



Jamestown Community School

2020 annual report to the community

Jamestown Community School Number: 777

Partnership: Upper Mid North

Signature

School principal:

Michael Gaunt

Governing council chair:

Dom Clark

Date of endorsement:

12 February 2021



Government
of South Australia
Department for Education

Context and highlights

Jamestown Community School caters for children from Reception to Year 12. It is located in the Mid North, approximately 220 kilometres north of Adelaide. The school is classified as Category 6 on the Department for Education Index of Educational Disadvantage, with an enrolment of 215 students in 2020.

In light of the challenges presented in 2020, it was particularly pleasing to see the significant growth and achievement that was observed across a wide range of student learning outcomes. All members of the school community should take great pride in the continued growth in the Reading achievement of Junior Primary students, increased rates of middle school students exceeding the Standard of Educational Achievement (SEA) and the outstanding SACE completion and achievement results.

Other highlights for 2020 included:

- Highest ever ATAR score with Alisha Hart achieving a 99.40 result
- Highly successful Art Exhibition held at the Jamestown Art Gallery
- Continued growth of our school's Agriculture program, highlighted by Macy Kitschke winning the Junior Handler at the Royal Adelaide Show sheep judging competition
- Increased opportunities for student voice in decision making processes across the school through the implementation of a revamped student leadership model
- Ryan Couch's design being selected from a state-wide competition to appear on the cover of the 2021 South Australian Festival of Music Choir book
- Continued upgrade of learning environments and leisure spaces across the school.

These achievements can be attributed to the resilience demonstrated our students, the dedication, expertise and flexibility of our staff and the tremendous support we continue to receive from the school and wider Jamestown community.

Governing council report

The year that was, as much as we think the year was a nightmare I don't think it was all bad. There aren't to many places in the world that I would rather live in at the moment.

In the earlier part of the year we got to spend more time with family.

We became more accepting of change with things that were out of our control.

Online learning became important to people that didn't live in rural areas.

I would like to thank all members that took positions on sub committees, especially Barb Carr as secretary, Rowan Cootes as treasurer and Ali Cooper as vice chair. To all that took on little and not so little projects through the year, playground, garden beds and clean ups to name a few. Thank you, I especially like the things that happen and I hear about afterwards, and as chair you can still take the credit. Farewell to Michelle Sanders and thanks for your input to the committee over the years.

A big thank you to staff, a year where they have become more adaptable, a lot of planning for things that did not come to fruition, improved their IT skills and I would have thought became better teachers. I hope all teachers are proud of the fantastic results of our year 12's this year, and especially those that worked closely with our year 12's during this trying year.

Thanks to Michael for guiding the school through the year, I'm sure at times he wondered where the next curve ball was coming from. He seems to have a plan in place as to what he wants achieved, this is in academic and the physical appearance of the school, in particular maintenance and upgrades in the school. The purchase of outdoor furniture, classroom infrastructure, upgrades of playgrounds, play equipment and the ongoing painting are evidence of this.

We continue to have students leave to go to the private schooling system, this is no one's fault, its human nature that a parent wants to give their child the same opportunities or better opportunities than they had themselves.

After 3 years as chair I feel its time to pass the baton on to someone else and still have a couple of years on the committee before I finish. With a group of very vibrant and resourceful people within this group I feel our committee has a strong future ahead.

Quality improvement planning

The Site Improvement Plan for Jamestown Community School has 2 improvement goals.

Goal 1: Improve Student Reading Achievement in Reception - Year 2.

The ongoing review and refinement of the Reading Statement of Practice, developed by staff in 2019 in collaboration with Literacy Consultant Dr Rosie Kerin, was a key action in 2020. The development of a Statement of Practice has provided consistency in teaching approaches, resources, data collection processes, reading milestones and intervention programs, as well as ensuring a coherent program across the early years. The review also led to the inclusion of Heggerty Phonemic Awareness resources to support other agreed teaching approaches.

Jolly Phonics is now embedded as our agreed phonics program and is consistently delivered across all Junior Primary classes. Strengthening connections with Jamestown Community Children's Centre, with a focus on ensuring consistency of practice across the two sites to support improved Literacy outcomes for students, has and will continue to be a focus for our two sites.

It was pleasing to observe that while we did not meet our target of Year 1's achieving the SEA in Running Records (73.7% achieved the target, compared to our goal of 90%), there was an increased number of this cohort achieving the SEA in Year 1 compared to the number who achieved it as Reception students in 2019.

There was also a significant improvement in the number of students achieving the SEA in the Year 1 Phonics Screening (72% in 2020, up from 44% in 2019 and 42% in 2018).

