



Jamestown Community School Annual Report 2013



Context

School Name:	Jamestown Community School	School Number:	0777
Principal:	Mat Evans	Region:	Yorke and 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 the Regional Office. 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.

2013 Highlights

Highlights and Achievements

- PreSchool and Childrens Centre relocated to new facility on the school site
- Two teachers, Danya McKay and Tyler Hogan nominated for SA public teaching awards
- Successful involvement in the Students with Disability Data collection Round One
- Open mornings and grandparents day
- Picnic In The Park, a free community event, attended by over 400 people
- Two students earned Silver Duke of Edinburgh Awards
- Student Jeremy Abbott achieved a Pierre de Coubertin Award
- Lunchtime Games Club highly successful, averaging 40 students
- Australian Curriculum implementation

Extra Curricula Activities

- Choir – performance at the Keith Michell Theatre
- Arts Evening
- Junior School Open Mornings
- Camps/Excursions to – Appila Springs, Ski Trip, Canberra, Port Vincent Camp, MNSEC Showcase, Operation Flinders
- Duke of Edinburgh Award
- Interschool Gymkhana
- 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
- SAPSASA – Swimming, Athletics, Netball, Football, Soccer, Cross Country
- Sports Day, Swimming Carnival, Sports Clinics ie Tag Rugby, Cricket

Report from Governing Council

2013 has been a year of change, particularly with Ken Campbell vacating as Chairperson of the Governing Council. We thank Ken for his purposeful 6 years in the Chair. Tyler Hogan was our acting principal for Term 1 and we thank her for her continued commitment and passion towards education. Mat Evans joined our School Community as Principal starting Term 2. Mat has shown he is committed to our school and to preparing our children for the challenging world ahead. We welcome him and his family to the school and the Jamestown community.

With so much change within our school over the last 12 months there has certainly been challenges along with triumphs and personally a lot of learning and I thank the entire school community for their patience and support.

Some of the achievements and activities of the school involving input and support from Governing Council in 2013 have included:

- The privilege of welcoming many new families to the school community - students and staff alike.
- The continued great work of the Student Welfare & Chaplaincy Committee with yet another successful Picnic in the Park and various other support activities for our students and youth of Jamestown.
- We have welcomed the Jamestown Community Children Centre to our site and look forward to strengthening our connection.
- The completion of the building work has also seen new classrooms and extended sport stadium facilities, inspiring excellence both within and beyond the four walls of the classroom.
- A huge addition to the Council this year has been the development of the Fundraising Committee. I would like to thank Sam Wytkamp and Libby Jacka for bringing their initiative to fruition.
- With the forever rising cost of utilities being a continued strain upon our school budget our Asset Management Committee has begun the installation of a bore to help maintain our wonderful school grounds.
- Our Finance Committee has the task of vigorously reviewing the school budget and trying to maintain a position to be able to upgrade our school facilities. We have recognised the area of technology to be a high priority for 2014.
- Our many other sub-committees have continued to meet regularly throughout the year to work in partnership with the staff to aid in the education of each student in a safe and supportive learning environment.

I would personally like to congratulate the students, particularly for their outstanding academic, community, music and sporting achievements. We have seen many students represent our school at a higher level in various sports, participate in music events and recognised for contributing to the wider community.

Schooling is about more than just educating the students academically but about preparing them for life with a rounded education involving personal development outside the classroom as well. This is evident in our graduating Year 12's and I wish them all the best in all their future endeavours.

Finally, as Chairperson I would like to take this opportunity to express my appreciation of the involvement and commitment by all members of the Governing Council and to everyone who has actively become involved in their child's schooling. *"Nobody can do everything, but everyone can do something"*. And to the staff, thank you for working with us to provide the very best for our children and young people.

