

# Jervois Primary School 2018 annual report to the school community



Government  
of South Australia  
Department for Education

Jervois Primary School Number: 194

Partnership: Murraylands

Name of school principal:

Mikelle Miegel

Name of governing council chair:

Greg Davis

Date of endorsement:

Feb 6th, 2019

## School context and highlights

Jervois Primary was close to capacity in 2018; we had 23 in an R/1 class, 26 in the 2/3 class, 29 in the 4/5 class and 21 in the 6/7 class. We continue to have new students join us; this year we began with a new student in year 6, followed by a new year 2 during the year and a new year 1 and 2 beginning in term 4. The year ended with us saying goodbye to two local farming families who are relocating, the Braendler family and the Cummings family.

As a site we began and ended every week in the best possible way: 'together'. All classes gather in the library on Monday morning for a Monday Morning Meeting. This enables us to develop understanding around our 4 foundations and has been an opportunity to explore, share and model Learning and participate in other events together including Harmony day and Remembrance day. Friday afternoons alternate each week between school assembly and whole school reading outside. Whole School Reading was an initiative of our Student Learning Community a few years ago in response to international research around the benefits of reading for pleasure.

A highlight we achieved this year was all of our students successfully completing the Premiers Reading Challenge. This year we continued our reading intervention with Leveled Literacy Intervention: the progress was positive, some students made significant growth in reading, demonstrating 18 months growth over the year.

Two staff members, one from the JP team and another from the UP team attended 7 Guided Reading Leaders Professional Learning Community sessions held across our partnership. They were also provided with staff meeting time to share their understanding and practice with teaching colleagues and build capacity and Guided Reading Practices across the site in all classes. The impact of this could be seen through teaching and learning observations, staff presentations and a Guided Reading survey, as well as our final 2018 reflections. "I am more confident delivering Guided Reading, using effective pedagogies and being a leader at JPS and across the partnership." Tania McFee.

This year we had some upgrades occur, including improvements to room 3: insulation and natural lighting for the room was improved, as well as an outdoor deck and extra access door for the learning space to be more flexible. An outdoor stage area was constructed and nature play gained 2 new pieces. The website had a major upgrade and a chook yard and fruit tree additions occurred in our kitchen garden.

## Governing council report

2018 has been another exciting year for Jervois Primary School. Governing Council welcomed several new members to the team, and because of this we took the opportunity to have a governance training session presented by SAASSO.

Some of the areas governing council were involved in this year include:

- The External Review
- Nature Play planning area
- Site Improvement Plan (SIP)
- Pastoral Care Worker (PCW)
- Financial Governance
- Student Behaviour
- Building works

Governing Council reviewed and endorsed the following policies:

- First Aid
- Student Engagement and Behaviour
- Transition
- IT User Agreement

Thank you to all Governing Council members for your attendance, input and service of Jervois Primary School throughout 2018. Your contribution makes a difference to our school community.

On behalf of Governing Council I would like to thank Mikelle, our Principal, and all of the JPS teachers and staff for their dedication and commitment to our school. I also acknowledge and thank all parents and friends for volunteering your time to help with canteen, excursions, sports day etc. Your involvement makes a big difference to the school community and is appreciated very much.

Greg Davis  
Governing Council Chairperson

## Improvement planning and outcomes

Our 2018 SIP was known to all teaching and SSO staff and our collective approach to this work was achieved. It was frequently referenced and shared through weekly Principal reports and at Governing Council meetings.

Priority: 'Develop positive school and pride'

We continued Monday Morning Meetings which provided students with opportunities to learn and lead and build connections with others. Students from R-7 were able to reference our 4 foundations and use the visuals and language as prompts for their actions in living and learning and this was noted as an area of strength in our 2018 External Review. Student Well Being saw the 2/3 class explore the zones of regulation as an approach; this was shared by students at Monday meeting and other students, teachers and classes had a range of uptake with the language. It was pleasing to hear students with challenges in year 3 or year 7 say 'I am in the blue zone, I didn't get a good sleep last night, or I am in the yellow zone but I can get myself back to green in 5 minutes or so and be ready to learn'.

Nature Play was developed with the efforts of The Student Council creating 2 small world areas, and 2 woven domes arrived late in the year. The whole school also enjoyed a nature excursion to Kinchina in term 3 and reflected on the day using the thinking tool, CSI.

