



# Jamestown Community School Annual Report 2014



**Government of South Australia**

Department for Education and  
Child Development

## 1. CONTEXT

<b>School Name:</b>	Jamestown Community School	<b>School Number:</b>	0777
<b>Principal:</b>	Mr Mathew Evans	<b>Partnership</b>	Upper Mid North

Jamestown Community School is an R-12 school providing educational opportunity to the students of our community. The students are managed in three sub-schools; R-5, Years 6-9 & Years 10-12. 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.

## 2. REPORT FROM GOVERNING COUNCIL

Our school is fortunate to have the support of a large Governing Council with many new members joining at our AGM in the first Term. Through a number of committees this group of Parents and Staff provides leadership support in the implementation of school policy, strategic direction and the financial management of the school.

Earlier in the year, our Council Members along with Jamestown Community Children's Centre Governing Council Members were involved in Governance Training delivered by Regional Director, Terry Sizer. This was a very informative night reminding us of our responsibilities to support the leadership of the school and the great importance of strengthening relationships between parents, staff and students.

We congratulate the Jamestown Community Children's Centre on a very successful and exciting opening in June bringing to our site the Minister for Education and Child Development, The Hon. Jennifer Rankine MP and The Chief Executive Mr Tony Harrison.

We are continuing to spend money to improve the technology capabilities within the school with the upgrade of hardware to address the issues with the ever increasing use of technology as part of today's education.

I would like to thank the 2014 Governing Council Members for their very professional conduct and honesty during discussions at meetings. Also for their participation and commitment to sub-committees, working with staff to provide a safe environment catering for students of all talents, disciplines and capabilities. We have spent time this year reflecting on our structures and discussing positive changes to move the school and our Governing Council forward into 2015.

Each year the Governing Council vigorously reviews the school budget and ensures the spending is directly benefiting the students. I thank the parents for continued support of

the Materials & Services Charge as without this money we could not continue to maintain our budget.

Special thanks to the staff as once again Jamestown Community School has provided subject diversity. Some examples include a language being introduced into the junior school, once again agriculture is being introduced to students, and more VET courses than ever being undertaken in the senior school.

While we are growing this education diversity, we are proud that our academic achievements are continuing to rise each year. Reflecting on 2013, two Year 12 students gained an ATAR score in the 90's and many students were offered admission to their first preference at University. This is due to the commitment of our teachers and the smaller class sizes, maximising the amount of contact each students can have with their teachers. To this year's Year 12's, we admire your courage and resilience through your final year of school and you should be extremely proud of all your achievements. Congratulations on your graduation and best wishes for all your tomorrows.

Once again I would like to congratulate all students of JCS for their outstanding academic, community, music and sporting achievements in 2014. Schooling is not just about academics, but parents and staff working together to provide a solid foundation of life skills for our children to achieve in all aspects of life.

For the final time as Chairperson I would like to thank all Governing Council Members for their hard work in 2014 and express my appreciation to Principal Mat Evans and the staff for the ongoing support of the Governing Council and most importantly caring for the well-being our children.

Michelle Stacey (Chairperson, Jamestown Community School Governing Council)

### 3. 2014 HIGHLIGHTS

Community support continues to be strong this year, including Christian Pastoral Support events (Christmas in June, Games Club), JETS, and Story Time. To help kick start our new Agriculture Program Darren and Julie Crouch from Rhynie donated sheep, and Neville Jacka and Leon Hams assisted in their maintenance. With the Year 10 students also raising chickens this year students are excited to see animals returning to the school.

Strong partnerships between students, staff and families were evident at the Year 12 dinner attended by students, parents, and teachers both past and present. The personalised messages presented from staff to each of our students regarding their personalities, interests, and aspirations were reflective of the knowledge of each student as an individual. We wish our school leavers the very best for their future endeavours as they have worked hard for their successes.

While we have farewelled our school leavers who are destined for further study or employment, we also have continually welcomed new families across the school this year. Students transitioning into Reception at JCS for 2015 have benefited from our developing partnership with the Jamestown Community Children's Centre (now co-located with JCS).

I was honoured to be able to show our school to The Hon Jennifer Rankine, Minister for Education and Child Development, and Chief Executive Tony Harrison during their visit when to our school while they were here to open the new Children's Centre. Both the Minister and the Chief Executive were impressed at the level of commitment to student learning at our school, and cited our WRAP program as a particular highlight.

While we continue to enjoy our successful partnership with the MNSEC group of schools, this year has also seen us forging much stronger links with other Preschools, Primary, High and Area Schools across our region in the new Upper Mid North Partnership as part of the DECD Local Partnerships strategy. These collaborations foster the more efficient use of resources, sharing of good practice, reduction of isolation and ultimately improved outcomes for all students.

