

# SCHOOL CONTEXT STATEMENT

*(Updated: May 2024)*

**School Name:** Jamestown Community School

**School Number:** 0777

## 1. General Information

### Part A

**School Name:** JAMESTOWN COMMUNITY SCHOOL

**School No:** 0777 Courier: Jamestown

**Principal:** Mrs Kelly Zwar

**Postal Address:** Humphris Terrace, Jamestown 5491

**Location Address:** Humphris Terrace, Jamestown 5491

**Partnership:** Upper Mid North Partnership      **Portfolio:** Pirie

**Distance from GPO:** 203 kms

**Phone No:** 08 8664 2700

**CPC attached:** No      However the Children's Centre is co-located

	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2023</b>	<b>2024</b>
Reception	12	14	22	16	16	17
Year 1	19	14	17	22	22	16
Year 2	16	21	17	18	18	22
Year 3	08	16	18	18	18	17
Year 4	13	10	17	17	17	15
Year 5	13	14	06	17	17	18
Year 6	17	14	12	08	8	16
Year 7	15	18	17	25	25	13
Year 8	29	22	21	17	17	22
Year 9	18	27	20	20	20	16
Year 10	19	10	25	17	17	17
Year 11	16	20	08	21	21	15
Year 12	19	13	15	08	8	12
<b>TOTAL</b>	<b>214</b>	<b>213</b>	<b>215</b>	<b>224</b>	<b>224</b>	<b>216</b>

**Mid-Year Intake Reception**      **16**

## School Card Approvals

27 approved, with 5 awaiting assessment (2024)

## NESB Total (Persons)

Currently – 1 year 10 student

## Aboriginal FTE Enrolment

2020	2021	2022	2023	2024
10	12	13	10	07

## Part B

**Deputy Principal:** Mrs Jessica Hounsell

**Total staffing:** 17.6 FTE across R-12 (including leaders)

**Student Wellbeing Leader:** 0.2

### Site Leadership:

- Principal: Kelly Zwar
- Deputy Principal: Jessica Hounsell
- Coordinators:
  - R-6 School Coordinator: Jillian Hudson
  - Year 7-9 Coordinator: Morgan Wallis
  - Year 10-12 Coordinator: Danya McKay
  - Well Being Coordinator: April Dunstan

Library: 1.0 Librarian / Community Library Aide: 29 hours/week.

Student Wellbeing Leader: Miss April Dunstan.

Ancillary Time: 337.25 hrs/per week SSO/GSE/ACEO Time (including agriculture)

Autism Inclusion Teacher 0.1: Jillian Hudson

## Enrolment trends

Enrolments are expected to remain relatively stable over the next few years. The introduction of Mid-Year Reception students will impact on numbers.

## **General Context**

Jamestown Community School is an R-12 school providing educational opportunities to the students of our community and surrounds such as Caltowie, Hallet, Whyte-Yarcowie and Terowie.

The school is a member of the Upper Mid North Partnership and the Pirie Portfolio.

The school is also a member of the Mid North Schools Education Cooperative [MNSEC] of schools (Gladstone High School, Peterborough High School, Booleroo Centre District School, Orroroo Area School and Quorn Area School). These schools share a comprehensive distance learning, sporting and social program and cooperatively promote a cluster-based training and development program for staff when they can.

There is a Community Library onsite and the local Gymnastics group uses the community stadium on a weekly basis in term 2 and 3. Bizzy Bugs (previously Kindergym) use the stadium on a fortnightly basis.

Year of opening: 2000 as an R-12 Community School.

The Preschool and Day Care Centre co-located in 2013.

Public transport: A bus service exists between Jamestown and Adelaide but not on a daily basis.

Buses can also be caught at Crystal Brook in the afternoon to travel to Adelaide.

## **2. Students (and their welfare)**

### **General characteristics**

Approximately 13% of families are school card. The majority of families are involved in agriculture or an agriculture support business. A growing number of students come from non-farming backgrounds, migrate from the city or larger population centres.

Our enrolment trends can be attributed to new families moving into the district and year 7 students making the transition from St James Catholic School in Jamestown, as well as the introduction of the Department for Education SA Mid-Year Reception intake.

The number of students requiring verified educational support has increased over time with students being identified via referrals to support services. These students require in class support or withdrawal from the classroom to enable one on one or small group support for their learning. These factors all contribute to the complexity of our enrolments.

Course counselling is provided to parents/students throughout the year but more specifically for year 10-11 students during terms 3 and 4. Sub-school coordinator, the Deputy Principal and the Principal participate in course counselling.