Site Improvement Planning

SITE IMPROVEMENT PLAN 2013

Site Priorities	Strategies	Indicators	Evaluation
<i>All students demonstrate high level numeracy skills</i>	<ul style="list-style-type: none"> Numeracy Coach working with all staff on Big Ideas in Number. All students tested in PAT-Maths from year 3-10 Developing common language for numeracy Development of numeracy skills checklist. 	<ul style="list-style-type: none"> 90% of Year 3, 5, 7, 9 students reach National Minimum Standard in NAPLAN. Improvement by 10 % in Stanine 5 and above from Year 3-10 to 47%. 	<ul style="list-style-type: none"> NAPLAN targets reached (yr3 100%, yr5 96%, yr7 100%, yr9 94%) Big Ideas in Number training delivered by Numeracy Coach in term 3, also in class support PAT Maths testing for new students in Term 1, retests in Term 4 PAT-M 10% target but 6% actual: <ul style="list-style-type: none"> Students Stanine 5 and above For 2013 43.1%
<i>All students demonstrate high level literacy skills</i>	<ul style="list-style-type: none"> Develop metalanguage. Use vocabulary books across all curriculum areas to record subject specific language. All students tested in PAT-R Comprehension from year 3-10. Mental actions more visible and more consistently used in classes. Teachers model reading comprehension skills aloud regularly. Mental Actions/Reading to become focus of WRAP and Chat sessions. Use of SSO's to support intensive English needs where possible. Early Literacy improved through Time to Read in library 	<ul style="list-style-type: none"> 95% of Year 3, 5, 7, 9 students reach National Minimum Standard in NAPLAN. 40% of students achieve Stanine 5 or higher in PAT-R Comprehension. 	<ul style="list-style-type: none"> Spelling and reading in most year levels met the target however Writing and Grammar did not NAPLAN Reading: 3-88%, 5-96%, 7-95%, 9-100% Writing: 3-100%, 5-83%, 7-90%, 9-75% Spelling: 3-94%, 5-100%, 7-100%, 9-88% Grammar and Punctuation: 3-88%, 5-91%, 7-90%, 9-91% PAT-R testing: Yr3-56%, yr4-33%, yr5-44%, yr6-75%, yr7-47%, yr8-46%, yr9-53%, yr10-36% (with year 4 and year 10s the only ones that didn't exceed the target) Need to look at how to engage with reading comprehension to be more integrated Reading is a focus of WRAP and chat, and literacy circles has just been taught. Targeted students have been involved in intensive literacy and numeracy sessions



<p><i>Live our Values</i></p>	<ul style="list-style-type: none"> • SMS to parents for attendance. • Improve processes of consistency for SBM; pink slip recording, harassment procedure, prompt notification to sub school coordinator. • Development of processes for communicating with parents in most effective manner, maybe SMS/Facebook. • More effective use of noticeboards. • Community library information communicated. • Use of electronic notices by ALL homegroup teachers. 	<ul style="list-style-type: none"> • 95% attendance each term. • Improve communication in Student Behaviour Management with staff and parents. • Achieve 10% improvement in parent satisfaction with communication to 83% agree or strongly agree through Parent Opinion Survey 	<ul style="list-style-type: none"> • <i>SMS to be investigated for 2014 .</i> • <i>Actual Student Attendance at 92.1% needs continued improvement to reach 95% target</i> • <i>Consistency for SBM is still under review, identified as an ongoing concern in parent opinion survey</i> • <i>Parent communication electronic document created and being used to document communication with home</i> • <i>Facebook page has been increasing in use.</i> • <i>Electronic notices still not yet possible. May need to look at options</i> • <i>Parent Opinion Survey showed a 5% increase from 73% to 78%, work to continue in 2014</i>
<p><i>Improve standard of work at all year levels</i></p>	<ul style="list-style-type: none"> • Development of common assessment tasks and moderation processes for standards with differentiation between grade bands. • Mentoring Stage 2 students and those with alternate pathways. • Group moderation at hub meetings. • Celebrate/reward achievements; in class, at JS/MS assemblies. 	<ul style="list-style-type: none"> • SACE Achievement Rates are consistent with school and like school averages with 5% increase in the number of B and A Grades at Stage 2. • Grade distribution fits a normal curve. 	<ul style="list-style-type: none"> • <i>SACE Stage 2 Achievement Results met the target:</i> <i>'A' grade increase from 7 to 10% of all results</i> <i>'B' grade increase from 30 to 35% of all results</i> <i>'A' and 'B' grades 8% total increase</i> • <i>ACARA session with Allen Campbell with moderating of tasks. Primary staff to have further moderation sessions.</i> • <i>Hub groups are becoming an increased focus.</i> • <i>Mentoring is happening and will be further developed.</i> • <i>End of semester awards for merits.</i> <ul style="list-style-type: none"> • <i>MS are developing</i> • <i>JS are happening</i>

