



# Jervois Primary School

## 2021 annual report to the community

Jervois Primary School Number: 0194

Partnership: Murraylands

Signature

School principal:

Mrs Kimberly Rathjen

Governing council chair:

Mrs Sharon Rickaby

Date of endorsement:

17 March 2022



Government  
of South Australia  
Department for Education

## Context and highlights

Jervois Primary School started the year with a new leader and 50% change over of staff. Student numbers remained stable starting the year with 103 students across four classes. Students remained engaged and learning in the classroom and for a short period of time at home. This year saw an increase in families accessing online learning at home with high percentage of students engaging in Seesaw. Monday meetings turned into Morning Musters with all classes participating in wellbeing and psychological education sessions. Students were able to build relationships within their class and others as well as develop the skills of getting along, resilience and respect. Morning musters were lead by Ann (Wellbeing) the session with the highest engagement was 'Run around Australia.' Students worked together to run to their destination in Australia.

Another highlight was the introduction of Friday reading reward. This saw a huge increase in students reading at home each night. Students from each class participated and the reward was a weekly surprise. Students looked forward to the reward, with a high number of students taking control of their reading at home.

SC coordinated a successful book week parade. Unfortunately parents were able to attend this years event but the day was well support with over 90% of the students participating in the parade. SC with the support from the Wellbeing lead coordinate and run a successful Wheel-a-thon. Students, staff and families participated in the day, with many students completing the course in the allocated time. SC events were limited this year due to COVID but they still managed to organise a number of casual days for the students reflecting local and national events.

Sports day was another highlight and this year it was held in term 2. The format changed this year to include a 'marathon' for the students. This was developed from the Morning Musters, Run around Australia. Although the weather was a little chilly, families were able to attend. Selected students participated in the local SAPSASA Athletics day, Jervois Primary School was successful in winning the Handicap Shield.

## Governing council report

We welcomed Kimberly Rathjen as principal for the year and she brought with her a fresh approach to learning. This year has been a challenging year again with Covid 19 restrictions but still managed to be able to have some amazing experiences, excursions and camps for the students.

We say farewell to Kimberly as principal but welcome Elissa next year as principal.

Farewell to Jess Hankin, Monika Hatcher and Kel Hicks and thank you for your contribution to JPS and wish you well at your new positions at Murray Bridge High School. And to Madalyn Schache who will be dedicating more time to her business next year.

We also say farewell and thankyou to 4 governing council members Trudy, Jen, Tim and Chelsea, and to Lexi as P&F Chairperson. We thank you for your massive contribution to the school and being involved with numerous committees, excursions etc. You will be sorely missed but we wish you and your families well for the future.

Next year Jervois Primary School will celebrate 100 years of learning with celebrations planned for October 4th. More details will follow as the planning continues and hopefully not too many restrictions.

Thank you to all our Governing Councillors for your contribution this year and wish you and the wider Jervois Primary School community a very happy and safe Christmas.

I personally will miss being involved with JPS next year as we finish our children's learning journey which started in 2001.

Regards

Sharon Rickaby

Chairperson JPS Governing Council

# Quality improvement planning

The School Improvement Plan had two key goals for 2021:

Goal 1: Increase achievement in reading.

A focus on reading, resulted in a number of actions being taken in 2021, which included:

- Heggerty program for Phonological Awareness embedded across the reception to year three classes.
- Phonics instructional routine embedded across reception to year three classrooms.
- Teaching sprints embedded across all classrooms focusing on the instructional routine (junior primary) and close reading (middle and upper primary).
- Implementation of DIBELS testing from reception to year seven.
- Implementation of targeted small group phonics, reciprocal reading and RAVEO interventions.
- Decodable readers were embedded in the junior primary classes.
- Simple view of reading training and development for all staff members.
- Parents were supported to implement reading at home and were upskill to using decodable readers at home.

The actions being taken in 2021 saw the 70% of the year one students meet the standard of achievement. Taking into account our two identified speech and language students the remaining cohort met the SIP goal. We had an increase of students reading regularly at home. Over 70% of students from year three to seven increase their DIBELS score from the middle of the year to the end of the year. The site will continue to refine our targeted intervention groups.

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

A focus on number, resulted in a number of actions being taken in 2021, which included:

- Whole site implementation of BliN diagnostic tests.
- Targeted small intervention groups created from BliN diagnostic testing, PAT M, NAPLAN and class work samples.
- Numeracy routine established from reception to year seven.
- Like school site visit, further strengthening BliN testing, data analysis and interventions from reception to year seven.

Next year we are looking at implementing a more targeted approach to teaching numeracy by using the DFE scope and sequence, Unit Plans and Site Based Curriculum Planning. We are reconstructing our numeracy intervention groups to link closer to the teaching in the classroom.