### **Student Well Being Programs**

Our school is committed to ensuring that all students develop the skills to become positive, engaged, and healthy members of our community. We aim to foster a passion and understanding in our students, to care for their own, and others' wellbeing. Students are also provided with learning experiences to assist in developing communication, resilience, decision making, teamwork and study skills.

The Resilience Project underpins our proactive wellbeing strategies within classrooms. All students, from Reception to Year 12, are provided with resources to encourage the development of positive wellbeing, through the pillars of Gratitude, Empathy, Mindfulness and Emotional Literacy. This

program is integrated throughout lessons and language used in classrooms. It aims to teach positive mental health strategies that assist our students to become happier and more resilient members within our community.

Other programs and initiatives offered include, but are not limited to; Kids Hope Mentoring, Headspace/Lifeline incursions, and awareness initiatives such as Be You, Harmony Week and 'Bullying No Way' Day.

The school has a Pastoral Care Worker who provides support services for students, families and staff.

Students have access to more individualised support through local counselling services. This is provided through consultation with the Wellbeing and Sub-school Coordinators who case manages and refer students at risk to appropriate support services.

### **Student Management**

The students are managed in three sub-schools; R-6, 7–9 and 10-12. There is a whole school Student Behaviour Management policy based on encouraging students to be responsible for their own behaviour. The strategies for implementation are developed through whole school and sub-school meetings. Strategies/consequences are developed in consultation with students, Sub-School Coordinators, Deputy Principal and associated teachers in their implementation.

The school values of Responsibility, Respect and Excellence are a focus for the implementation of all school expectations.

Behaviour Management within the school follows Department for Education SEE procedures. Every effort is made to successfully engage students and those at risk of not completing traditional courses of study are encouraged to look at alternative pathways.

Clear documentation exists in the school to support students, staff and parents in behaviour management at each level.

### **Student Government**

The school has R-12 School Captains with elected members from each of the sub-schools. The members are elected for a one-year term during Term 4 of the previous year. The student leaders meet on a regular basis during the year and are actively involved in organising and promoting student activities and fundraising.

Student leaders sit on the Governing Council and its sub committees as required.

## **3. Curriculum**

### **Subject offerings**

The school provides students with access to 7 areas of the ACARA curriculum. Currently there is no language on offer within the site.

### **Literacy**

In the primary area of the school, we follow the Science of Reading principles when teaching students to learn to read and when using the English curriculum. We ensure that all aspects of the Big 6 (Oral Language, Phonemic Awareness, Phonological Knowledge, Fluency, Vocabulary and Comprehension) are taught via various means each day. In reception to year 2, we use **InitialLit** as our Systematic Synthetic Phonics program. We also use their supporting intervention programs of MiniLit and MacqLit for those students requiring Wave 2 support.

## **Numeracy**

Teachers from reception to year 10 have been trained in the *Thinking Maths* concepts of how to teach math for students requiring both support and stretch.

**Senior school students** (Year 10-12) have subject choices aligned to the SACE pattern of subjects. The school is highly regarded for its academic achievements within the senior school and many exiting students move on to an academic learning pathway. VET and other learning pathway alternatives remain a focus for the school. The Training Guarantee for SACE students (TGSS) is for students who know they want to start a planned vocational pathway.

The MNSEC Cluster has been recognized as one of the State Government 'Trade Schools for the Future' and we are now in our seventh year of working with Industry to develop learning opportunities.

## **Distance Learning**

Through the MNSEC cluster of schools, Open Access College and more recently through a partnership with Central Queensland University, students are provided with increased subject choice in years 11 and 12. With improvements in technology, wider use will be made of this medium, not only for students, but also for staff training and wider community access. Our teachers utilise the technology to teach simultaneously face-to-face classes and distance learning students. Our anecdotal evidence so far indicates an increased level of learning outcomes is being achieved, as the students are required by the technology to be constantly interacting in the learning process.

**Middle School students** underpin their learning across 7 of the learning areas within the Australian Curriculum. Year 9 students are provided with choice of elective subjects to complement the 4 core subjects (English, Mathematics, Science & HASS) of the Australian Curriculum.

**Junior School students** are provided with a wide range of learning opportunities across areas of learning. As much as possible junior students are able to appreciate the opportunities of an R-12 school in accessing specialist teachers and specialist teaching areas. Junior school staff actively promote learning in the learning areas constantly sourcing learning opportunities through extra-curricula activities. Parents are strongly encouraged to be part of the learning environment that fosters play and resource based learning, student initiated learning and cross age peer work.