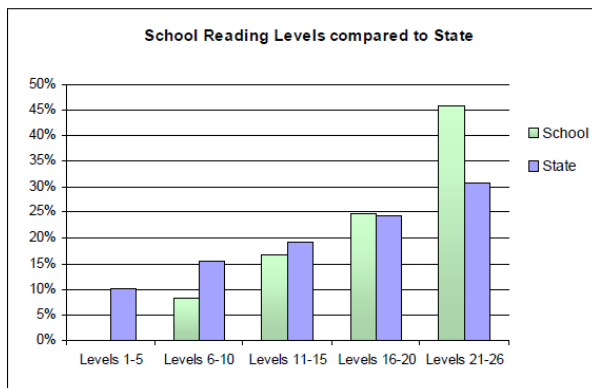


Student Achievement

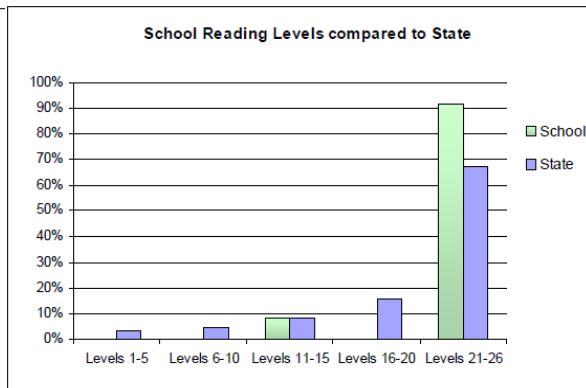
Running Records

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 Students Term 3



Year 2 Students Term 3



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 2014 and beyond.

Numeracy:

In year 3 the 2013 results are on an increase (after the 2012 drop) whereas year 5 & 7 have decreased on last year. Year 9 has slightly increased.

Reading:

Year 3 have had a slight decrease, year 5 has decreased but is still higher than the year before, year 7 has increased on the last two years, year 9 slightly increased but still lower than two years ago.

Writing:

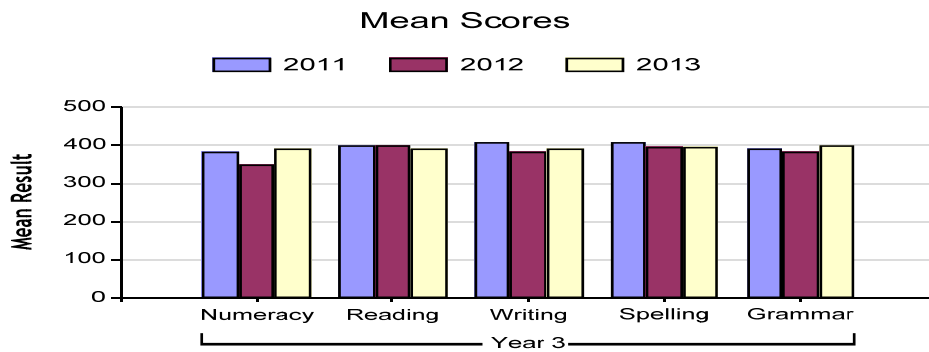
Year 3 has increased from a drop in 2012, Year 5 has decreased, Year 7 has returned to 2011 scores, Year 9 remains lower than 2011.

Spelling:

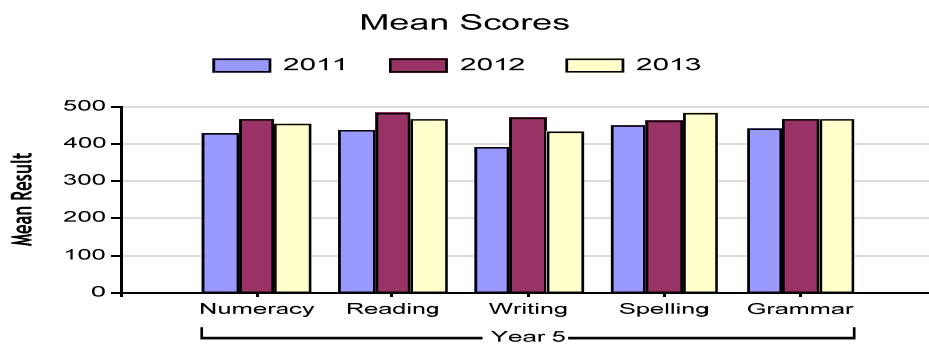
Year 5 spelling has been increasing over the last 3 years