Jamestown Community School is a result of the students, staff, parents and community who support us. We are thankful for all those who have supported Jamestown Community School in 2014 to make our school the extraordinary place it is to come and learn each day, and look forward to working in partnership with you to support student learning in 2015!

### **Highlights and Achievements**

- Visit from The Hon Jennifer Rankine, Minister for Education and Child Development, and Chief Executive Tony Harrison
- Year 12 Student, Gracie Francis, received a Pierre de Coubertin Award
- Year 11 Student, Mac Stacey, was one of 24 students selected across SA to attend the SAPOL leadership camp
- Southern Flinders Business Employment and Training Awards
  - Nick Rynne recognised in outstanding school-based apprenticeship category
  - Past student Jye Peacock received commendation in Apprentice of the Year
- Student, Andrew Schulz, participant in Nyrstar Careers Pilot Program
- Return of Agricultural Studies
- Open mornings
- Australian Curriculum implementation

### **Extra Curricula Activities**

- Camps and Excursions to – Caltowie Corridors of Green Field Day (Appila Springs), Year 9 Ski Trip, Year 11/12 Canberra Camp, Year 8 Port Vincent Aquatics Camp, Operation Flinders, Year 10 Career trip to Adelaide, Year 4/5 trip to Port Augusta
- Arts Evening
- MNSEC Showcase
- Duke of Edinburgh Award
- Interschool Gymkhana
- MNSEC Swimming, Athletics, Football, SSSSA Adelaide Swimming and Athletics
- Knock Out Sports: Netball, Touch Football, Tennis, Basketball, Soccer
- MNSEC Carnivals: 5 a-side Soccer, 9 a-side Football, Tag Rugby
- SAPSASA – Swimming, Athletics, Netball, Soccer, Cross Country, Tennis, Cricket

- Sports Day, Swimming Carnival, Sports Clinics (Tag Rugby, Cricket)
- Year 10 Science and Engineering Challenge (winners at the Port Pirie division, 5<sup>th</sup> place in State Final)
- East of the Ranges Choir

#### 4. SITE IMPROVEMENT PLANNING AND TARGETS

	<b>Site Priority 1: <i>All students demonstrate high level numeracy skills through engaging teaching and learning practices</i></b>					
<b>Strategies</b>	<p>Development of an action plan with a focus on implementing of Ann Baker strategies, as a means of developing consistency and common agreements across the school. As a result 3 staff undertook a program with Ann Baker as part of the Flinders and Upper Mid North Partnership sessions with the view to disseminate the knowledge to all staff. Additionally a number of staff including TRT's undertook training with Ann Baker in holiday time.</p> <p>Development of folders for all Maths teachers that included strategies and common language expectations.</p> <p>Increased level of conversation and uptake of strategies across Primary and Middle school teachers.</p> <p>Participation in PLC across the partnership about Numeracy and Maths strategies and development of tasks</p> <p>Perception that students undertook PAT M testing with greater focus and in improved conditions</p>					
<b>Indicators</b>	<p>Maintain the number of students achieving above the NMS at 90% and higher in NAPLAN Yr 3, 5, 7 &amp; 9</p>		<p>2014 Results:</p>	<p>Year 3 100%</p>	<p>Year 2 92%</p>	<p>Year 7 100%</p> <p>Year 9 96%</p>
	<p>Numeracy Continuum being used across the site by all teachers</p>		<p>2014: Now being used in Mathematics but yet not across curriculum areas</p>			
<b>Evaluation</b>	<p>The targets based on the National Minimum Standards were met There remains work to do on the Numeracy Continuum</p> <p>Recommendations for 2015:</p> <ul style="list-style-type: none"> <li>• Focus on the Higher Band achievement and growth for students</li> <li>• Use the Standards of Educational Achievement as Indicators in 2015</li> <li>• Professional Development for all staff in Numeracy, increasing common language, understanding and familiarisation of numeracy continuum</li> <li>• Complete the checklist and mapping of numeracy continuum across the site</li> </ul>					

	<b>Site Priority 2: <i>All students demonstrate high level literacy skills through engaging teaching and learning practices with a focus on reading</i></b>					
<b>Strategies</b>	<p>Teach test and assessment literacy including unpacking questions and assessment criteria Timely analysis of data informs classroom intervention, planning and pedagogy Whole school approaches to teaching and learning in Literacy includes:</p> <ul style="list-style-type: none"> <li>• Mental actions</li> <li>• Programmed reading opportunities</li> <li>• Précis writing</li> <li>• Incorporate strategies to consider and reinforce inferential thinking</li> </ul>					