## **Assessment and reporting**

In the school year there are four assessment periods, one each term. During each assessment period, students may be given a combination of tests, assignments, projects and practicals. These results are combined to form an achievement grade for each subject.

Reception to Year 11 students receive a school report each term.

Year 12 students receive a school report at the end of each Term.

There will be an opportunity for parents/caregivers to discuss the report in more detail in Terms 2 and 4 during Parent/Teacher interviews.

## **Australian Curriculum Achievement Grades and what they mean**

**A** - Excellent achievement of what is expected at this year level

**B** - Good achievement of what is expected at this year level

**C** - Satisfactory achievement of what is expected at this year level

**D** - Partial achievement of what is expected at this year level

**E** - Minimal achievement of what is expected at this year level

**NA** – A grade cannot be given. This could be due to the ongoing nature of the work in the subject, and/or SACE board moderation.

In the case of students with an IESP verification, the school will negotiate both the student's learning program and appropriate reporting arrangements with the student and their Parent/Caregivers. These will be documented in the student's learning plan, e.g. One Plan.

### **The Australian Curriculum**

Students in Reception to Year 10 will be assessed progressively against the Australian Curriculum.

### **SACE**

Subject grades A-E Stage 1 and A+ - E- Stage 2 are based on performance standards (available on SACE Board Website) described in each subject outline.

## **4. Sporting Activities**

The year 6 and 7 students actively participate in a variety of SAPSASA activities. Year 8-12 students are provided with a large choice of SSSSA Knock-Out sport activities both within the school and within the MNSEC cluster.

Year 6 and 7 students, as part of the Middle School of an R-12 campus, are included in MNSEC sporting activities.

The school has its own 6-12 Swimming Carnival, R – 6 Splash Day and R-12 Sports/Athletics Carnival. All MNSEC Schools participate in a Swimming and Athletics Carnival and a combined MNSEC team travels to Adelaide to compete on a state-wide basis.

Through the curriculum all students (R-12) are provided with the opportunity to participate in physical education. The school has a stadium and athletics field/oval. These facilities ensure the instruction in a wide variety of activities.

Local sports available in Jamestown include: Football, Netball, Futsal, Tennis, Table Tennis, Lawn Bowls, Croquet, Darts, Soccer, Eight ball, Basketball, Gymnastics, Hip Hop Dance, Golf, Swimming, Pistol Shooting, Clay Target Shooting and Cricket.

The Jamestown Community has an admirable history of success in the sporting field and an enviable sporting program of youth development.

## **5. Other Co-Curricular Activities**

### **General**

The school has a choir for Year 5-6 students. The choir participates in the East of the Ranges combined choir performance during Term 3.

An Arts performance evening occurs annually during Term 2, to profile the learning opportunities and skills of the students.

The school provides access to a variety of private music teachers dependent on demand. Music instruction is resourced when available; currently many students access private piano, drum, guitar, flute and clarinet lessons.

The school provides an extensive camps and excursion program in support of our teaching and learning. Overnight camps begin in the Junior School and extend through to Year 12. These include:

Year 7 – overnight camp

Year 8 – Aquatics camp in Term 1

Year 9 – Ski Trip in Term 3 (this is with other MNSEC schools)

Year 10 – PLP (Careers) Trip

Year 11 – Canberra Trip

Year 12 – Retreat

## **6. Staff (and their welfare)**

### **Staff profile**

The staff comprises a close, cohesive group of professionals committed to learning across an R-12 campus.

Over the past few years the R-12 staff has worked together on a number of professional development and extra curricula activities that have supported our delivery of a seamless learning process.

### **Staff support systems**

Sub-school groups – All teaching staff are affiliated with at least one of the sub-school teams and they meet as a team on a regular basis.

Curriculum groups – Curriculum is developed through the sub-school groups with specific time provided for the implementation of integrated curriculum.

All staff are expected to belong to at least one of the key committees at the school eg, finance, curriculum, canteen, site & asset management etc.

### **Performance Development**

The school maintains a comprehensive Performance Development commitment. All staff are supported by a line manager with whom they meet on a regular basis. There is a set expectation for performance development meetings with emphasis on personal development, goal setting and meeting the needs of the school's Site Learning Improvement Plan. A review of the performance development process enabled the implementation of professional learning communities as another staff support process.

The PAC in consultation with the Principal defines deployment of staff and staff use in specialist areas. All staff deployment is based on a philosophy of equity in the delivery of curriculum R-12. Approximately 2 full time ancillary staff provide direct administration support. The remainder assist in curriculum delivery either in the classroom or assisting in preparation of material.