Year 7 has increased on last year but year 3 & 9 are static over last two years

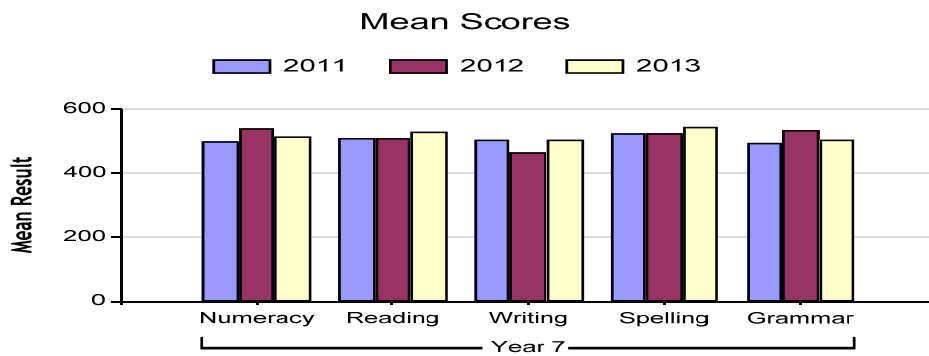
Year 3 Mean Scores



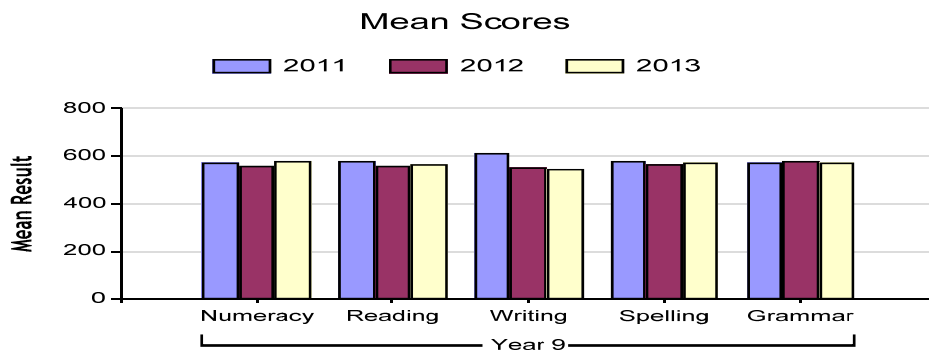
Year 5 Mean Scores



Year 7 Mean Scores



Year 9 Mean Scores



Growth

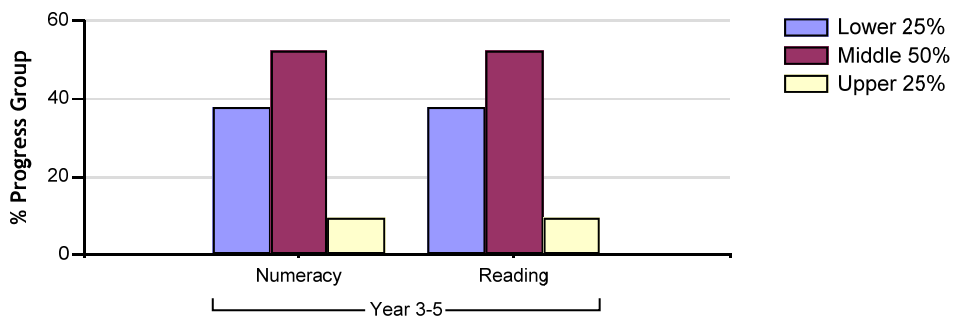
In NAPLAN growth (see graphs below):

Year 3-5 Growth has more students than desirable in the lower growth for both Numeracy and Reading, attention will be needed in 2014 and beyond to move more students into higher growth

Numeracy in Year 5-7 and Year 7-9 have a higher proportion of students in the higher growth category,

