Jamestown Community School

2021 annual report to the community

Jamestown Community School Number: 0777

Partnership: Upper Mid North

	Signature
School principal:	Mrs Kelly Zwar
Governing council chair:	Mrs Ali Cooper
Date of endorsement:	**17 March 2022**

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 2021 (5.6% Aboriginal and Torres Strait Islander (ATSI) students, 4.19% students with a disability).

In 2021, continued growth in student achievement across a range of learning outcomes was observed. SACE results, highlighted by 100% SACE completion, 2 Merits, 45% A grades at Stage 2, 30% A grades at Stage 1 and 4 students achieving ATARs above 90, were the best on record. Continued growth in Junior Primary Literacy outcomes was also observed, as was an increase in the percentage of A and B grades achieved by students in the middle school. To be able to achieve these improved learning outcomes while managing the challenges the Covid-19 pandemic presented is a testament to the resilience, flexibility and persistence demonstrated by all members of the school community.

2021 also saw a significant redevelopment of our Primary playground area. This was achieved through the generosity of a range of school and community members who donated their time, expertise and resources to redevelop the area. This has been a big success, with students now having access to a much wider range of play equipment to use at break times, while also complementing our curriculum delivery.

Strong connections with the local community continue to be an important feature of our school. In 2021, these connections were again strengthened through a range of activities, including an Art Exhibition held at the Jamestown Art Gallery, students contributing to the maintenance at Bundaleer Forest, ongoing connection to Jamestown Community Children's Centre and involvement in the RSL's Remembrance Day ceremony.

A site-wide proactive Wellbeing program, The Resilience Project, was also successfully introduced in 2021. This program focuses on strengthening Gratitude, Empathy and Mindfulness for all members of the school community. We are extremely grateful to the Jamestown Apex Club who covered the cost of a Resilience Project journal for every student at the school.

In 2022, an Out of School Hours Care (OSHC) facility will open on-site. Through the support of the Northern Areas Council and in consultation with Jamestown Community Children's Centre, the establishment process has undertaken in 2021 with a third-party provider engaged to commence the service at the start of the 2022 school year. This is a much-needed service for the local community and in particular young families.

Governing council report

Firstly I would like to thank the Governing Council members for their continued support of our school. Shane Heness (vice-chair), Barb Carr (secretary) and Rowan Cootes (treasurer), our new members Bob Case and Nathan Ramsdall, and our "experienced" members; Dom Clark, Stacey Goodes, Damon Crawford, Janelle Butterick, Donald Downing, Michael Gaunt, Jess Hounsell and Danya McKay.

Having the opportunity to work alongside other like-minded peers who are enthusiastic advocates for wanting to help our school and its students achieve results and goals, is what makes being the chairperson a fortunate position.

This year we saw a group of volunteers take on a major project in our junior school. We now have a fantastic nature playground that I know the kids at the JCCC envy through the fence. Last Friday we held an official opening ceremony to thank those involved but I would like to thank them again here tonight because this asset they have helped create and build will bring great joy to many little ones for years to come. Thank you to Janelle Butterick, Stacey Goodes, Louise Cadzow, Tim & Jess Hammat, Jillian Hudson & Jess Hounsell.

Each year we seem to find something at the school that needs attention with the help of a few tractors and trucks and this year was no exception. A number of working bees were held throughout the year and we thank all of those that pitched in. In particular, the Ag grounds clean-up which brought the help of a few farmer toys, staff, and parents. The working bee made great progress in clearing the old orchard and preparing the many junior school veggie beds. This work will bolster the Ag program next year in facilitating Ag to all students from Reception to Yr 12.

Thank you to all the staff at JCS for their dedication and commitment towards our students' education and preparation for the big wide world ahead. We are incredibly blessed to have exceptional mentors for our children.

It was wonderful to see parents back in classrooms volunteering their time to listen to children read. If you have ever considered helping at the school this is one of the most significant ways you can offer your services. The joy that comes from children seeing a parent/family member/a friend in their classroom makes learning so much more fun and memorable. This is one way we support the education of the next generation.

