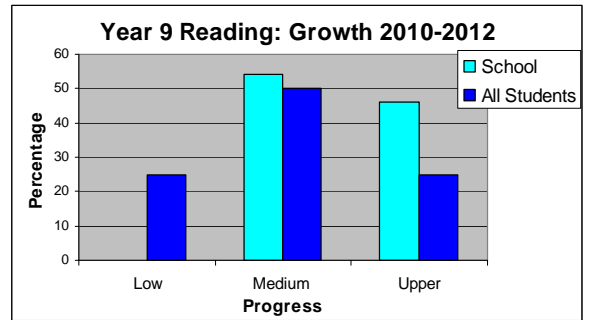


### Growth Results compared to National Growth rates Reading Growth

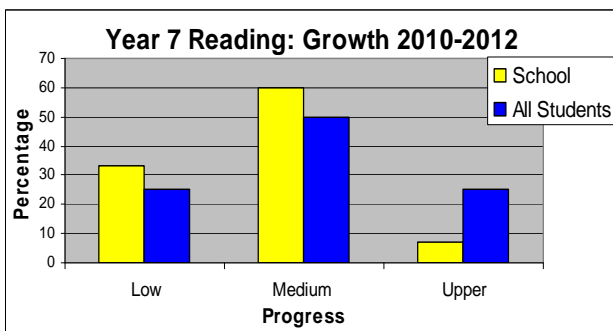
Year 3-5



Year 7-9

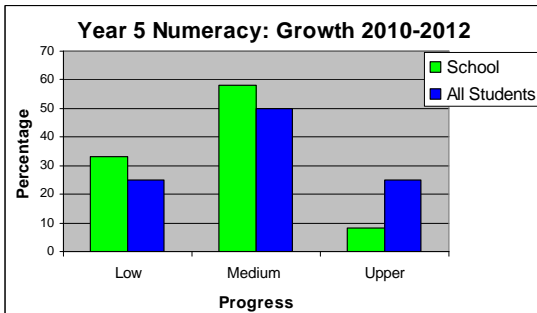


Year 5-7

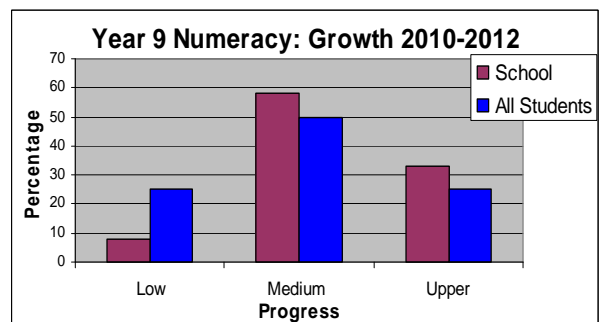


### Numeracy Growth

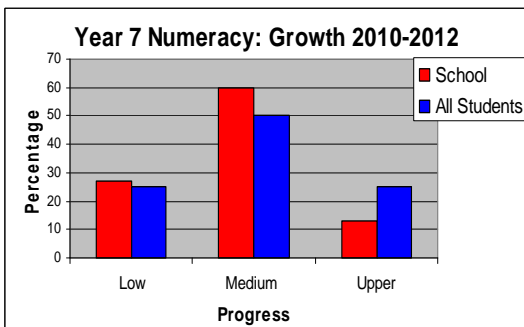
Year 3-5



Year 7-9



Year 5-7





**NAPLAN Summary**

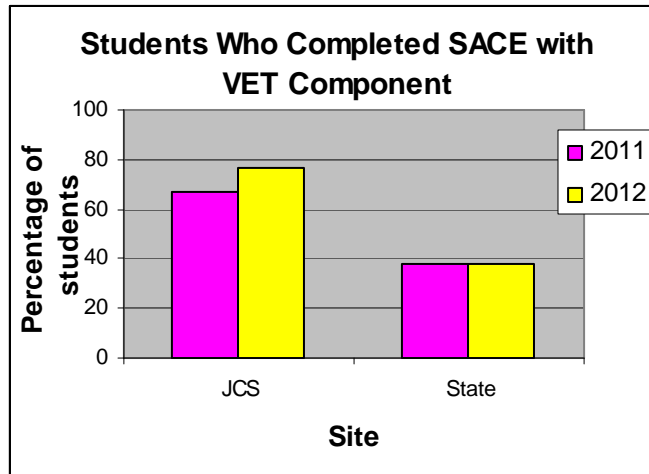
Taking into account all of the NAPLAN data, the following conclusions can be drawn:

1. Numeracy is an area that will need greater attention across the school.
2. Literacy results are mixed. Therefore, we need to maintain areas that are working well such as Reading and provide a renewed focus on others such as Writing. While Reading results are good, they are not up to the levels that could be expected based on Running Records. This indicates more of a focus may be required on Reading Comprehension.
3. Results are generally not up to expectations. This may indicate a need for more attention to Test Literacy so that students are able to demonstrate their knowledge and ability in a test environment using the type of materials not currently used to any great extent.

**Senior Secondary**

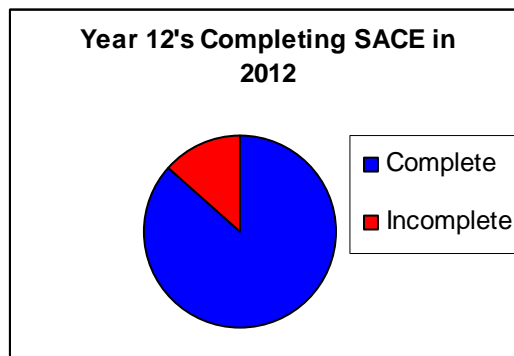
**Students who completed the SACE and also studied VET**

In 2012 Jamestown Community School has maintained a high level of VET student enrolments through a variety of programs.



**SACE Completion**

Of the fifteen Year 12 students in 2012, only two did not complete their SACE. Of the two students who did not complete the SACE, one has returned to complete Year 13 and the other has gained an apprenticeship.

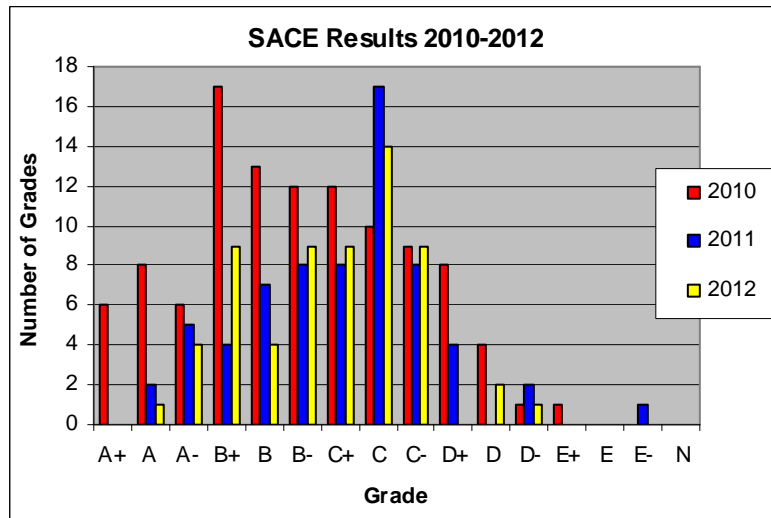






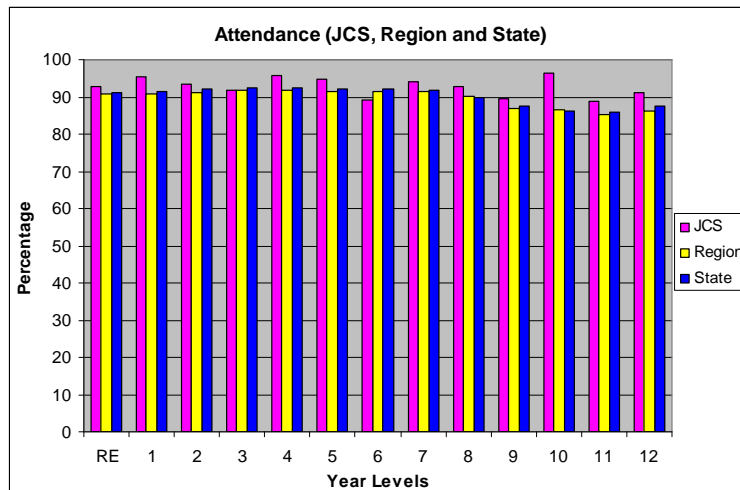
### SACE Results

The SACE results further support a focus of Attend to Culture with an expectation of striving for excellence.