Other insights

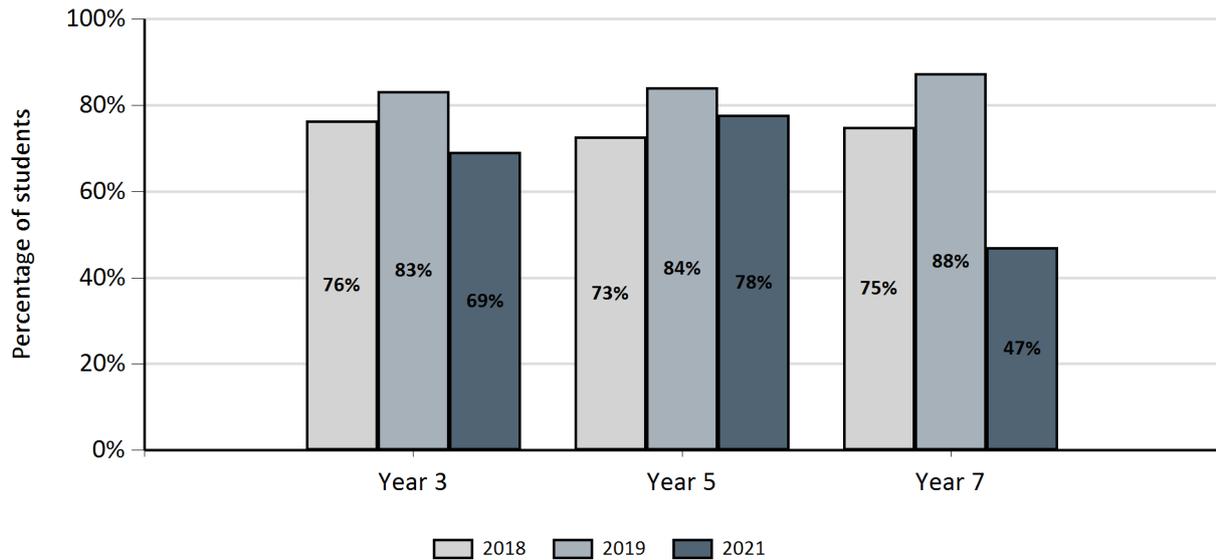
- Staff understand and own the SIP.
- Sophie was released to complete and support staff to embed the spelling scope and sequence.
- Sophie was released to update resources, increase decodable readers and support teachers to implement jolly grammar in the year four to six classes.
- Students well below SEA accessed intervention groups.
- Staff participated in a like site visit to question and discussing implementation of BliN diagnostic testing and view whole class teaching and small intervention groups.
- Staff met twice per term to analyse learning sprint data to track numeracy and literacy goals.

# Performance Summary

## NAPLAN Proficiency

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

### Reading

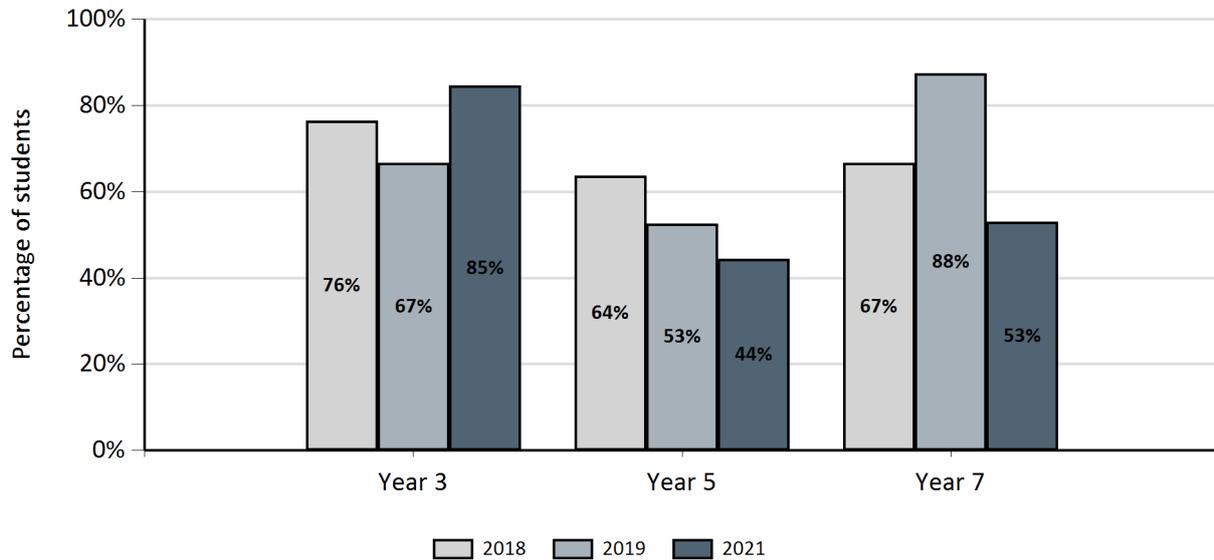


\*NOTE: No NAPLAN testing was conducted in 2020.