We have promising times ahead with a straight reception class for next year and many new families joining our school community.

With the arrival of new students comes the farewell to our year 12's and we wish them all the best for the many adventures they are destined for.

To Michael, farewell and best wishes in your new role as

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.
In 2021, Junior Primary staff continued their collaboration with Literacy Consultant, Dr Rosie Kerin, to review, plan and deliver a high-quality Literacy program. These approaches have been captured in a Statement of Practice, which provides consistency in teaching approaches, lesson structures, resources, data collection processes, reading milestones, and targeted intervention programs. In 2021, our morning Literacy block was refined to include differentiated Literacy groups to ensure each student was focusing on identified areas of development.
Agreed phonological awareness and phonics programs (Heggerty and Jolly Phonics) are now embedded consistently, with all staff receiving the required professional learning required for successful implementation.
The strengthening of and greater consistency in teacher practice has led to sustained growth in the percentage of students achieving the Standard of Educational Achievement (SEA) in Running Records across the period of the current Site Improvement Plan.

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, with a particular emphasis on including subject-specific vocabulary lists on each task. In 2021, students self-assessed against the assessment criteria, which developed their capacity as assessment-capable learners. The collaboration between staff in the design of assessment tasks has been captured in a Statement of Practice to ensure it remains embedded as part of our teaching approach in the middle school in future years.
Student work samples were given to staff from a school in our Partnership for moderation purposes. Eight of the twelve grades were confirmed through the moderation process; three samples were marked higher by the moderating school with one sample marked lower. Further collaborative across-site moderation activities are planned for 2022.
The moderation process this year also allowed for feedback regarding the design of the assessment task, with staff commenting positively about this process with the feedback to be used when planning future assessment tasks.
Over the course of the Site Improvement Plan, student achievement above SEA (A and B grades) grew by 13.2% in the middle school (from 42.71% to 55.90%).