### Student Data

#### Attendance



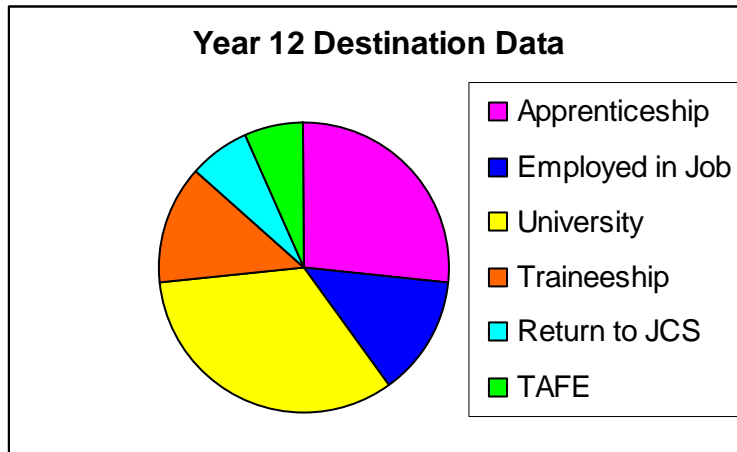
Overall our percentage of attendance rate is above the State and Region percentages. Our Senior School (Year 10-12) are higher than the State and Region percentages. The excellent attendance is attributed to the School Based Apprenticeships and VET programs we have in place. The Year 10 attendance rate is particularly high, this is attributed to the cohort of students who are more academically orientated.

Non-attendance is managed by homegroup teachers who follow up with parents regarding unexplained absences. If no explanation is given written communication to parents is sent. In extreme cases students are referred to the regional Student Attendance Officer. Intervention meetings are held with parents, the Principal and the Attendance Officer, to work through strategies to engage students in school and offer support through outside agencies.

#### Destination

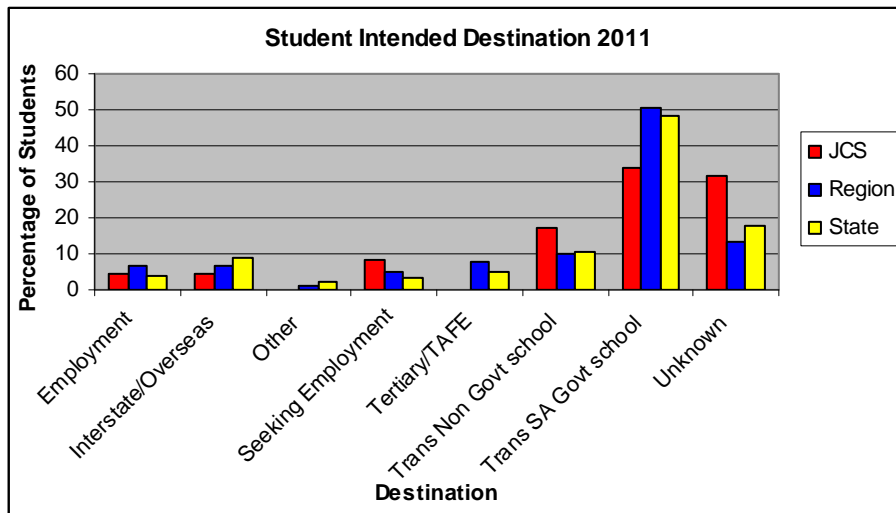
##### Year 12 Student Destination

Fifteen students completed Year 12 in 2012. Thirteen completed their SACE Certificate. Ten students chose to complement their studies with VET. The success of our Year 12 school leavers is attributed to our VET and SBNA programs in place for Year 11 and 12 students.



### Student Intended Destination

Only 2011 data available at time of Annual Report being written. The unknown figure is large due to Year 12 students from 2010 being automatically entered as an unknown destination in the end of year rollover.



## Student Intervention and Support

### Bullying and Harassment

Bullying Audit was completed in term 1. It was not completed again in term 3 due to a perception that it was not a true reflection from students.

With a Student Counsellor appointed in 2012 we have seen the introduction of a number of student centered programs based on developing positive social skills.

