



Jervois Primary School

2020 annual report to the community

Jervois Primary School Number: 194

Partnership: Murraylands

Signature

School principal:

Mrs Mikelle Miegel

Governing council chair:

Sharon Rickaby

Date of endorsement:

7 January 2021



Government
of South Australia
Department for Education

Context and highlights

The 4 classes at Jervois were engaged, thinking, learning & growing on a daily basis during 2020, through a Global pandemic & we continued to do this but for some it was from home for a short while.

The SIP was a strong guide for our literacy and numeracy work and we are grateful to personnel from the Literacy Guarantee Unit in DfE for being a support for us around this, as well as the leading team on site (Mikelle, Sophie and Tania) in progressing teacher knowledge, understandings & practices to best support learners in literacy and numeracy. The phonological awareness & phonics areas in JP were further developed in classrooms & through interventions & the results we achieved, including 40% growth in year 1 phonics was testament to the hard work & focus of teachers & students.

All staff progressed handwriting practices in classrooms & it was pleasing to see students comment on this & reflect as learners or set learning goals in this area too. Reading goals was an area we didn't quite nail in 2019 but we persisted & have a whole school approach working & ready to continue running with in 2021.

Teacher reflection comment: I used to think that having 4 or 5 different levelled spelling lists displayed on my board ready to begin look, say, cover, write, check was the only way to start spelling.

Now I think, that the students are given more opportunity to be successful when they HEAR the various words and letter pattern sounds that we will be learning prior to writing them by using heggerty type rhyme activities, phoneme fingers and elkonin boxes as beginning activities. This is evident to me now as I understand the power of the heggerty program, the data has shown children's growth in phonological awareness, Simply engaging children's hearing of phonemes prior to even looking at the graphemes of words is where to start and the graphemes are the next level. Hear and say first.

Powerful play based pedagogies remained a focus in JP with philanthropic funding via schools plus & a highlight here was a day with R-3 students & families at a Outdoor Learning Day with Nature Play SA support.

The whole school continued to connect at Monday meetings and the focus in term 4 was around positive play and the zones of regulation with associated strategies. A mosaic project was also a highlight. SC again led a disco and other events during the year, unfortunately the wheelathon was not one of them as this occurred during a lockdown. Other events that were impacted through COVID 19 were all rescheduled, e.g. class excursions, sports day and the concert was very different but we managed to continue to provide an experience of sorts to students and families.

Governing council report

As we near the end of a challenging 2020 like no other at Jervois Primary School or the world has seen, it is a good time to reflect back on what we have achieved as a School and a community.

It is with reflection that you realise how fortunate we are to live and be involved in our small community and what we have achieved and to show how our Four Foundation Values are linked to life.

- BEING HAPPY SAFE & BELONGING- wellbeing was certainly a factor this year with students and teachers adhering to changing government restrictions within the school grounds and wider community
- STOP & THINK- the students, parents and teachers had to adapt to a new way of learning, whether from home or limited students in classes.
- LEARNING & LEADING- the students had to learn to show leadership with social distancing and adapting very quickly when new restrictions were implemented. The leadership that the students and teachers show at sports day was a credit to them.
- THE LEARNING PIT- this has certainly been an extremely challenging year where a lot of persistence and resilience have been present with in the School and wider community.

Within all of the craziness of COVID we managed to have a few socially distanced GC meetings which were very productive with policies reviewed, updated and endorsed

- WHS
- Behaviour management

I would like to take this opportunity to thank the GC Committee for their continuing support of Mikelle, staff and students and for your input into future planning of Jervois Primary School to be a sustainable school. I would also like to thank the volunteers that have taken their time to help in any way big or small at our school, I know the students love to see family members engaging in the school activities.

I have been honoured and humbled by with being trusted in the position of Governing Council Chairperson and thank you for your continuous support.

I wish you and all the families of the staff and students of Jervois Primary School a extremely safe and Joyous Festive Season and wishing 2021 to be a lot calmer.

Kindest Regards

Sharon Rickaby

Governing Council Chairperson

Quality improvement planning

SIP 2020 targets and goals:

Goal 1: Increase student achievement in reading, particularly in the area of comprehension.