<b>Indicators</b>	An increase of 20% of students achieving in the higher bands in NAPLAN Reading (growth based on previous year's %)				
	<b>Year</b>	<b>2013</b>	<b>2014</b>	<b>Difference</b>	<b>% Increase/Decrease</b>
	3	33.3	41.7	8.4	25%
	5	21.7	15.4	-6.3	-29%
	7	13.6	21.1	7.5	55%
	9	2.9	17.9	15	517%
	All students at JCS will achieve level 30 in running records or a minimum reading age of 10: Year Two Student 2014 Achievement:				
	<b>Level 30</b>	<b>Level 25-29</b>	<b>Level 20-24</b>	<b>Level &lt;20</b>	
	9 students	6 students	5 students	3 students	
	39%	26%	22%	13%	
<b>Evaluation</b>	The targets based on the students in higher bands were met for year 3, 7 and 9 however a closer look at the data shows a variable result over the last 6 years so this will need further attention in 2015 and beyond. There also remains work to do to make sure all students are achieving required levels in Running Records.				
	Recommendations for 2015: <ul style="list-style-type: none"> <li>• Focus on the Higher Band achievement and growth for students</li> <li>• Use the Standards of Educational Achievement as Indicators in 2015</li> <li>• Professional Development for all staff in Reading instruction</li> <li>• Review of intervention strategies and the use of data to inform</li> </ul>				

	<b>Site Priority 3: <i>Develop a positive school community where all students demonstrate a willingness to engage with teaching and learning</i></b>			
<b>Strategies</b>	Better inform parents through ICT (eg text messages, email newsletter, Facebook) Regular communication with community by using local press (including Jamestown Journal) Information sharing from opinion surveys so teachers have knowledge to implement change Review attendance policy including referrals Activities for students during lunchtimes (eg games club) Better educate in what bullying is for students and staff Ensure bullying incidences are followed up using the correct procedures			
	<b>Indicators</b>	Valuing Parent Feedback: Increased by 50% the number of parent opinion surveys returned		
<b>2013</b>		<b>2014</b>	<b>Difference</b>	<b>% Increase/Decrease</b>
21		41	20	95% Increase
93% Attendance for 2014 2013: 92%      2014: 90.1 (4 term average across the school)				
Increase "My child feels safe at this school" by 0.2 (3.8 to 4.3) 2013: 3.8      2014: 3.9				
	All students at JCS will achieve level 30 in running records or a minimum reading age of 10: Year Two Student 2014 Achievement:			
	<b>Level 30</b>	<b>Level 25-29</b>	<b>Level 20-24</b>	<b>Level &lt;20</b>
	9 students	6 students	5 students	3 students
	39%	26%	22%	13%

<b>Evaluation</b>	<p>The targets based on increased parent feedback were met but needs further attention as with almost doubling our responses we are still only hearing from 25% of our families Attendance has dropped and perceived safety at school has not increased by much so both of these areas will also need further attention.</p> <p>Recommendations for 2015:</p> <ul style="list-style-type: none"> <li>• Find ways to increase the value of parent feedback</li> <li>• Focus on the increase of attendance</li> <li>• Identify ways to increase the perceived safety at school, work with student Engagement and Wellbeing Coordinator to get feedback from students and act on this</li> </ul>
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#### 4.1 Junior Primary and Early Years Scheme Funding

Early years component \$3329 and Early literacy learning \$5596 were used to contribute to keeping Early Years classes lower in student numbers, and in SSO support for targeted students.

#### 4.2 Better Schools Funding

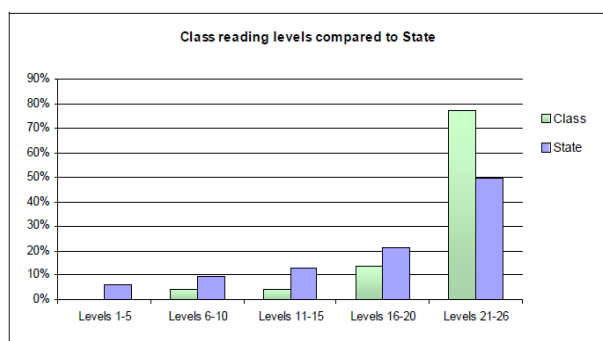
Better schools funding (\$7587) was used to supplement the additional 20 hours per week of targeted SSO time allocated to students identified as at risk in literacy and/numeracy but are not already receiving support through being identified as a student with disability. The funding was the equivalent of 5 hours per week.