Priority - Literacy and Numeracy

An UP and JP teacher actively attended Guided Reading Leaders PLC with the partnership and had opportunities to share and support others. All teachers identified a growth in confidence in teaching reading, knowing where students are at and planning for next steps. To achieve this we also allocated a budget for purchasing resources as some texts were required for older classes. Guided Reading observations occurred in all classes throughout terms 2-4 and teachers noted the benefits of this opportunity to build their capacity and outcomes for students. Staff were provided with extra release to develop their skills and understanding with reading records and the analysis of errors, as well as planning time to explore CBL as an approach which can support reading comprehension.

We focused on the disposition and feedback area of our numeracy agreement and staff engaged in a spiral of inquiry around feedback. This will support our student goal setting and feedback work planned for 2019. Our whole school data processes in reading and maths have been maintained and improved and continues to make progress and intervention groups clear.

We engaged in the Makers Empire PD and Expo as well as established R-3 and 4-7 STEM teachers; the awareness of inquiry and spatial awareness in STEM is evident through teacher discussions and planning.

Staff continued and completed reading "Cultures of Thinking" as a professional text. This prompted thinking and challenged assumptions & practices. We took the opportunity with the learning environment chapter to do a school walk through and used a rubric shared by the Early Years leader of the LET team. This positioned us to strategically plan for spaces heading into 2019.

Two other areas not on our SIP but worth mentioning are the thinking, efforts and outcomes seen in a renovated class building and an upgraded website.

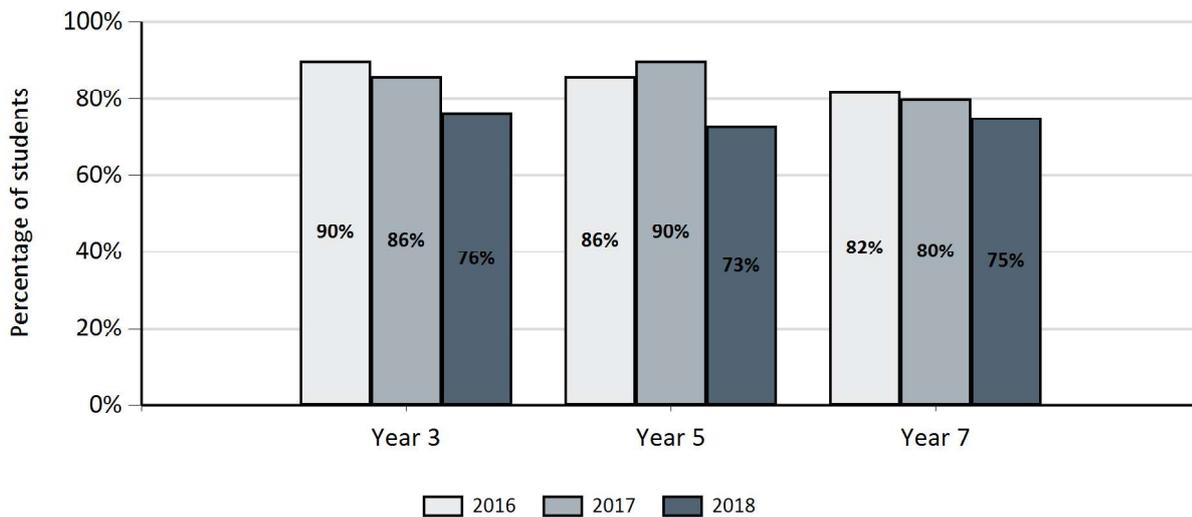
Thank you so much to all staff for their part in the 2018 SIP, the journey was relentless, as we remained focused and always sought continuous improvement for ourselves and others, knowing that our students deserve the best.

## Performance Summary

### NAPLAN Proficiency

The Dept. 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.