These positive results have been achieved through the combination of quality differentiated teaching approaches in Reading, effective data collection and analysis processes, implementation of personalised intervention programs and strengthening a positive Reading culture across the school.

An increased focus on comprehension and further review of intervention approaches were identified as key actions for 2021.

Goal 2: Increase the number of students who exceed the SEA (B or above) Australian Curriculum standards in Years 7 - 9.

Middle school staff continued to collaborate to refine the agreed common template for assessment tasks. While leadership turnover and the Covid-19 pandemic presented challenges, there was growth in student achievement data in the number of students exceeding the SEA (54.02% Term 4 2020 grades compared to 52.75% for the corresponding time in 2019).

To ensure the validity of this data, student work samples were moderated by staff from Partnership schools. Analysis of this data demonstrated 75% of the grades awarded to the work samples were confirmed, 25% were marked down by one grade band, with 8% marked down by two grade bands. Staff feedback of this process was very positive, with a plan to moderate work samples again in 2021.

Ensuring assessment criteria are written in accessible language that all students can understand, as well as including subject specific vocabulary lists on each assessment task, were identified at the end of year review as priority actions for 2021.

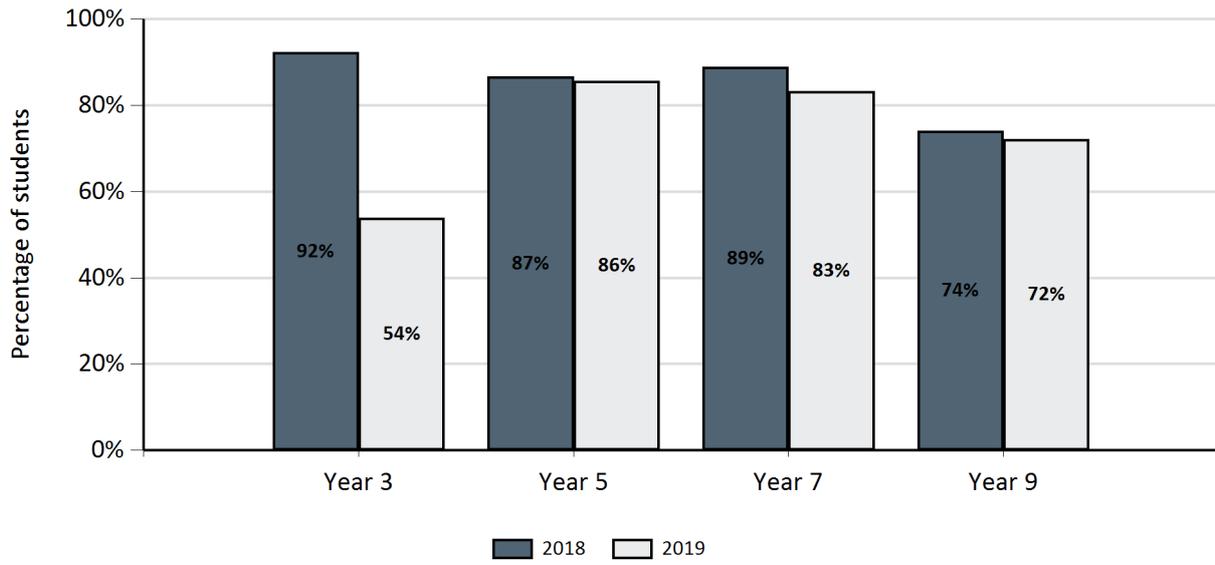
The focus on strengthening teacher practice was complemented through an increased focus on growing a culture of achievement across the student cohort. End of term academic awards acknowledging growth as well as achievement were presented at whole school assemblies, as well as middle school students setting and tracking individual learning goals.

Performance Summary

NAPLAN Proficiency

The Department for Education 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 1 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 SEA for reading and numeracy.