### 5. STUDENT ACHIEVEMENT

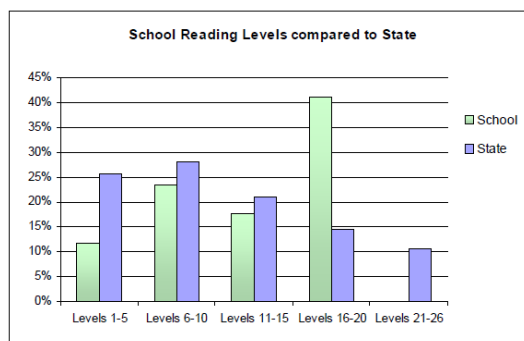
#### Running Records

Running records are conducted in Term 1 and 3. In comparison to the state results, the data indicates that we have a high proportion of students in the top levels.

**Year 1**

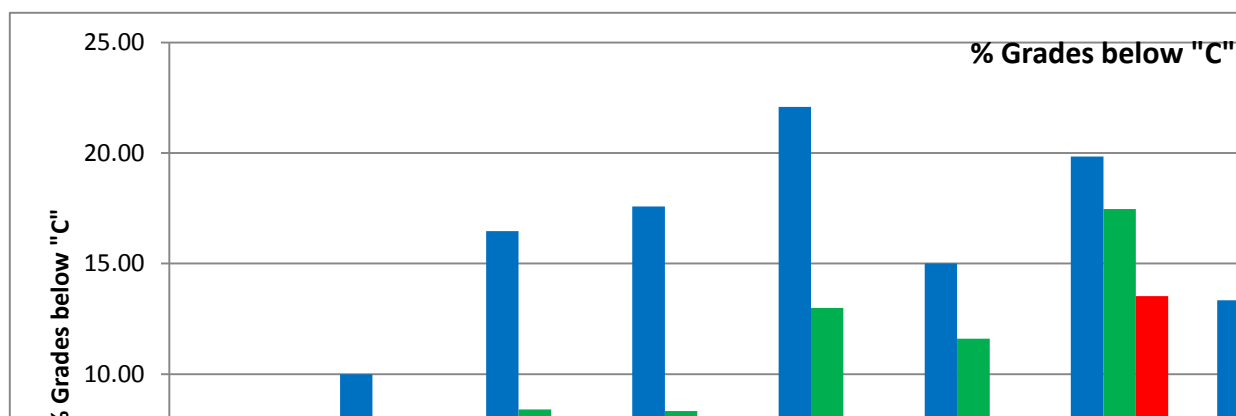


**Year 2**



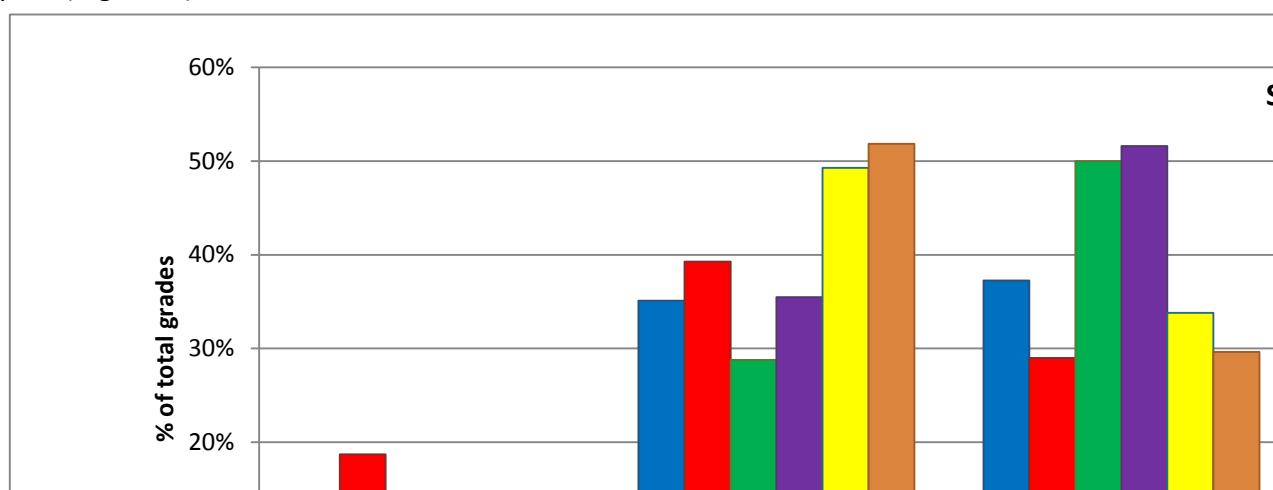
#### Subject Grades

At our student free day in Term 4 we evaluated the previous 3 semester's grades from year 1 to year 11. We believe that the decrease in failing grades in EVERY year level in this time is a direct result of the professional development by staff in moderation of student achievement, increasing teacher quality, high standards expected of students, improved task design to give students opportunities to learn and demonstrate skills, targeted intervention, and in the collecting and reporting of evidence of student learning.