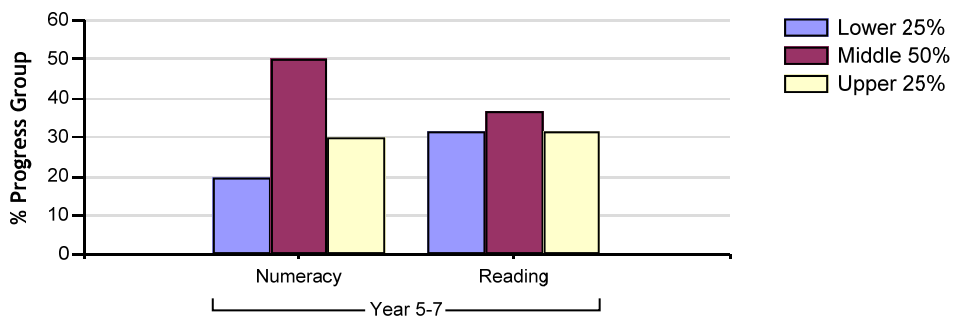
Year 3-5 Growth

NAPLAN School Growth: Year 3-5



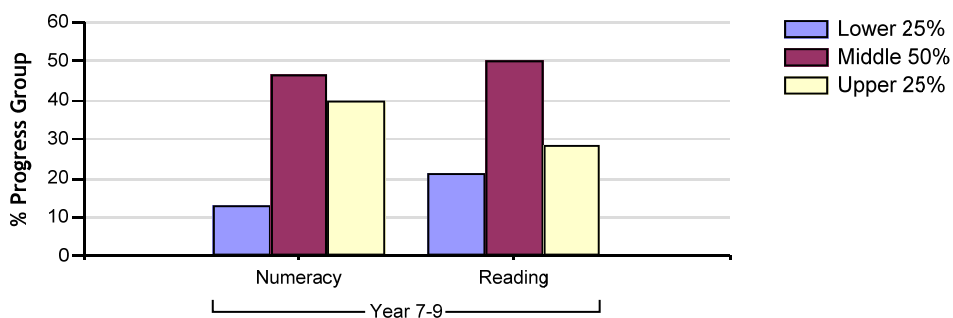
Year 5-7 Growth

NAPLAN School Growth: Year 5-7



Year 7-9 Growth

NAPLAN School Growth: Year 7-9



Senior Secondary

Students Undertaking Vocational or Trade Training

Year 11 – 44% Students (7 out of 16)

Year 12 – 41% Students (7 out of 17)

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

15 out of 17 Yr 12 students (88%) successfully completed their SACE, 16 successfully (94%) when you include the student who will finish this year as planned with the completion of studies through a School Based Apprenticeship.

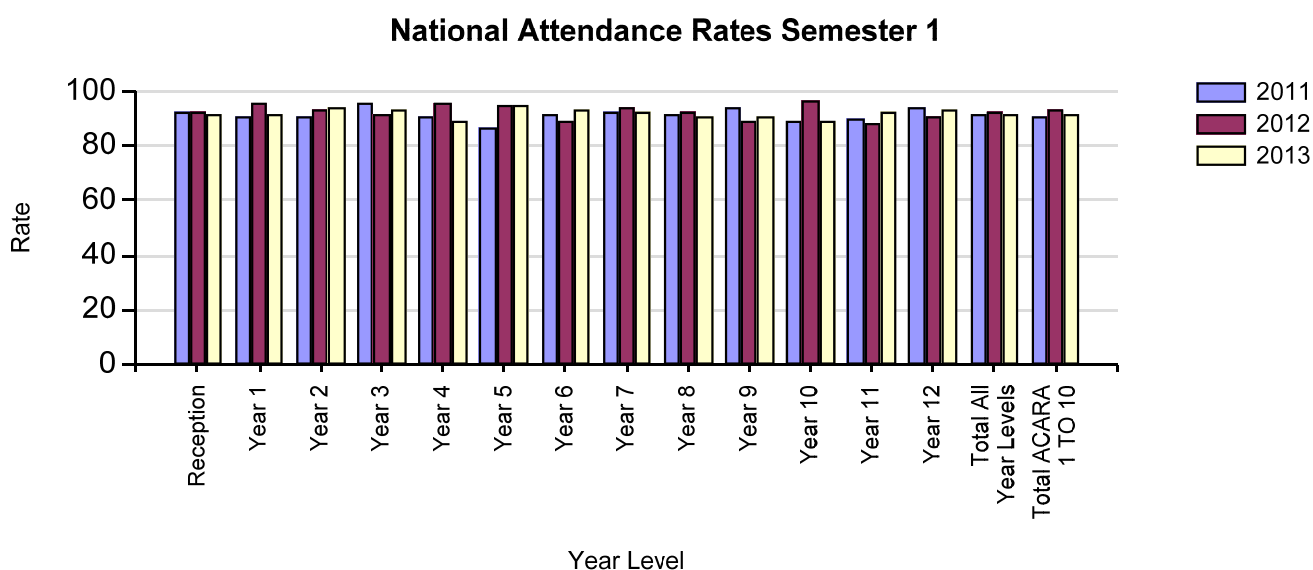
The Australian Tertiary Admission Rank (ATAR) is a number between 0 and 99.95 that provides a measure of a student's overall academic achievement in the SACE in relation to that of other students. The ATAR indicates a student's position relative to other secondary school students across Australia. Our two highest performing students from 2013 were Jacqui Stacey who achieved 4 'A' grades and an ATAR of 96.70 out of 99.95 (placing her in the top 3.25% of students across Australia) and Jeremy Abbot who achieved an ATAR of 90.5 (placing him in the top 9.45% of students across Australia). Congratulations to Jacqui and Jeremy as these are significant successes and are the result of the hard work and effort invested by both of these students.