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
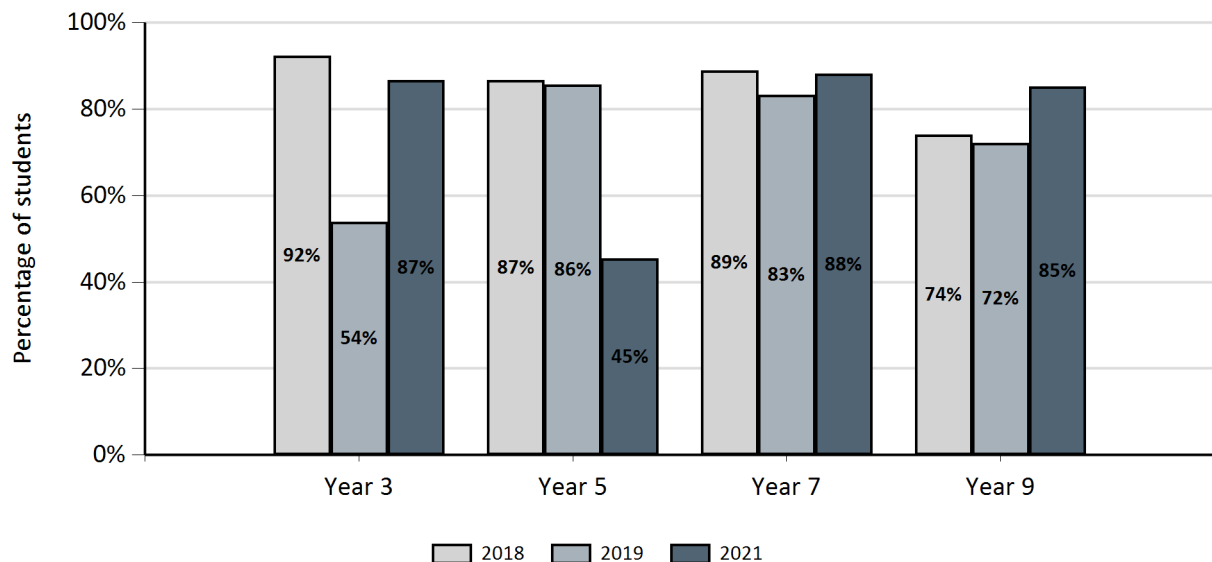
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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.
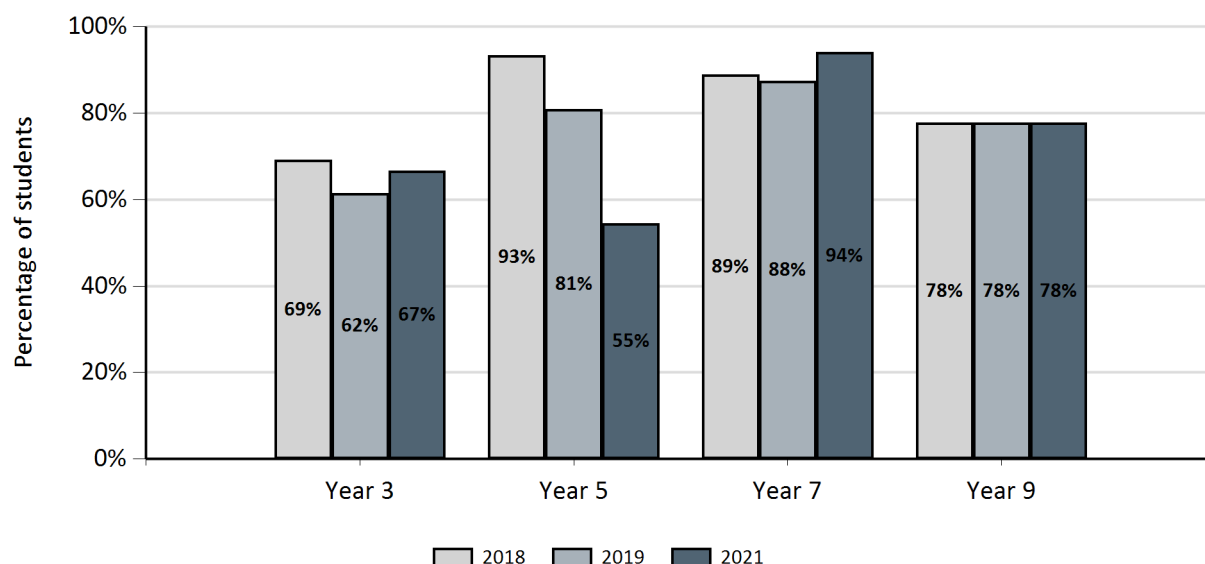
Numeracy

*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 2021.