Target: 80% of the enrolled year 2 students of 2020 will achieve a 7 or higher with their BAS comprehension score.

Taking into account our 2 identified speech and language students the remaining cohort of year 2s met the comprehension target. 87.5% of year 2 students met the target of achieving 7/10 or greater in their reading comprehension. The one student who did not meet the target was close (6/10).

- We have learnt that the reading goals and the teaching sprint process have been beneficial as have expectations of the use of the word "because" as well as scaffolds for students.
- Establishing safe conditions for reading assessment through positioning these as a reading conversation and including prior knowledge chats, even with an unseen text have supported students to go deeper when answering comprehension questions.
- Next year we are looking at basing our Wave 1 Guided Reading as well as interventions against the simple view of reading/Scarborough's Reading Rope. We want to incorporate Close Reading alongside Fab 4/Reciprocal Reading. The site will be implementing a more targeted approach to Literacy using DFE Scope and Sequence and Site Based curriculum planning.

Goal 2: Increase student achievement in mathematics, particularly in the number strand.

Target: 50% increase for students enrolled as year 5s in 2019, whose achievement standards were just below the PAT M SEA in year 4 of 2018 will achieve the SEA in year 5 PAT M

Target achieved.

Other insights

- Staff understand and own the SIP
- Releasing Sophie to lead literacy SIP goal and Tania to lead numeracy SIP goal supported positive outcomes.
- Term 1 Step 4 focus - clarity around roles and responsibilities
- Step 4 -T2, T3 and T4 - all staff involved. Final Step 4 conducted before SFD in week 4.
- Processes/evidence for monitoring SIP goals tabled and discussed.
- Triangulation of data occurred in literacy - reading data wall, PAT R and Heggerty.
- Maths goal/achievement/tracking going well in terms of data analysis, triangulation included BliN, PAT M and class work samples. Questions around literacy goal/achievement/tracking in terms of results and target group for intervention/targeted support.
- Students well below SEA have all accessed interventions.

Improvement: Aboriginal learners

Staff were involved in Aboriginal learner achievement matrix process where a few key elements were identified including tracking and monitoring Aboriginal Learner progress/achievement and engaging with families about student learning.

We had a particular focus on reading across the school with Aboriginal learners.

Learners accessed relevant literacy intervention,

Fab 4 was a group of 4 student withdrawn from class 4 x a week, over 4 weeks. The text was selected by the class teacher to support vocabulary and background knowledge in cross curricula areas.

The phonics group was also withdrawn x4 a week, for 30 minutes over 3 weeks and again instructions were provided by the class teacher based on review of learning required.

LLI was a group withdrawn from class for 45 min of daily instruction over 11 weeks. All of the interventions involved ongoing assessments and communication with the class teachers.

Lauren our ATSI SSO co-implemented the Engagement with families process with teachers and records on the associated template from touch points each term were filed for students as well as copies sent home.

Outcomes included,

All ATSI students successfully completed the Premier's Reading Challenge.

Year 3 ATSI student with identified phonological awareness gaps I term 1 was supported and re-assessment in late May showed progress and attainment of skills.