Junior school students attended a performance called 'The Bullying', this was followed through with staff in Pastoral Care programs to enforce the common language. *(Photo above of 'Bullying' performance).*

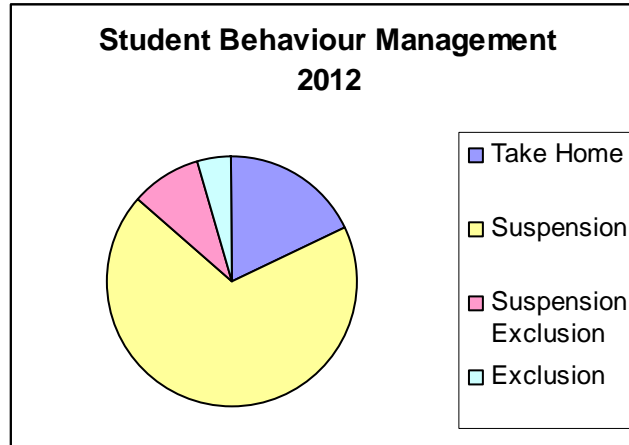


A confidential generic email address was setup so students could email the Assistant Principal about any harassment or bullying issue. These emails were only read by the Assistant Principal.



### Student Behaviour Management

Student Behaviour Management data is recorded using the DUX software. All incidents reported are recorded in DUX. For 2012 there were 325 incidents recorded. Below is a table summarizing the types and number of incidents. School based incidents were not reported on the graph below they include, diary notes home, student spoken to, time out in admin, time out in classroom and internal suspension.



### Client Opinion

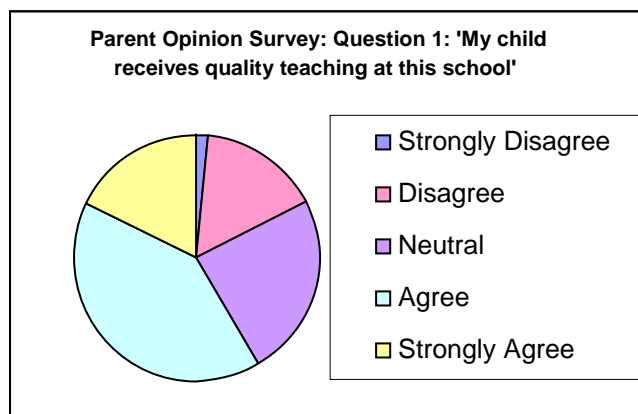
JCS Perception Data is gathered from the DECD online surveys for Year 4 - 12 students, staff and parents randomly selected by DECD. The information provided is collated by DECD and returned to the school in summary form with graphs and comments.

Opinions were sought from all three groups in the following areas: Quality of Teaching and Learning, Support of Learning, Relationships and Communication and Leadership and Communication.

The overall picture indicates that perceptions of the school are similar to state wide results.

A few concerns of an individual nature were raised, with one common concern about the school's communication processes.

All feedback has been considered in the planning and procedures for 2013.



A sample of the results from question one of the Parent Opinion Survey.



**Staff**

**Teacher Qualifications**

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

Qualification Level	Number of Qualifications
Graduate Degrees or Diplomas	31
Post Graduate Qualifications	14

*Please note: Staff that 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**

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0	20.00	0	9.25
Persons	0	22	0	12

**Financial Statement**

**Income by Funding Source**

	Funding Source	Amount
1	Grants: State	\$25 872.48
2	Grants: Commonwealth	\$17 006.00
3	Parent Contributions	\$70 117.24
4	Other	\$3 165 327.30

**Annual Report Recommendations**

1. Numeracy is made a priority on the 2013 Site Improvement Plan. Funding to be provided through the JCS Budget to enable participation in Training and Development programs and purchase of learning resources.
2. WRAP is maintained. Funding to be provided through the JCS Budget to support ongoing training and development.
3. Test Literacy for students is supported through purchase of relevant student resources. Funding to be provided through the school budget.
4. JCS student learning resources are audited to ensure that all available resources are able to meet learning needs of all students with a focus on providing opportunities for students to be extended and to excel.
5. School communication and student behaviour management processes are reviewed in consultation with staff, Governing Council and the wider community.