*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 2019 to 2021 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	*	*	56%	34%
Middle progress group	*	53%	*	48%
Lower progress group	*	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	*	47%	35%	34%
Middle progress group	*	47%	47%	48%
Lower progress group	*	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	15	15	5	2	33%	13%
Year 3 2019-2021 Average	14.0	14.0	3.5	2.5	25%	18%
Year 5 2021	11	11	1	1	9%	9%
Year 5 2019-2021 Average	16.0	16.0	3.0	0.5	19%	3%
Year 7 2021	17	17	6	4	35%	24%
Year 7 2019-2021 Average	20.5	20.5	6.5	6.5	32%	32%
Year 9 2021	27	27	6	4	22%	15%
Year 9 2019-2021 Average	22.5	22.5	4.0	2.0	18%	9%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
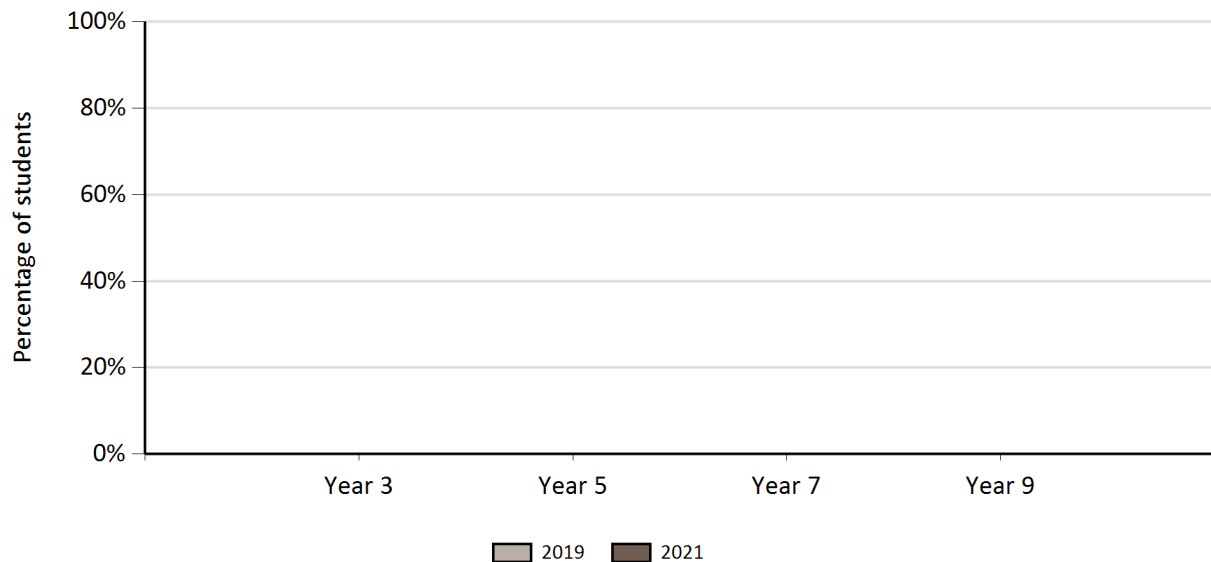^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
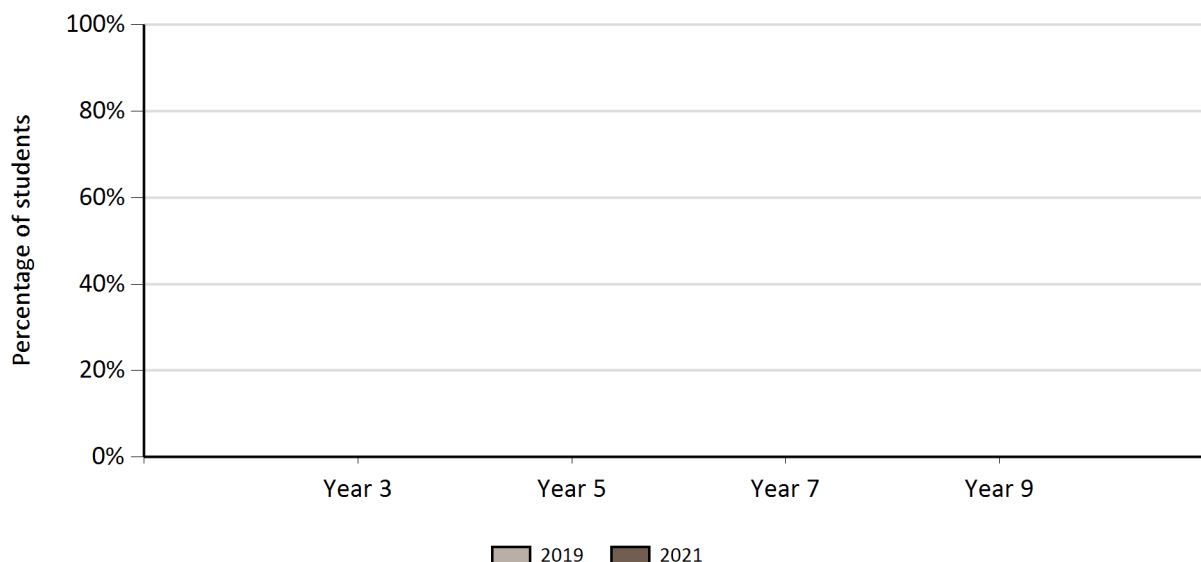Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	*	*	28%
Middle progress group	*	*	*	47%
Lower progress group	*	*	*	24%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.
*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%.
Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	28%
Middle progress group	*	*	*	48%
Lower progress group	*	*	*	24%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.
*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%.
Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
^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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Key Element 2 from the ALALR (Tracking and Monitoring Growth and Achievement) was identified as a focus area for school improvement in 2021. Aboriginal Education Teachers identified key data sets to monitor the attendance, achievement and growth of Aboriginal learners across the site. A template was developed to record this data, which was updated on a regular basis and shared with staff via a Teams group.
The collection and analysis of this data enabled relevant staff to monitor the learning progress of Aboriginal students, and plan intervention strategies as required. This was accomplished through meetings being held between AET staff and class teachers to discuss the learning progress of Aboriginal students.
Secondary Aboriginal learners met with an AET to set learning goals and plan strategies to achieve the identified goals on a regular basis. These goals were shared with class teachers.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Our Aboriginal enrolments started at 12 at the start of 2021, but had reduced to 9 by the end of the year. Through the support provided by teaching and AET staff, there was significant individual growth for Aboriginal learners in literacy and numeracy achievement. It was pleasing to see there was a significant increase in the percentage of Aboriginal learners who achieved the SEA in Reading and Numeracy in 2021 compared to the last time NAPLAN testing was undertaken (Reading 71.4% in 2021, compared to 33.3% in 2019 and Numeracy 71.4% in 2021 compared to 16.7% in 2019).