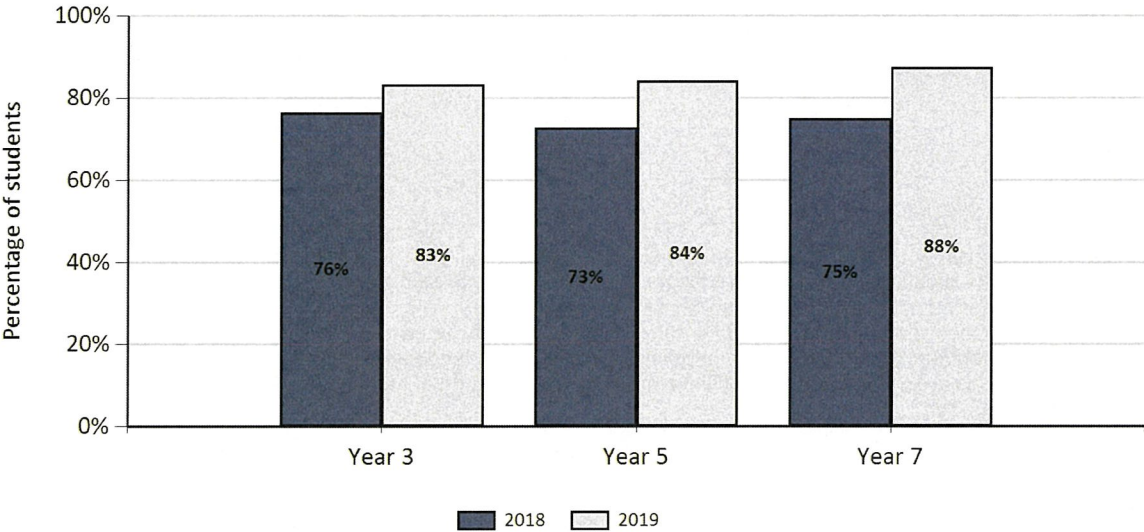
1 ATSI student made 3 months progress and is at expected reading level for age. 1 student made 6 months progress and is exceeding reading level for age. 4 ATSI students made 12 months reading progress, 1 is not at expected level, 1 is and 2 are exceeding. 1 made 14 months progress and reading 1 year ahead of expected level and the final student made 15 months progress and is at expected level.

Performance Summary

NAPLAN Proficiency

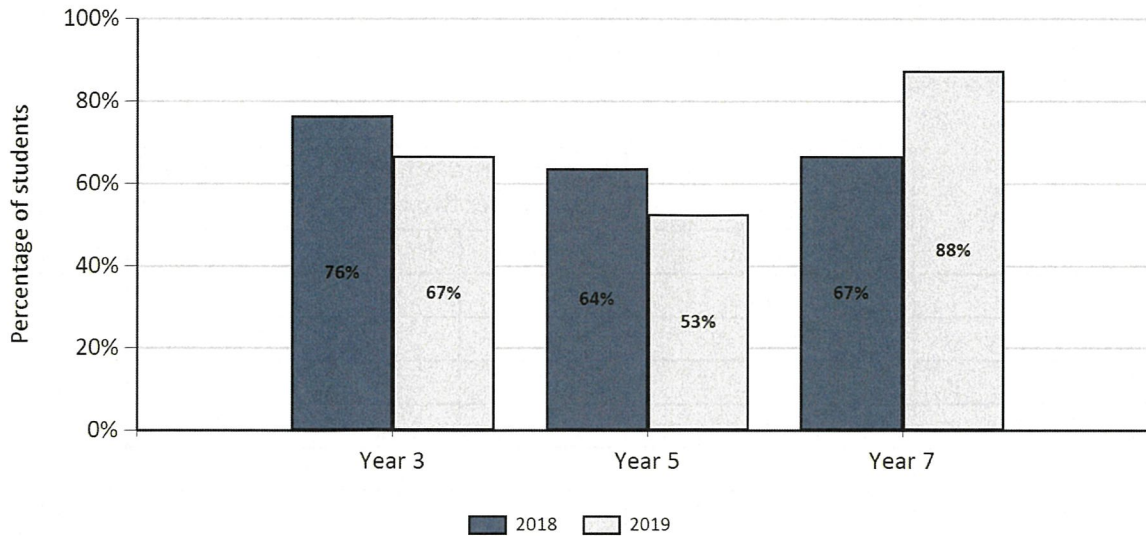
The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading



*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.
Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	47%	*	50%
Lower progress group	35%	*	25%

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

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	59%	*	50%
Lower progress group	41%	*	25%

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

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	12	12	4	1	33%	8%
Year 3 2017-2019 Average	16.7	16.7	8.0	3.7	48%	22%
Year 5 2019	19	19	2	0	11%	0%
Year 5 2017-2019 Average	13.3	13.3	2.3	1.7	18%	13%
Year 7 2019	8	8	0	2	0%	25%
Year 7 2017-2019 Average	10.0	10.0	1.7	1.7	17%	17%

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]includes absent and withdrawn students.

