

# Jervois Primary School

## 2019 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 chairperson:**

Greg Davis

**Date of endorsement:**

5/2/20

## School context and highlights

Jervois Primary maintained 4 classes in 2019, we had 20 students in the R/1 class, 24 in the 2/3 class, 28 in the 4/5 class and 24 in the 5/6/7 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 Reception during the year.

As a site we began and ended every week in the best possible way, 'together'. All classes gather in the library for a Monday Morning Meeting. This enables us to develop understandings around our 4 foundations and has been an opportunity to explore, share & model learning and participate in other events together. Every teacher & class are given opportunities to plan & lead these meetings & it is often a feature of our school that other educators admire. Friday afternoons alternate each week between, school assembly & whole school reading. 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. For the second year all of our students successfully completed the Premiers Reading Challenge & 2 students (year 1 and year 6) attended the Premier's Celebration reception. This year we saw 30% of students demonstrating more than 12 months progress over the year in reading.

We continued into our third year with Social Ventures Australia, a key outcome of this was establishing our R-7 scope on how we promote thinking, learning and engagement at JPS under 3 areas, visible thinking, Creative body-based Learning and dialogic for learning discussion starters. This also gave us the opportunity for visitors, one group was from the UK and they gave us the following feedback, We were impressed with how Angus could talk about the changes that had happened and talk about your improvement journey. We saw excited learners who were proud to share their school and learning. I like how the school trusts students, an example of this is how you can play with sticks and the simple rules you created together for this. The enjoyment of reading came through.

This year had some upgrades occur, this included new pieces and loose parts to the nature play area as a response to student interest, we completed our Mad Magpie Mural & the interior of the Administration building was painted. Our kitchen garden program continued & we won the Murray Bridge Council Gardening Competition School section & were successful with garden produce & chicken eggs in the Murray Bridge Show.

## Governing council report

Jervois Primary School has had another great year. The 2019 Governing Council welcomed a couple of new members and some areas of active involvement included:

- successfully gaining funding for our PCW position for the next 3 years and involvement in the appointment of Shelley to the Jervois team.
- reviewing and endorsing the following policies: + Sunsafes
- + Camps & Excursions
- + Home Learning
- + Bullying and Harassment + Enrolment
- + Attendance
- + Healthy Eating & Food
- + WHS.
- after years of planning the nature play area made some excellent progress, much to the delight of the students.
- input in the structure of reporting to include comments on social skills. - discussion around the Site Improvement Plan.
- Financial Governance.
- student behaviour updates.
- site and building maintenance.

Thank you to all Governing Council members for your attendance, input and service. Your contribution makes a huge difference to our school community.

On behalf of Governing Council I would like to thank Mikelle, our Principal, and the JPS teaching and support staff for their dedication and commitment to our school.

I would also like to extend a big vote of thanks to the many volunteers who give their time throughout the year for tasks such as Parents & Friends committee fundraising, canteen, excursion transport and supervision, sports day, school concert clean up, classroom assistance etc. Your generosity is most appreciated and we look forward to working with you again in 2020.

Greg Davis Chairman

## Improvement planning - review and evaluate

### Reading focus

Two teachers, one from the JP team and another from the UP team continued to attend 7 Guided Reading Leaders Professional Learning Community sessions held across our partnership. They were also provided with staff meeting times to share their understandings and practice with teaching colleagues and build capacity aligned to our literacy goal in our SIP. This also resulted in a scope and sequence for Fab 4 across classes. The impacts of this could be seen through teaching and learning observations and students from Reception up can name the 4 comprehension strategies and roles in Fab 4 as predictor, questioner, clarifier and summariser.

Class observations to support reflective practice and implementation of Fab 4/ reciprocal reading occurred for all teachers and most identified/commented on summarizing being an area to develop in students.

Teachers did a FAB 4 SWIVL video of themselves in their class during term 3 to reflect on and identify next steps of their practice and student outcomes. Teachers will also be released for 1 hour to read professional text on reciprocal reading to build understandings and class actions. Graduate teachers and a teacher who had returned to work from parenting leave accessed the video of others to build their understandings on planning and pedagogy with the Fab 4 to support student progress and outcomes. The JP class are using the word because and the 5 finger strategy to show deeper comprehension of texts.