At an individual student level, significant growth was observed by students who:
- increased their Running Record level from 3 in 2019 to 18 in 2021
- increased their Running Record level by 24 levels over the last 2 years
- achieved the highest PAT-R score in the school as a Year 9 student
- increased their PAT-R score from 98.6 in Year 3 to 123.6 Year 4 (1.47 effect size)
- achieved 2 years of growth across the previous 12 months in Numeracy, as measured by PAT-M testing

Four Aboriginal students also successfully participated in the QuickSmart Numeracy intervention program in 2021.

Aboriginal student attendance was 89.4% in 2021, compared to 88.2% for non-Abor

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2018	2019	2020	2021
99%	99%	97%	100%

Data Source: SACE Schools Data reports, extracted February 2021
*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	2018	2019	2020	2021
A+	0%	1%	5%	8%
A	9%	4%	7%	18%
A-	7%	9%	11%	18%
B+	9%	7%	15%	0%
B	20%	18%	11%	8%
B-	16%	9%	11%	4%
C+	16%	14%	7%	0%
C	12%	20%	22%	14%
C-	10%	16%	9%	2%
D+	0%	1%	1%	0%
D	1%	0%	0%	0%
D-	0%	0%	1%	0%
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 2021
*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

2018	2019	2020	2021
94%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2021

*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%	86%
Percentage of year 12 students undertaking vocational training or trade training	41%	24%	71%	21%

School performance comment

SACE Achievement

2021 SACE data was the strongest on record and continued the positive growth achieved in recent years, particularly relating to SACE achievement. In 2021 SACE highlights included:
- 100% SACE completion rate (both for February and October enrolments)
- 4 ATARs above 90
- 2 Merits
- 45.1% of Stage 2 grades at A- or above (compared to 15.7% in 2018, 14.9% in 2019 & 24.0% in 2020)
- 29% of Stage 1 grades in the A band (compared to 10.2% in 2018, 17.6% in 2019 & 23.4% in 2020)
- 100% successful completion of Personal Learning Plan
- 100% successful completion of Research Project, including 7 achieving in the A grade band (46.7% of results)
- Above state average for grades at C or above in Stage 1 Literacy

Literacy

The Reading achievement of Junior Primary students is measured through the collection of Running Records. In 2021, 85% of Year 2 students achieved the SEA. This result means that across 2019 – 2021, 87.5 % of Year 2 students achieved the SEA, an increase from 62% from the 3 previous years (2016 – 2018). This is a significant improvement which our Junior Primary teaching and support staff are to be commended for.