Student Data

Attendance

While attendance was at 92% across the school (only a 1% decrease on 2012), only one year level (Year 5) made the 95% DECD target so improvement is required in 2014. 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.

Figure 12: Attendance by Year Level



Attendance by Year Level

Attendance	% Attendance		
	2011	2012	2013
Total All Year Levels	91.4	92.5	92.1
Total ACARA 1 TO 10	91.3	93.0	92.0

Destination

Intended Destination (2012 only available at time of annual report)

Leave Reason	2012				
	School		Region	Index	DECD
	No	%	%	%	%
Employment	3	7.0%	3.3%	3.8%	2.9%
Interstate/Overseas	3	7.0%	7.0%	9.2%	9.1%
Other			1.4%	1.1%	2.3%
Seeking Employment	1	2.3%	4.8%	2.3%	3.3%
Tertiary/TAFE/Training	1	2.3%	4.3%	4.6%	4.2%
Transfer to Non-Govt Schl	8	18.6%	10.1%	11.7%	9.8%
Transfer to SA Govt Schl	12	27.9%	46.6%	46.4%	48.0%
Unknown	15	34.9%	22.6%	20.9%	20.4%

POST SCHOOL DESTINATIONS 2013

6 Students are known to have gone into tertiary studies: 5 students went to university (4 gaining their first preference) in Arts, Architectural Studies, Marketing and Communication, two in Engineering and 1 student is studying at TafeSA. 6 other students are known to be in employment, 3 are unknown.



Behaviour Management

BULLYING INFORMATION 2013

- The junior school bully audit is different to the bully audit for Year 6-12 students.
- The junior school bully audit is based more on their wellbeing with steady results over the two audits for the year – overall students feel happy to be at school in the junior years.
- More education needs to be performed on what is bullying actually as some students do not understand what it is.
- The first bully audit for the year (Term 1) was a paper copy and the second (Term 3) was performed on Survey Monkey for Years 6-12 students.
- By completing the survey online some students felt as though they were being judged or watched by others so they did not feel comfortable in completing the audit honestly and accurately.
- Alternative methods need to be taken into consideration for future audits to be completed. Perhaps getting a couple of students from each classroom to complete the audit so there is a cross section of students completing it at the one time – this may eradicate the fear of being judged and allowing students to complete the survey honestly.
- Some students do not take the audit seriously which impacts on the accuracy of the results across Year 6-12.
- Looking at the Year 6-12 results:
 - No change in the results as to how the students feel at school – sometimes happy
 - Overall students believe that the teachers are sometimes helpful – there has been no change between the two audits conducted in 2013. Need to change this perception for the students and all teachers need to show an interest in the wellbeing of the students when they report an incident of bullying to staff.
 - Overall students only feel 'kind of safe' in the yard (there was no change from the audit performed in the first term).
 - Students feel safest with friends or in the library, whereas students don't feel safe around the toilets – this was an increase from the audit in Term 1 to Term 3.
 - Results were steady with relatively no change in how often students say mean things to them.
 - There needs to be more of a focus on positive feedback for students as it was identified they only sometimes or never receive compliments from others. This could be a target for teachers to concentrate on as a whole school.
 - The majority of students tell their parents that they have been bullied, then their friends and their teacher. Students need to feel comfortable to be able to talk to teachers and report the incidences of bullying so that something can be done to try to stop it so all students feel safe at school. However, the results showed that once students told someone things did not improve.
 - Students identified that their friends have helped them when they have been bullied.
 - The same students were identified in both audits for the year as being identified as needing a friend by their peers. Need to target these students for social skills programs across the year levels.
 - Students appeared reluctant to identify bullies within the school in both surveys (written and electronic).
- Overall the two audits for the year were comparable with results. The results did not seem to improve or decrease by a significant amount throughout the year.