Reading

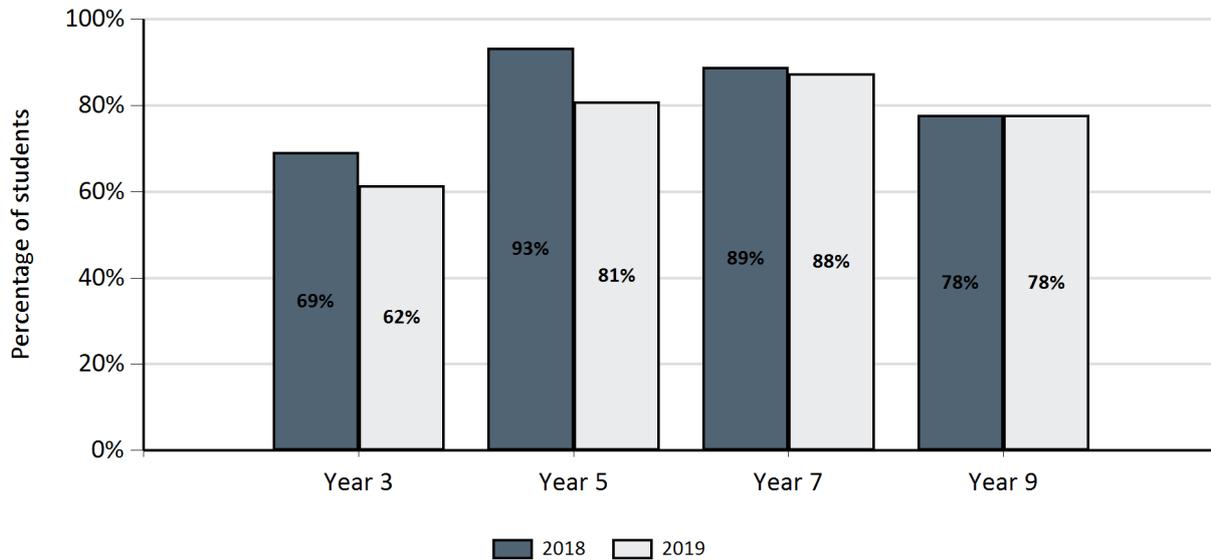


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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 2017 to 2020 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	*	*	*	25%
Middle progress group	56%	74%	*	50%
Lower progress group	33%	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	*	*	*	25%
Middle progress group	50%	60%	*	50%
Lower progress group	*	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	13	13	2	3	15%	23%
Year 3 2017-2019 Average	15.0	15.0	6.3	3.7	42%	24%
Year 5 2019	21	21	5	0	24%	0%
Year 5 2017-2019 Average	19.0	19.0	4.3	1.0	23%	5%
Year 7 2019	24	24	7	9	29%	38%
Year 7 2017-2019 Average	16.0	16.0	3.3	4.0	21%	25%
Year 9 2019	18	18	2	0	11%	0%
Year 9 2017-2019 Average	23.7	23.7	3.0	2.0	13%	8%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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)

2017	2018	2019	2020
97%	99%	99%	97%

Data Source: SACE Schools Data reports, extracted February 2020

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2017	2018	2019	2020
A+	0%	0%	1%	5%
A	2%	9%	4%	7%
A-	5%	7%	9%	11%
B+	5%	9%	7%	15%
B	14%	20%	18%	11%
B-	13%	16%	9%	11%
C+	16%	16%	14%	7%
C	29%	12%	20%	22%
C-	11%	10%	16%	9%
D+	2%	0%	1%	1%
D	0%	1%	0%	0%
D-	1%	0%	0%	1%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

*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 in October that year

2017	2018	2019	2020
94%	94%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2020

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	94%	94%	93%	100%
Percentage of year 12 students undertaking vocational training or trade training	41%	24%	71%	21%

School performance comment

Literacy

72% of Year 1 students achieved the Standard of Educational Achievement (SEA) in the Phonics Screening, a significant increase on the 47% who achieved it in 2019 and 44% in 2018.

Reading development is measured through the collection of Running Record levels. In 2020, 73.2% of Junior Primary students (Reception - Year 2) achieved the SEA, sustaining the growth achieved in 2019 (73.3%) compared to 2018 (63.6%). The overall figure of students achieving the SEA was comprised of:

- 50% of Reception students
- 73.7% of Year 1 students, and
- 87.5% of Year 2 students achieving the SEA.

Reading proficiency and growth is also monitored through the annual Progressive Achievement Tests (PAT). 83.9% of students across Years 3 to 10 achieved the SEA in 2020.

The breakdown of percentages across year levels were as follows: 100% of Yr 3s, 58.3% of Yr 4s, 76.9% of Yr 5s, 88.2% of Yr 6s, 92.3% of Yr 7s, 82.1% of Yr 8s, 88.2% of Yr 9s and 86.7% of Yr 10s.

Numeracy

Growth and proficiency in Maths is monitored annually through PAT tests. 84.8% of students across Years 3 to 10 achieved the SEA in 2020.

The breakdown of percentages across year levels were as follows: 55.6% of Yr 3s, 58.3% of Yr 4s, 84.6% of Yr 5s, 83.3% of Yr 6s, 76.9% of Yr 7s, 92.9% of Yr 8s, 100% of Yr 9s and 100% of Yr 10s.

Teaching and support staff analysed all Literacy and Numeracy data sets, with emphasis placed on identifying students who exceeded the SEA. This data was used to inform learning programs and teaching approaches to ensure all students are challenged and stretched in their learning. This will continue to be a focus for staff.