### Maths focus

Students showing their mathematical thinking visually and explaining their thinking. SSO providing evidence to teachers around student understandings of content/ working mathematically and misconceptions. Below SEA student in year 5 NAPLAN made use of blank paper to show thinking visually to find a solution.

Teacher awareness and knowledge around the numeracy progressions was developed over a few staff meetings and further understandings occurred over a Student free Day that enabled teachers looking at student work samples and moderating against AC achievement standards. This day also included a focus on learning intentions and success criteria –re-establishing this expectation in classes. Learning intentions (LI) are now more visible in classes, teachers tweaking LI/ more open- simplified language and student clarity with success criteria (SC) and steps to get there.

SFD in term 3 supported teachers with learning design with a focus on numbers sense and daily number routines. All classes have implemented number routines which include LI /SC are reflective of BIIN, and allow for students to asking more questions during Number of the day, share their thinking/ mistakes/ understandings and connect with the explaining from one another and building on their own understandings. All teachers have been released to observe teacher Tania McFee led a number routine with the 4/5 or 6/7 class.

We also trialled the use of the BIIN diagnostic tools in the R/1 class and saw growth in this data and have had many discussion on embedding this as part of our beginning of the year processes for more students to inform teachers of areas to target with the class or with cohorts around Big ideas in number.

Staff also noted questions/ prompts they frequently use in maths and aligned these to Jo Bolars maths norms which are a part of our effective maths agreement to highlight areas of strength and areas for growth.

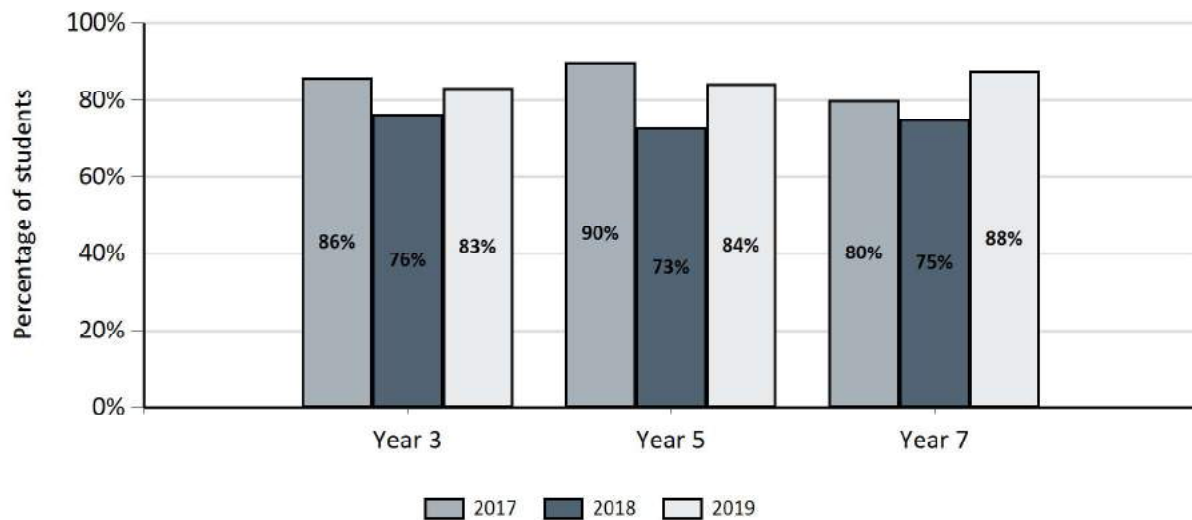
Both areas (reading & Maths) have enabled strong foundations to build upon in 2020.