### SACE Results

A and B grades are on the increase (over the last 3 years for As and 4 years for Bs), continuing with our objective to have a higher percentage of students gaining higher than a pass (C grades).



## 5.1 NAPLAN

### Student Mean Scores

Some observations on the site summary data are included here, however staff have spent time analyzing the site, class, year level and student data to identify areas of development for the school, year levels and individuals in 2015 and beyond.

#### Numeracy:

All years, 3, 5, 7 and 9 have increased the mean score on last year.

#### Reading:

Year 3, 5, 7, and 9 have maintained or increased mean scores on last year.

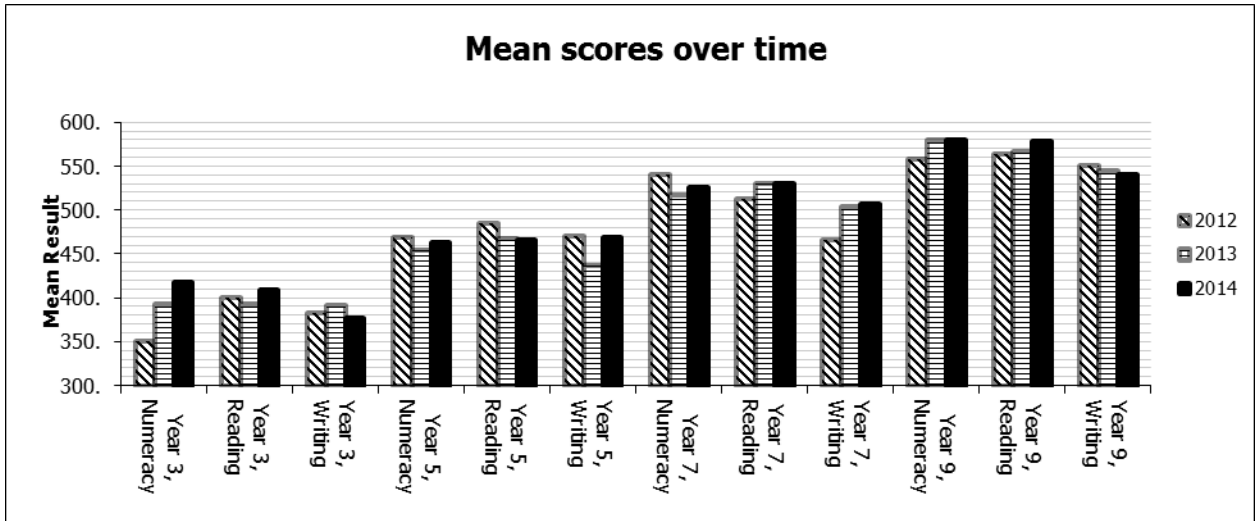
#### Writing:

Year 3 and 9 have slightly decreased; Year 5 and 7 have increased mean scores on last year.

#### Spelling:

Year 3, 5 and 9 spelling have increased over the last three years; Year 7 has dropped to 2012 level.





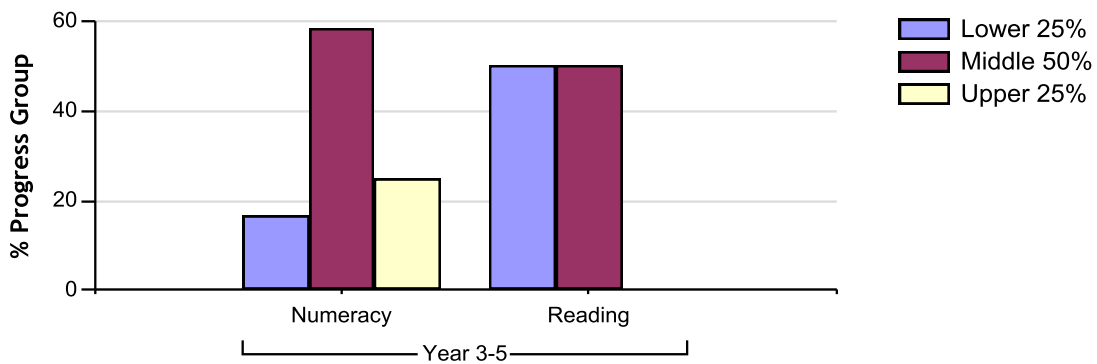
**Growth**

In NAPLAN growth (see graphs below):