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

**Percentages have been rounded off to the nearest whole number.

School performance comment

In late 2018 the Australia Grattan institute report, Measuring student progress included the following. " Australia puts to much emphasis on student achievement at different points of time in their schooling, and not enough on students' progress over the course of their schooling'. The global pandemic put a pause on NAPLAN but not the many other ways that we track and monitor student progress a. We built onto our established approaches of a school data wall for reading and created one for number sense using the Big Ideas in number diagnostic tool. This data was referenced at staff meetings and Tania McFee led Professional development on analysing and responding to this data providing teaching teams with opportunities to engage in the process for their cohort of learners and begin some collaborative planning in JP and UP teams on what next for teaching and learning. Through this process teachers made adjustments to their daily number routines and as a result student outcomes and data reflected this targeted teaching. This data process and the progress and outcomes were shared with Governing Council during term 4. The class focus for GC was the UP where all students made progress and many made really impressive gains.

Similar occurred through literacy as JP teachers began daily explicit teaching of phonological awareness (p.a) to students and the results of ongoing p.a assessments as well as the year 1 phonics screening showed benefits of this approach and practice. Teachers also saw the skills being used more overtly by JP students in reading, spelling and writing.

PAT M and PAT R analysis occurred early term4 and guiding questions were, what does this data tell me about an individual, a cohort, e.g ATSI or the class. With time to think and discuss on ways to respond to the data. This process also included identifying the students who met SEA or not and as noted by the UP teacher when she explored an historical view of the data, for students who had a dip in their score, often it was minimal and the trajectory over 4 plus years was always on upward trajectory.

Our end of year reports year 1- 7 students included the Pat M and Pat R SEA and data scores so it was clearly communicated to families what the SEA target score was for the associated year level and what the score was that their child achieved/ demonstrated .

Attendance

Year level	2017	2018	2019	2020
Reception	90.6%	92.9%	93.0%	91.0%
Year 1	94.0%	90.0%	94.8%	88.9%
Year 2	91.5%	94.7%	92.4%	93.9%
Year 3	91.8%	92.5%	94.7%	90.0%
Year 4	93.4%	93.9%	92.1%	88.5%
Year 5	93.1%	90.7%	93.1%	87.7%
Year 6	88.1%	92.1%	93.4%	92.3%
Year 7	90.0%	92.2%	90.3%	91.4%
Total	91.4%	92.4%	93.1%	90.5%

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

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

Attendance comment

Our attendance took a dip this year in all classes, except for year 3; this follows consistent growth over the previous 3 years and may be explained with the realities of a global pandemic. Parents supported Government advice and were keeping students home who were unwell. 2 identified students were part of truancy conversations with DfE personnel. One student was followed up by the Principal via a safety and welfare check with SAPOL as contacting the parent was unsuccessful. The outcome was positive and the child returned to school. Admin processes of text messaging and phonically ensured that our unexplained absences were kept to a minimum.

Behaviour support comment

School wide approaches were maintained around zones of regulation & JPS 4 foundations. Each class has a peace corner & admin has a couch to provide students with opportunities to self identify and co or self regulate with taught strategies. Only a few students use the admin couch area either through teacher direction or self , a few more use the peace corner & many need neither, but our messaging is that , like a fire hydrant it is there for everyone if the need arises.

The PCW (first semester) and the Well Being Leader worked with identified students to support them with school/home scenarios & challenges. Communities for Children also offered drum beat & seasons for growth for identified students. All known bus behaviours were followed up and school suspensions were kept to a few. 4-7 students continue to be encouraged to use responsible reporting forms to communicate concerns/bullying to staff & problem solving & a JP version is in trial.

Client opinion summary

The survey was distributed to parents and carers over 7 September to 25 September 2020. Parents were provided the opportunity to provide free-text comments in the survey.

This was the first time that a parent survey of this scale was coordinated centrally. The high number of parents who took the opportunity to respond to the survey and provide feedback was encouraging and provides a solid foundation for continued engagement with our parents in the coming years. This is something as a site we have promoted and built up over the last 4-5 years.