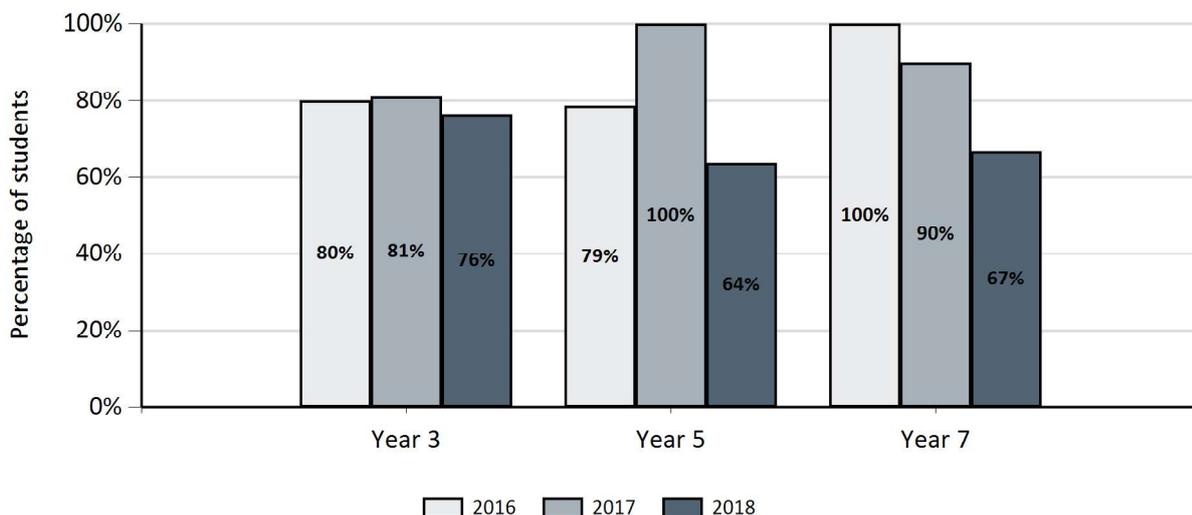
#### Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

\*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.

#### Numeracy



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

\*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 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	10%	33%	25%
Middle progress group	70%	22%	50%
Lower progress group	20%	44%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

\*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%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	11%	33%	25%
Middle progress group	89%	44%	50%
Lower progress group	0%	22%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

\*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%.

## 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2018	17	17	9	5	53%	29%
Year 3 2016-18 average	16.0	16.0	8.3	4.3	52%	27%
Year 5 2018	11	11	3	3	27%	27%
Year 5 2016-18 average	11.7	11.7	3.7	2.0	31%	17%
Year 7 2018	12	12	3	1	25%	8%
Year 7 2016-18 average	11.0	11.0	2.7	1.7	24%	15%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

<sup>^</sup>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.

## School performance comment

The recently written Australian GRATTAN Institute report, measuring student progress included the following, "Australia puts too much emphasis on students' achievement at different points of time in their schooling, and not enough on students' progress over the course of their schooling."

Our Reading results in NAPLAN have 2 students in each of year 3,5 and 7 not attaining the SEA, however we are tracking and monitoring students and know for example that one of our year 3 students who did not achieve the SEA , made 14 months progress. This student came to us in their last term of year 1 and was significantly behind in their reading. Our tracking and monitoring of a current year 5 student also tells us that they have made 4 years reading progress in the last 3 years at school and are approaching the SEA. Our data analysis of a range of assessments indicates to us that comprehension is an area to focus on and we have included this area in our planning improvements for 2019.

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Our 2018 student proficiency in reading from NAPLAN results shows a drop in all year levels, however all teachers articulate that their confidence in teaching reading and knowing where every student is at as a reader and planning for next steps have improved due to the Guided Reading Professional learning we have engaged in throughout the year. I am aware of implementation dips and will look on with interest over the next few years as we continue this work and look at NAPLAN and other data sets to know how we are going in literacy and numeracy.

## Attendance

Year level	2015	2016	2017	2018
Reception	92.9%	91.6%	89.0%	93.1%
Year 1	89.7%	91.5%	92.7%	90.2%
Year 2	94.2%	89.9%	90.5%	94.9%
Year 3	93.1%	94.4%	91.0%	92.6%
Year 4	90.0%	93.2%	92.2%	94.1%
Year 5	90.3%	89.9%	90.7%	91.0%
Year 6	92.6%	89.0%	89.2%	92.3%
Year 7	89.8%	92.7%	89.3%	92.5%
Total	91.3%	91.3%	90.5%	92.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance comment

It was pleasing to see some improvement in our attendance data. This has been a focus for us over 2 years as data and discussions around this have occurred at Governing Council Meetings as well as information shared in our newsletters. Our follow up processes around attendance are established and a high percentage of absences are explained absences. The AEU 1/2 day strike had an impact on attendance for us; we had 22 of our 100 students attending the afternoon. The Admin office staff manage the first stages of attendance well and keep unexplained absences to a minimum.

## Behaviour management comment

Behaviour management has been a focus this year as our policy was up for review. The review process included input from staff, students and Governing Council as we reshaped this policy into a Student Engagement and Behaviour Policy. Staff began by viewing several policies from other sites and reading an Alfie Kohn article. Governing Council parents also viewed and discussed punitive and restorative practices in relation to a shared resource titled The Tale of 2 Classrooms.

Behaviour at Jervois is generally positive and staff are willing to listen and support students through friendship/social wobbles. The catastrophe scale is a useful reference for students and when suspensions occur, an internal is the preference so supports can be put in place.