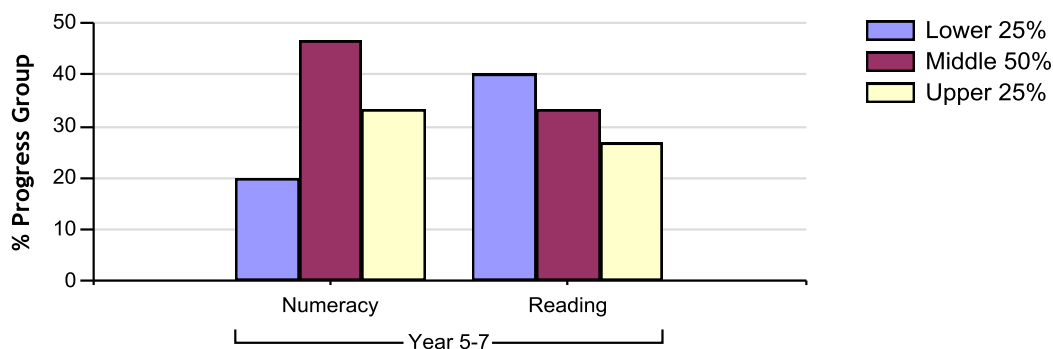
Year 3-5 Growth has shown improvement in higher growth for Numeracy, however attention will be needed in 2015 to have students pushed into the higher growth of Reading.

Numeracy in Year 5-7 and Year 7-9 have a higher proportion of students in the higher growth category, as does Reading in Year 7-9 growth, however Reading in year 5-7 growth needs attention to push students into higher growth bands.

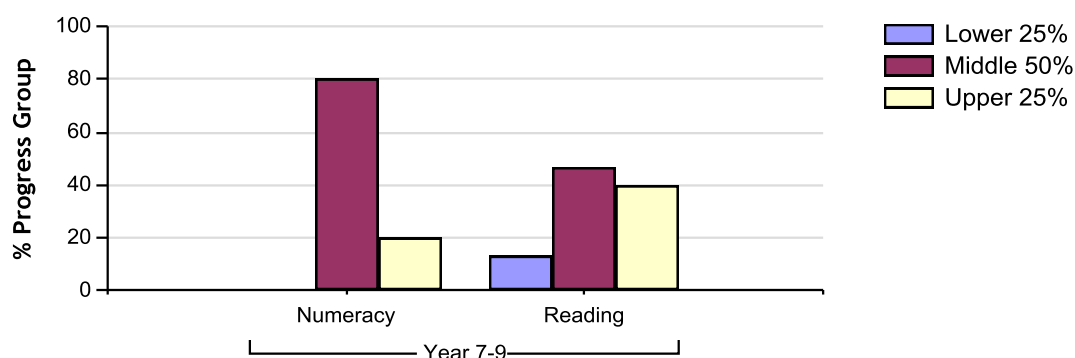
**NAPLAN School Growth: Year 3-5**



**NAPLAN School Growth: Year 5-7**



**NAPLAN School Growth: Year 7-9**



## 5.2 Senior Secondary

### Students Undertaking Vocational or Trade Training

Year 12 – 33% Students (4 out of 12)

### Students in Yr 12 Attaining a Yr 12 Certificate or Equivalent VET Qualification

Eleven out of the Twelve Year 12 students (92%) successfully completed their SACE.