Client Opinion

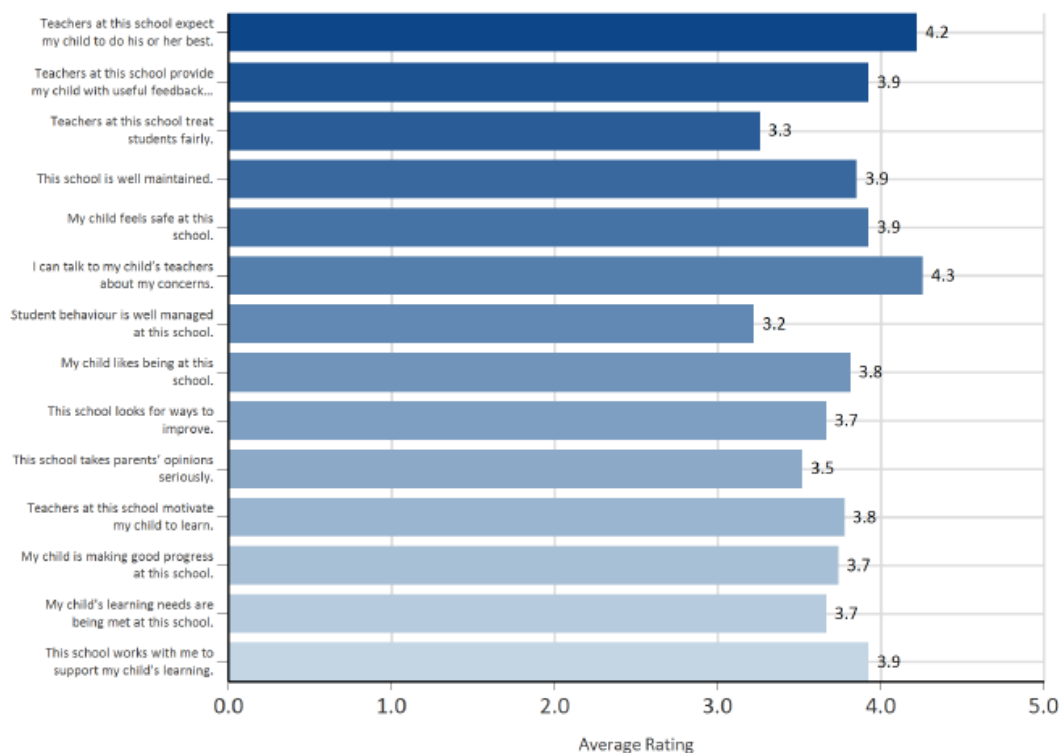
A new electronic format for the Opinion Survey was provided this year. Hard copies were also available but we only had 27 parents respond, whereas in 2012 there were 49 responses (something we need to increase in 2014). The National Questions are below but we also included the previous years' questions in our survey so we could compare this year to last year.

Many of the responses were similar to last years, one has reached 96% and that is "The school provides opportunities to discuss my child's progress". There were also some significant increases from 2012 to 2013. Highlights of these are listed below (percentages are totals of "Agree" and "Strongly Agree"):

- This school has high expectations of its students (67% in 2012 to 81% in 2013)
- This school encourages students to have a sense of pride in their achievement (70% to 88%)
- Teachers at this school really want to help my child learn (61% to 78%)
- My child's teachers make learning interesting and enjoyable (56% to 74%)
- I am given the opportunity to be involved in the school's educational activities (69% to 81%)
- I have confidence in how the school is managed (42% to 70%)
- Overall, I am satisfied with the management of facilities at the school (57% to 85%)
- Overall, I am satisfied with the school's planning (45% to 60%)

Parent Opinion Survey (National Survey Questions)

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



While school review processes constantly look for ways to develop all of the above areas we will be particularly interested in examining the three lowest rating questions, teachers treating students fairly, student behaviour management, and the school taking parents' opinions seriously,

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

Accountability

Staff

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	16

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	21.8	0	8.7
Persons	0	23	0	14

Financial Statement

Income by Funding Source

	Funding Source	Amount
1	Grants: State	\$46376.80
2	Grants: Commonwealth	\$52957.00
3	Parent Contributions	\$770873.25
4	Other	\$3388510.29