This was a new survey that aimed to collect information about how parents engage with their children's learning. The site then received a report providing the survey data in response to each question from the parents and carers for your school.

The state average for the question/statement, People at this school show respect to one another was 75%, our site responses was 95% in a free and strongly agree.

There were many other areas we were at the high end of, including I feel like my child is important to the school coming out at 91% in agree and strongly agree.

It is pleasing but not surprising of our community that 100% of respondents saw an education at school as important to their child's future.

90% also agreed that enough Communication was received from the school , and indicated that all modes (email, newsletter, phonically, events at school, text messages, parent teacher interviews and Appa including skoolbag and seeSaw) were accessed by our community.

An interesting split in the question/statement of , I would like more help for the school with my child's learning resulted in 5 respondents answering yes - help me address their needs. Another 7 answered, yes- I would like the school to dress their needs better and 9 answered no. Student learning and support is often communicated in the school newsletter and often this celebrated the teaching, learning, support interventions and achievements of students. The newly introduced process for ATSI student would have addressed this to some extent for our ATSI learners also but there is still a need to do this better for some as indicated in these results. Hr and finance evidence of improvements on this as a site show that curriculum SSO hours in 2016 were 27.5 hours and this has been built up to 48 hours and a range of targeted interventions occurring across the site so we are doing this better and need to keep communicating this to our families.

JP staff have discussed a decoding/reading focus with families and held off this year due to COVID 19 but are keen to consider ways to build understandings with families in 2021.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	1	6.3%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	6.3%
Transfer to SA Govt School	14	87.5%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

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	12
Post Graduate Qualifications	1

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalentents	0.0	6.2	0.5	3.2
Persons	0	8	1	6

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

Financial statement

Funding Source	Amount
Grants: State	\$32,565
Grants: Commonwealth	\$2,000
Parent Contributions	\$27,727
Fund Raising	\$5,534
Other	\$16,962

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

2020 School/Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	in 2020 the Wellbeing Leader met with identified students to support them with home/school/life scenarios, this often hinged on zones of regulation and the catastrophe scale models. Student Council was held weekly.	2 High level students decreased outburst in class and yard over the year.
	Improved outcomes for students with an additional language or dialect	n/a	n/a
Targeted funding for groups of students	Inclusive Education Support Program	2 students in year 2 receive this funding and the allocated SSO has supported them with One plan goals as directed by the class teacher, they have also attended literacy interventions.	Both boys showed 45% progress in phonological assessments this year .
	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	Curriculum SSO provided in R/1 class for term 1 to support transition and collect base line data of phonological awareness years 1-4. Another curriculum SSO collected baseline data of Big Ideas in Number (BIIN) and Both of these SSOs also collected mid year and end of year data to inform teachers of what next in teaching and learning and further supporting evidence of progress made by individuals and cohorts. Literacy support interventions occurred all year in phonological awareness/phonics, LI and Fab 4 for identified students & Numeracy support in Number sense.	Reading progress at the site continued to be positive with students making up to 2.1 months growth in a year. Numeracy progress evident in BIIN data.
Program funding for all students	Australian Curriculum	One plan release provided for teachers to refine targets for students against curriculum and SEA. Lead teacher in literacy was also released to begin curriculum mapping in literacy & publish hand writing bump it up walls	Most students made good progress as evidenced by work samples and assessments.
	Aboriginal languages programs Initiatives	n/a	n/a
Other discretionary funding	Better schools funding	2x Lead teacher release to build leadership capacity and co-lead Literacy and Numeracy of SIP for site. Literacy isupport and interventions offered for ATSI students and identified others.	SIP progress seen in targeted groups and all ATSI readers show growth, 6-15m.
	Specialist school reporting (as required)	n/a	n/a

	Improved outcomes for gifted students	4 students were in high bands of NAPLAN and all attended numeracy group sessions and classroom SSO worked with students in class under teacher direction to keep them challenged and achieving.	Students showed solid and significant progress against Big ideas in number data.
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