SACE

All students eligible to complete their SACE did so, continuing the trend of high SACE completion rates. It was also very pleasing to see an improvement in the SACE achievement of our students. Of note:

- Highest ATAR on record for JCS of 99.40
- 24.0% of Stage 2 results were in the A grade band, including a merit and 3 other A+ grades
- 97.3% of Stage 2 grades across all subjects were C- or higher
- 80% of February Stage 2 enrolments achieved their SACE
- All students seeking a University pathway received an offer to study their first preference.

The strengthening of connections with other sites and educational institutions, such as the Central Queensland University, has enabled students to access a broader range of curriculum offerings and contributed to the trend of increasingly positive SACE achievement outcomes.

Attendance

Year level	2017	2018	2019	2020
Reception	91.9%	91.6%	93.1%	89.3%
Year 1	91.8%	91.8%	91.4%	91.8%
Year 2	94.5%	95.2%	90.3%	92.1%
Year 3	92.9%	95.8%	91.2%	92.2%
Year 4	94.0%	91.1%	93.3%	92.0%
Year 5	93.6%	92.7%	90.1%	93.8%
Year 6	94.9%	94.2%	92.5%	91.9%
Year 7	92.4%	92.8%	93.1%	89.1%
Year 8	93.6%	91.4%	95.1%	86.6%
Year 9	95.5%	92.3%	87.5%	91.4%
Year 10	91.3%	92.7%	96.2%	76.6%
Year 11	82.7%	90.6%	93.5%	87.1%
Year 12	89.1%	95.2%	91.7%	88.2%
Total	92.1%	92.8%	92.2%	88.9%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

The overall attendance rate across Reception to Year 12 decreased in 2020, from an average attendance rate of 92.5% across 2016 - 2019 to 89% in 2020.

This decrease can largely be explained by the impact of the Covid-19 pandemic, with a number of students learning remotely at various times throughout the year, as well as the increased focus on students staying at home if they were unwell.

Behaviour support comment

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

Take Home or Suspension consequences are used only on a small number of occasions as part of the formal process.

The school's Bullying policy was reviewed in 2020, with a new policy implemented during Term 3.

Client opinion summary

The school received 42 responses to the online Parent Survey conducted in September, an increase from the 15 received in 2019.

The questions which received the most positive responses were 'I receive enough communication from the school' and 'I feel equipped to help my child plan what they will do after they leave school'. The school's focus on increasing communication with our families, through platforms such as Facebook, email, Class Dojo and Microsoft TEAMS, was reflected in a positive response to the question 'The school communicates effectively with me'.

Lower ratings were recorded against 'The school provides an opportunity for me to have input about my child's learning' and 'The school encourages parents to help students to learn'. Increasing opportunities for parents to engage in discussions regarding their child's learning will be a focus for the school in future years.

Despite restrictions impacting on parent attendance at school events, parent engagement in school events continued to be positive in 2020 through the hosting of events such as Open Mornings/Evenings, School Assemblies and Presentation Evenings.

Intended destination

Leave Reason	Number	%
Employment	3	8.1%
Interstate/Overseas	0	NA
Other	4	10.8%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	8.1%
Transfer to SA Govt School	13	35.1%
Unknown	14	37.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

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

Existing volunteers have the relevant current checks.

Qualifications held by the teaching workforce 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	31
Post Graduate Qualifications	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	18.5	0.0	9.4
Persons	0	22	0	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$3,366,816
Grants: Commonwealth	\$27,671
Parent Contributions	\$90,571
Fund Raising	\$3,045
Other	\$69,595

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

2020 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 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	R-12 Wellbeing Leader appointed to provide a proactive wellbeing focus across the school and provide support as required to students, staff and families.	Increased levels of support provided to students, staff and families.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	Students with Learning Difficulties had additional support by way of additional SSO hours. This included in class support as well as targeted small group and individual Literacy Intervention programs.	Increase in Junior Primary Running Records levels observed.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Funding was allocated to enrol students in subjects 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 also. APAS funding was used to support identified students as per the APAS program agreement. Teacher and SSO support was used to support identified students. Students with Learning Difficulties had additional support by way of additional SSO hours.	Extended curriculum options for senior students. Specific outcomes achieved for identified students.
Program funding for all students	Australian Curriculum	Engaging Dr Rosie Kerin to work alongside staff with a focus on improved Literacy outcomes for students. Release time for staff to collaborate within and across sites, as well as accessing LDAM PD.	Improved Reading achievement in JP and students exceeding SEA in middle years.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Converted to teacher salary to support students identified in R - 2 classes to ensure they had access to smaller class sizes and a chance for more individual support and development.	Growth observed in Junior Primary Literacy outcomes.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