Ancillary staff are encouraged to multi-skill themselves so that they have the capacity to take on a number of roles as the need arises.

### **Support Services**

The school has access to Student Support Services from the Port Pirie Portfolio Office as required in terms of providing training and development for staff, assessing students and providing help in material production. Through individual family organisation, some students access support from private support services in the local areas.

### **Incentives, support and award conditions for Staff**

Complexity placement points 0.0.

Isolation placement points 3.0.

Cash in lieu of removal allowance Yes.

## **7. School Facilities**

### **Buildings and grounds**

Jamestown Community School is an R-12 school sited on a large block with extensive oval, play and agricultural facilities. All students share specialist facilities to varying degrees. The school has a very large oval, which has permanent athletics track and field activities. Approximately 8 hectares are available for Agricultural Studies purposes.

All classrooms have undergone renovations to provide an improved learning environment.

The co-located Jamestown Preschool Childcare Centre became operational in July 2013.

### **Specialist facilities**

The school has a community library, two science laboratories, an art centre, a home economics centre, stadium, technical studies workshop and a purpose-built Engineering & Metal Fabrication workshop, virtually all specialist areas are of solid construction. The school is fully cabled for IT, with all classrooms having access to the curriculum network. There are two designated computer rooms.

### **Student facilities**

Students have access to a canteen 2 days per week, which provides lunches for all students.

Year 12 students have a kitchen/lounge area within the senior school buildings.

### **Staff facilities**

All staff are provided with offices outside their classrooms. The computer network provides access to e-mail facilities. Teaching staff have a device provided by JCS. All teacher preparation areas have ICT network access.

Most areas of the school now have disabled access. Four disabled toilets are provided across the site.

## **8. School Operations**

### **Decision making structures**

The school has a number of key decision-making groups including School Leadership, Staff meetings, Governing Council, Student Representative Council, PAC, Finance and Facilities. Governing Council has a number of sub-committees, each with a designated role and an organisational action plan to monitor their operations. These groups are responsible for the leadership and operation of such management practices as Finance, and Canteen. Each of these committees has a designated membership comprising parents, students and staff.

### **Regular publications**

Staff can choose to attend an admin morning meeting twice a week, for the sharing of information. Compulsory staff meetings are held on Tuesday afternoons, once school has finished for the day each week during term..

An online newsletter is published in weeks 3, 6 & 9 providing a comprehensive run down of school activities and student achievements. Copies of newsletters are sent home to all families who wish to



receive a hardcopy, the majority of families receive the school newsletter by email or read it online. The newsletter is also sent to nearby schools, preschools and interested community members.

The school each year publishes a current information booklet for parents and staff, and an induction booklet for new staff.

The school has a phone app message system in place as well as the ability to email / text for special announcements.

Each month we publish school happenings and events in the local Jamestown Journal.

## **9. Local Community**

### **General characteristics**

The Jamestown community is very family orientated. The level of unemployment in the community is quite low. The majority of work is found in the rural, farming industry and in support industries such as retail, government agencies or trade industries.

The parents/community are supportive of their school and see it as a community education facility. Support is received for sporting carnivals and other sporting activities. Parents are active in site development and in their membership of key decision-making committees.

### **Feeder preschool & school**

The major feeder school is St James Catholic School located in Jamestown. Students from St. James move across to the Community School at year 7. Some students do come from Spalding, Hallett and Terowie.

### **Commercial/Industrial and shopping facilities**

The commercial/industrial industry is mainly in support of agriculture. There are 3 light steel fabrication industries, a number of agricultural support firms eg, Elders, Nutrien-Ag, Cox Rural, a saw mill and a number of government agencies. The shopping facility is quite extensive with a supermarket and many well-established specialty shops. The town has a number of mechanical repair industries.

**Other local facilities** Jamestown has a medical centre offering 5+ GPs and a number of visiting specialists. It has a well-equipped hospital, extensive aged care facilities, a large indoor stadium and hydrotherapy pool.

There are numerous sporting clubs and service clubs including APEX, Lions, Probus and Soroptimists.

Bundaleer Forest and Maple and Pine function centre is a major tourist destination in the district. The Victoria Park sport and recreation facility contains ovals, lawn tennis courts, a large table tennis complex, 2 indoor international standard basketball / netball courts and 6 indoor cricket-training nets.

### **Local Government body**

The local district council is Northern Areas Council. It does have a number of local events promoting its council area.