## 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.

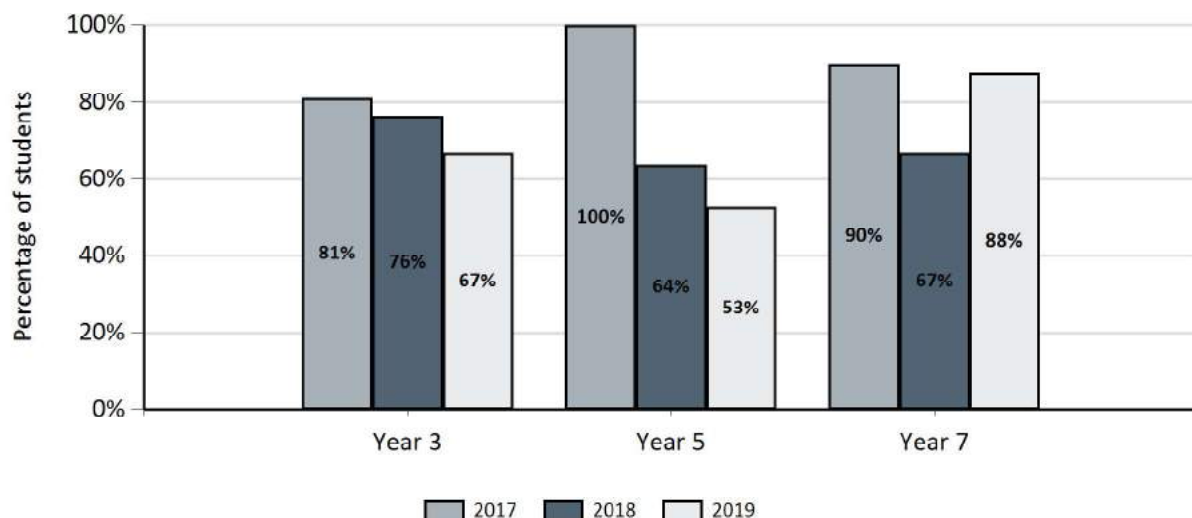
#### Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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 2019 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	18%	0%	25%
Middle progress group	47%	62%	50%
Lower progress group	35%	38%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*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	State (average)
Upper progress group	0%	0%	25%
Middle progress group	59%	62%	50%
Lower progress group	41%	38%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*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 <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 2019	12	12	4	1	33%	8%
Year 3 2017-19 average	16.7	16.7	8.0	3.7	48%	22%
Year 5 2019	19	19	2	0	11%	0%
Year 5 2017-19 average	13.3	13.3	2.3	1.7	18%	13%
Year 7 2019	8	8	0	2	0%	25%
Year 7 2017-19 average	10.0	10.0	1.7	1.7	17%	17%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

<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

Late last year the 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."

With this in mind we make sure we look at a range of data sets as we track and monitor students, looking for progress and improved ways to continue to support them as learners.

One way we did this was to track 6 students in each class around reading comprehension across the year. This data was useful for teachers to see growth but also to identify future teaching points. We continued to maintain our school wide reading data wall and this gave us many insights into students. We could confidently select students to participate in a range of wave 2 interventions that encompassed the Big 6 of reading.

An inclusion to our end of year report is the Standard of Education Achievement (SEA) reference against State testing in Pat Maths and Pat Reading. This was discussed at Governing Council and students from year 3 up now have a SEA target for both areas and includes the score the student achieved so families are informed if their child met the SEA.

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. As we continue our SIP journey in maths next year we are keen to shift the lower progress group as well as see growth in the upper progress group.

## Attendance

Year level	2016	2017	2018	2019
Reception	90.6%	90.6%	92.9%	93.0%
Year 1	91.9%	94.0%	90.0%	94.8%
Year 2	89.6%	91.5%	94.7%	92.4%
Year 3	95.8%	91.8%	92.5%	94.7%
Year 4	95.2%	93.4%	93.9%	92.1%
Year 5	88.7%	93.1%	90.7%	93.1%
Year 6	89.1%	88.1%	92.1%	93.4%
Year 7	93.2%	90.0%	92.2%	90.3%
Total	91.4%	91.4%	92.4%	93.1%

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

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

## Attendance comment

Most year levels showed improvements in attendance. Discussions at Governing Council Meetings as well as information shared in newsletters occurred. GC members asked that it be noted that medical appointments have an impact on attendance due to rural locations.

Follow up processes are established and a high percentage of absences are explained absences. The AEU 1/2 day strike actions had an impact on attendance even though our school remained open. The admin office staff manage the first stages of attendance well and keep unexplained absences to a minimum.