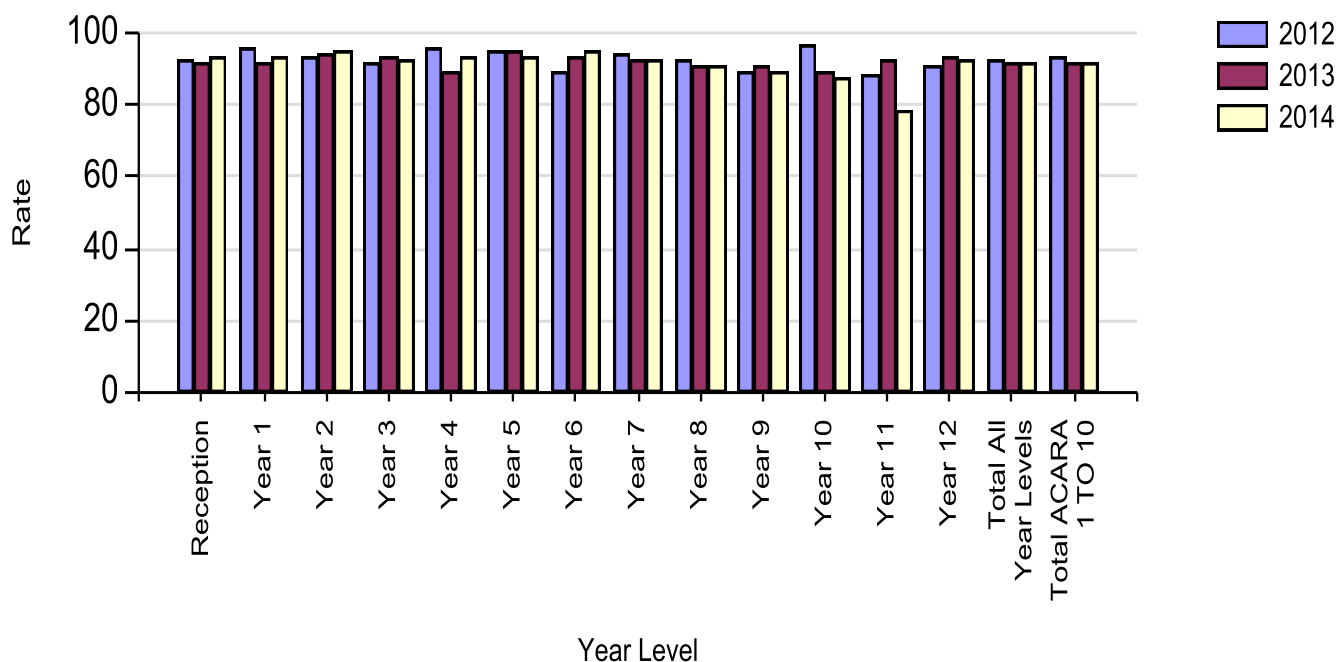
## 6. STUDENT DATA

### 6.1 Attendance

Semester 1 attendance was at 91.6% across the school (a 0.5% decrease on 2013, an average of 1.3 day per student over the year). The 4 term average was 90.1% so improvement is required in 2015 to enable JCS to reach 95% by 2016. While we have had some chronic non-attenders this year we also have families who take students on holidays during term time. We will continue to raise the profile of school attendance so that more parents support continuous student attendance.

Non-attendance is managed by home group 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.

### National Attendance Rates Semester 1



## 6.2 Destination

### Intended Destination

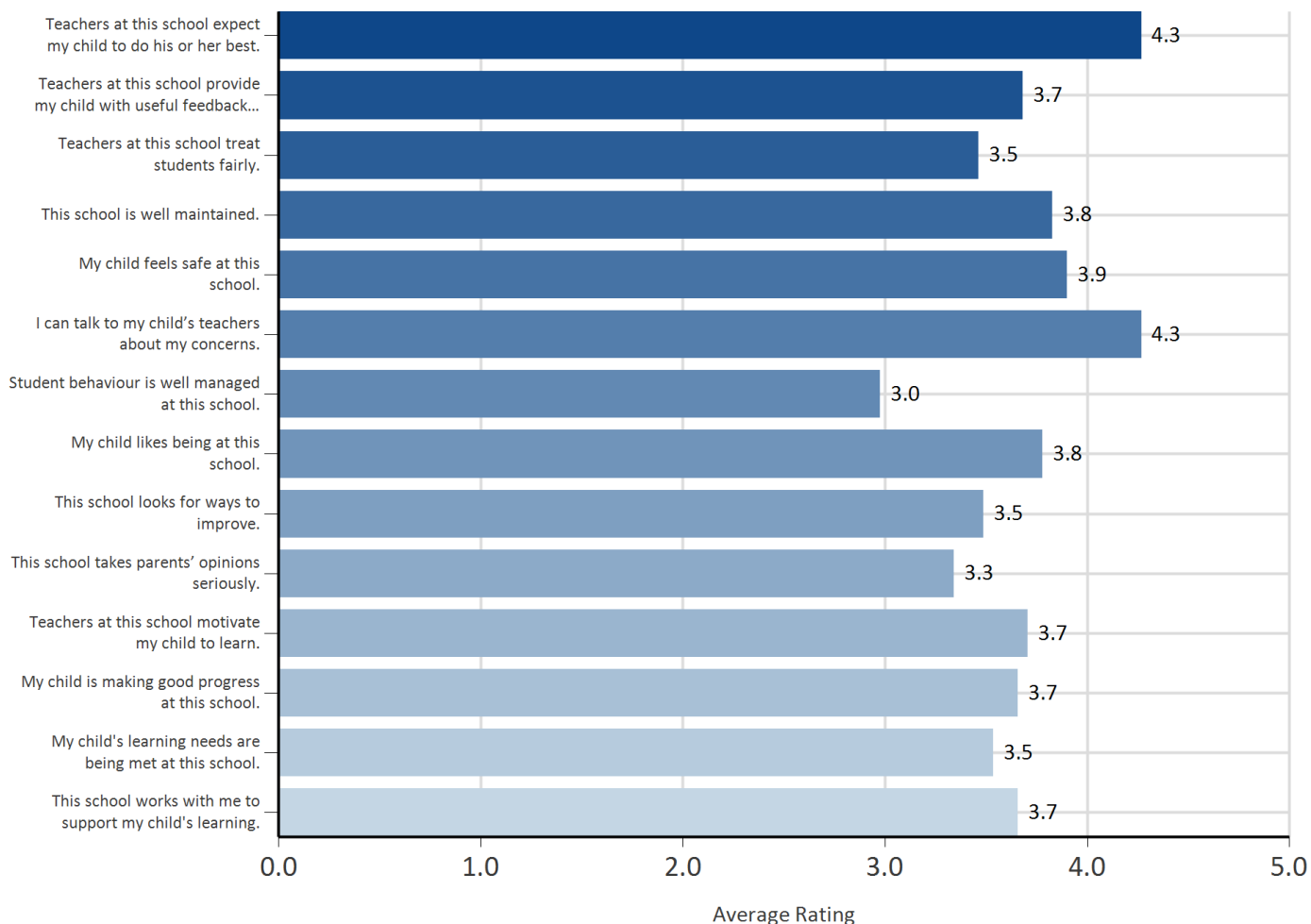
Leave Reason	2013			
	School		Index	DECD
	No	%	%	%
Employment	2	3.1%	3.5%	3.0%
Interstate/Overseas	4	6.2%	10.5%	10.1%
Other	1	1.5%	0.5%	1.4%
Seeking Employment	1	1.5%	3.2%	3.6%
Tertiary/TAFE/Training	1	1.5%	5.5%	4.6%
Transfer to Non-Govt Schl	8	12.3%	10.2%	9.7%
Transfer to SA Govt Schl	31	47.7%	46.2%	47.4%
Unknown	17	26.2%	20.3%	20.1%