The percentage of students achieving both the SEA and Higher Bands in NAPLAN Reading increased from 2019 to 2021 (by 3.7% for SEA and 4.6% for HB). Years 3, 7 and 9 all saw significant increases in NAPLAN achievement, while there was a decrease in both categories at Year 5.

81% of students who sat PAT-R tests across Years 3 to 10 in 2021 achieved the SEA, a small decrease compared to 2020 (83.9%).

Numeracy

The percentage of students achieving the SEA in NAPLAN Numeracy decreased from 2019 to 2021 by 3.2%, while the percentage of students who achieved in the Higher Bands remained the same.

82.6% of students who sat PAT-M tests across Years 3 to 10 achieved the SEA, compared to 84.8% of students in 2020.

In 2021, the QuickSmart Numeracy intervention program was introduced, delivered by 2 instructors who were trained in Term 2. The aim of this program is to improve students' fluency and automaticity in Numeracy with 10 students across Years 4 – 9 taking part in the program. The program will be resourced to again be delivered in 2022.

2021
100%
46%

Attendance

Year level	2018	2019	2020	2021
Reception	91.6%	93.1%	89.3%	92.2%
Year 1	91.8%	91.4%	91.8%	90.2%
Year 2	95.2%	90.3%	92.1%	89.3%
Year 3	95.8%	91.2%	92.2%	92.1%
Year 4	91.1%	93.3%	92.0%	90.9%
Year 5	92.7%	90.1%	93.8%	92.0%
Year 6	94.2%	92.5%	91.9%	92.6%
Year 7	92.8%	93.1%	89.1%	89.6%
Year 8	91.4%	95.1%	86.6%	87.2%
Year 9	92.3%	87.5%	91.4%	86.8%
Year 10	92.7%	96.2%	76.6%	81.6%
Year 11	90.6%	93.5%	87.1%	76.3%
Year 12	95.2%	91.7%	88.2%	91.7%
Total	92.8%	92.2%	88.9%	88.3%

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

Attendance comment

In 2021, a review of the existing Attendance policy was undertaken by staff, and a revised policy was implemented.

The overall attendance rate in 2021 was 88.3%, a decrease from previous years (89.0% in 2020, 90.4% in 2019). The increase in absences was primarily due to illness, with the code 'Ill without Certificate' increasing by 1.1%.

The revised attendance processes, which clarified roles and responsibilities, saw a decrease in unexplained absences, down from 3.6% in 2020 to 2.9% in 2021.

Behaviour support comment

Most behaviour management incidents are managed at the informal end of the behavior 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.

While there was a small increase in the number of behaviour incidents recorded, most of these were recorded early in the school year as a result of the school's new mobile phone policy being implemented.

Parent opinion survey summary

This year the school received 43 parent responses to the parent survey.

The growing positive perception of the school throughout the school community is evidenced through a significant majority of the responses (84.6%) eliciting a more positive response compared to the responses received through the survey in 2020.

Parents commented positively on:
- the quality of teachers
- catering to individual requirements
- feedback provided to students regarding their learning

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	13	33.3%
PE - PAID EMPLOYMENT IN SA	1	2.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	15.4%
U - UNKNOWN	16	41.0%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	2	5.1%
VI - LEFT SA FOR VIC	1	2.6%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

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	27
Post Graduate Qualifications	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	18.6	0.0	9.5
Persons	0	20	0	16

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	$35,593,933
Grants: Commonwealth	$28,891
Parent Contributions	$104,224
Fund Raising	$14,741
Other	$71,450

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

2021 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 2021 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 through the payment of school fees at the delivery school and the reduction of enrolment entitlement from our school. 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 through 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