## Behaviour support comment

Proactively we introduced the zones of regulation R-7, most students are familiar with the 4 zones, associated feelings & are beginning to explore tools and strategies that may be helpful to them in each zone to manage strong emotions & next steps. Our Student Council established a Peace Corner in each classroom as an option for students to self identify & self regulate when they are in a zone outside of green, where they would feel calm, focussed & ready to learn/play. Staff have improved the tracking of students through student engagement and behaviour slips. Responding to behaviours this year included parent calls, our PCW & Wellbeing teacher working 1:1 & with groups, & the site actioned 19 take homes, 6 internal suspensions & 10 suspensions.

## Client opinion summary

It is pleasing to see parent opinion survey participation numbers were maintained giving us more accurate perception data from our school families (16 family responses in 2017, 28 family responses in 2018 and 27 in 2019) Many areas were in the top band, the 2 highest elements at 4.5/5 being child likes being at this school and my child feels safe at this school. Our lowest score at 3.7/5 was Student behaviour is managed well at this school. This is still an area to continue to improve in as we refine processes ( e.g. see student engagement and behaviour slip comment in Behaviour support sections above) and this dip in scores is reflected in patterns across the state. Parent views were overwhelmingly positive with 97% believing that teachers want students to do their best and 97% acknowledging that teachers motivate my child to learn.

Our open ended questions was based on our upcoming 100th birthday in 2022. The overall ratings here were positive and anonymous comments provided are useful for us.

We received a handful of comments, see below,

Have a upgrade or new item at the school that can be officially opened at the 100 year celebration event.

Have Balloons & Bubbles kids love them :-)

Have at what ever time of the year the weather is most likely to be best. :-)

Got to have yummy food, all parties & celebration have that :-) (could be themed to the school like using colours & or 100 numbers shape on cookies)

History timeline of how the school has changed over the 100 years!

I'd be happy to help our where possible.

Invite past teachers/principals for event Have some centennial souvenirs made up Get students to do a time capsule

Have a dinner/ dance night.

For the Birthday celebration we need to involve the community, Jervois sports clubs, CWA, Bowls club, locals. Even having a mini Debutante ball would be a lovely way to remember the school.

Parents also had the opportunity to share their thinking on the timing of celebrations , term 1 and 2 were most popular and 6 parents indicated they were interested in being involved with birthday celebration planning and organising.



## Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	2	11.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	11.8%
Transfer to SA Govt School	13	76.5%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

## Relevant history screening

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

Many parent volunteers also had current DCSI screening, 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.

## 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	16
Post Graduate Qualifications	1

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	7.0	0.0	3.8
Persons	0	9	0	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

## Financial statement

Funding Source	Amount
Grants: State	40760.36
Grants: Commonwealth	4400
Parent Contributions	27547.63
Fund Raising	6214.67
Other	16062.73

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

## 2019 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 2019 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, this was used to set up student for a more successful day and provide extra support for engagement in a wave 2 phonological awareness/phonics group.	increase in pa/phonics knowledge progress in self regulation
	Improved outcomes for students with an additional language or dialect	n/a	
	Improved outcomes for students with disabilities	Two category 1 students in year 1 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 2.	progress in oral language 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 Learning difficulties grant	<p>We received \$8184.69 as our rural and isolated funding, the funding offset costs for families with excursions, concert, regional music and swimming.</p> <p>Received \$8515.42 for Aboriginal Students &amp; the intent was for this to fund our ACEO, this was difficult to staff even with regional support.</p> <p>Improved outcomes for N&amp;L-\$36,180, this was used towards staffing including SSOs to facilitate Literacy interventions and to support students years 1-7 with numeracy.</p>	<p>high engagement in swimming program and other learning experiences.</p> <p>phonics and reading progress reading comprehension improvement for targeted cohort</p>
	Australian Curriculum	Primary Learning improvement \$5947.00 was used to release teachers to plan in teams for maths and for a teacher to co-plan a SFD for maths.	All Classes began daily number routines. Refined used of learning intentions.
	Aboriginal languages programs initiatives	n/a	
Other discretionary funding	Better schools funding	\$21275.16 SSO hours allocated to each classroom to support targeted learning, including term 1 transition support in R/1 class. Building maintenance, including painting of administration building.	Successful transition to school teachers plan for targeted group support
	Specialist school reporting (as required)	n/a	
	Improved outcomes for gifted students	n.a	
	Primary school counsellor (if applicable)	n/a	