## Client opinion summary

As reported at a Governing Council meeting our parent opinion survey participation numbers were increased giving us more accurate perception data from our school families (16 responses in 2017; 28 responses in 2018).

It is pleasing to see we have maintained high scores 2016-18 in averaged results. All areas were in the top band except for student behaviour, which is managed well at this school. However the score over the 3 years in this area has increased each year indicating progress. The external Review team also shared that this dip is a pattern across the state. I wonder if this is due to behaviour processes/supports being quite different from what we all experienced in our own schooling and we are all adjusting to current understanding and practice? Our open ended questions were based on our digital platforms of SeeSaw and Facebook as communication tools. The overall ratings here were positive and anonymous comments provided are useful for us.

I love it, it's such a good way of keeping in touch with what is happening in the classroom.

I love seeing what they are doing. My child doesn't tell me when he gets home.

There is often a big delay between things being added to Seesaw and the parent actually being able to view them, videos especially.

Our student wellbeing historical data from 2016-2018 showed positive growth in the engagement with school section.

Elements in this area include identifying an important adult at school, emotional engagement with teachers increased over this time from 83% to 93%. School climate had a massive shift from 22% to 69%. This largely occurred due to our 4 foundations, particularly being happy, safe and belonging, as well as the connectedness at Monday Morning Meetings and continued focus in classes and the yard.

93% of staff completed the staff opinion survey and we landed strongly in the top quartile (68-100% range) with 92%.

Strengths:

- my line manager provides valuable feedback throughout the year that helps me to improve my performance
- at our site, major change initiatives are managed well and help us to deliver improved learner outcomes

Opportunities for improvement:

-site maintains a supportive environment to deal with the needs and challenges of children.

-I receive the necessary resources to meet my job/role expectations. All of this perception data provides us with food for thought around opportunities for improvement but I am mindful that there is also a lot of work in maintaining what we do well.

## Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	1	4.3%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	13.0%
Transfer to SA Govt School	19	82.6%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

## Relevant history screening

Teachers are screened through the Teachers Registration Board of SA as part of the registration process. SSO, PCW, ACEO, grounds and cleaning staff have current DCSI clearances.

Many parent volunteers also have current DCSI screening clearances, and new processes enabled us to have non-screened parent volunteers support in classrooms with the teacher present.

Those from outside agencies who work in proximity to children on a regular basis also have their screening details recorded as per DfE process.

## Teacher qualifications 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	17
Post Graduate Qualifications	0

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	5.8	0.1	3.6
Persons	0	7	1	6

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

## Financial statement

Funding Source	Amount
Grants: State	1016018.57
Grants: Commonwealth	2200.00
Parent Contributions	25319.98
Fund Raising	8022.61
Other	17513.78

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

## 2018 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 2018 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 behaviour management and engagement	One student received additional behaviour support funding which we managed over the last 2 terms. Principal took on well being leader role as no teaching staff were interested in position.	learning plans, safety plans and OCOPS in place for identified students.
	Improved outcomes for students with an additional language or dialect	n/a	
	Improved outcomes for students with disabilities	Two A level students in reception were supported with allocated SSO time which teachers managed learning plans for. As a site we also funded SSO hours to support another student in year 3.	increased independence & settling into routines. progress in self regulation
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>• rural and isolated students</li> <li>• Aboriginal students</li> <li>• numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	We received \$8184.69 as our rural and isolated funding, the funding offset costs for families with excursions and provided in-school performances and experiences.  Received \$8515.42 for Aboriginal Students & the intent was for this to fund our ACEO which we did; they were on leave all of term 4.  Improved outcomes for N&L-\$31,703.99, this was used towards staffing including SSO to run LLI and SSO to support students 1-7 with numeracy. Guided Reading text resources to cater for MP/UP students.  Primary Learning improvement \$6150.00 & supported with OCOP time, release for classroom observations and on-site reading PD	maximising student engagement in curriculum experiences, whole school attended book week excursion , including nature element for wellbeing.  reading progress
Program funding for all students	Australian Curriculum	n/a	
	Aboriginal languages programs initiatives	n/a	
Other discretionary funding	Better schools funding	\$21228.30 funding was utilised in staffing and class structures. SSO hours allocated to each classroom to support learning, including term 1 transition support in R/1 class.	Successful transition to school teachers able to plan for small group support
	Specialist school reporting (as required)	n/a	
	Improved outcomes for gifted students	n/a	
	Primary school counsellor (if applicable)	n/a	