## 7. CLIENT OPINION

This is the second year of the new electronic format for the Opinion Survey (hard copies were also available). We were pleased to see 41 respondents; this is up from the 21 received in 2013. The largest increase in responses were from middle school parents.

### Parent Opinion Survey (National Survey Questions)

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1
N/A	Null



While school review processes constantly look for ways to develop all of the above areas we will be particularly interested in examining the two lowest rating questions, student behaviour management, and the school taking parents' opinions seriously. Student behavior management has gone down by 0.2, this will be a focus in 2015, particularly around consistency across the school as this was the emphasis in the written feedback. The other lowest rating from 2013, Teachers at this school treat students fairly, has increased by 0.2 but still remains one of the lowest ratings.

My School website <http://www.myschool.edu.au/>

## 8. ACCOUNTABILITY

### 8.1 Behaviour Management

#### BULLY AUDIT, TERM 3

- The audit was conducted in Term 1 and Term 3 of this year.
- Reception to Year 5 students completed a paper copy of the survey. Year 6-12 students completed the survey online. A couple of students from each class/year level participated in the survey at one time rather than a whole class, where students feel more comfortable to complete the survey in an honest manner.
- The whole staff looked at the results for the survey in Term 3. A number of suggestions were recommended upon reviewing the results.
  - It was suggested that we continue with the same format of removing a few students from each class to complete the survey online. The answers seemed to be more honest than previous years.
  - Students need to know the follow up of the actions taken once they have told a teacher. Teachers need to ensure they let the students know what is happening in regards to their investigation of the bullying. Students do not feel as though their report of bullying is being taken seriously or that any action is taken. If students are given feedback on what action was taken, then more students may feel more comfortable and know their complaint is going to be taken seriously by all staff.
  - All classes are provided with bullying/harassment forms so teachers and students are able to complete when they wish to make a report. This ensures that staff and students can follow up on the process and that it is in writing.
- The above actions can be completed immediately. Hopefully by addressing these issues it may further reduce bullying at JCS or students will have more confidence in telling a teacher to ensure action is taken.

Jillian Hudson (R-12 Counsellor)

### 8.2 Relevant History Screening (*formerly Criminal History Screening*)

This year saw a significant increase in the general awareness by all 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 Councilors, Canteen Volunteers, and Parent Volunteers.

### 8.3 HUMAN RESOURCES - Workforce Data

#### 8.3.1 Teacher Qualifications

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	34
Post Graduate Qualifications	12

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.

#### 8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalent	0	21	0	7.92
Persons	0	23	0	11

## 9. FINANCIAL STATEMENT

#### Income by Funding Source

	Funding Source	Amount
1	Grants: State	3095410
2	Grants: Commonwealth	35670
3	Parent Contributions	115134
4	Other	70205