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

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

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

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

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

## NAPLAN progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	33%
Middle progress group	*	47%	48%
Lower progress group	*	41%	19%

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

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

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	33%
Middle progress group	*	47%	48%
Lower progress group	*	*	18%

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

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

# NAPLAN upper two bands achievement

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

	No. of students who sat the test <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 2021	13	13	4	0	31%	0%
Year 3 2019-2021 Average	12.5	12.5	4.0	0.5	32%	4%
Year 5 2021	9	9	2	1	22%	11%
Year 5 2019-2021 Average	14.0	14.0	2.0	0.5	14%	4%
Year 7 2021	17	17	2	1	12%	6%
Year 7 2019-2021 Average	12.5	12.5	1.0	1.5	8%	12%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

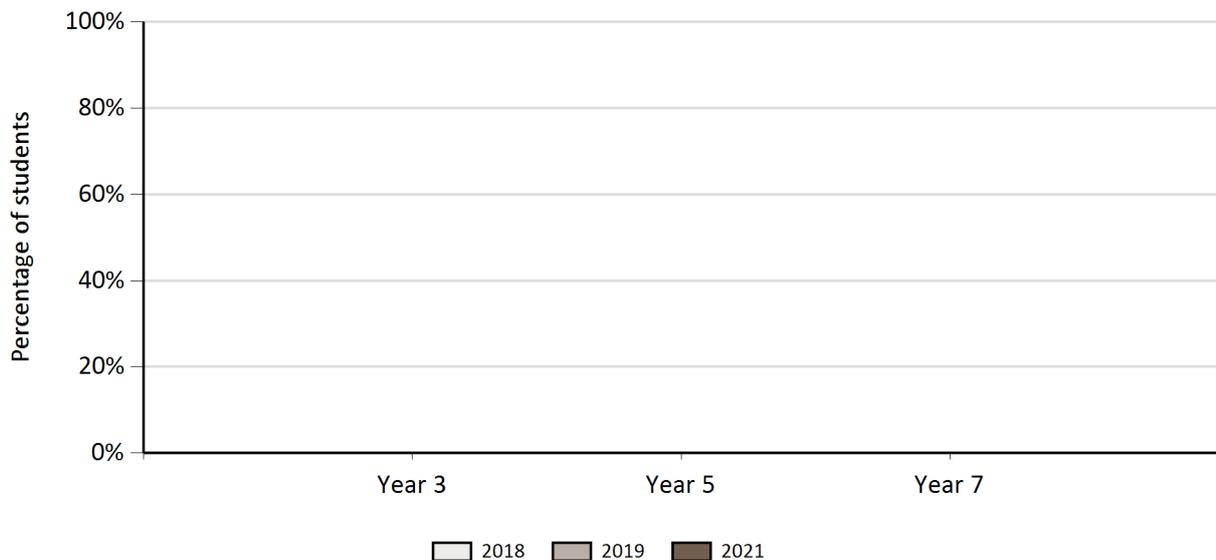
<sup>^</sup>includes absent and withdrawn students.

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

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

## NAPLAN proficiency - Aboriginal learners

### Reading



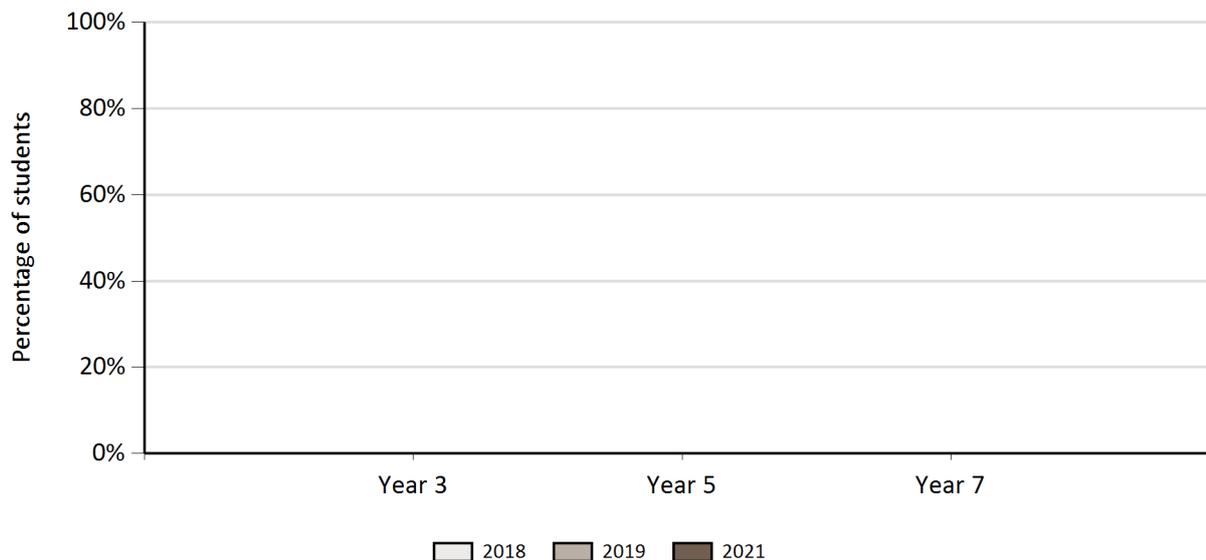
\*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

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

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

Data only includes results for Aboriginal students.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

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

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

Data only includes results for Aboriginal students.

# NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test <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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

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

<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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2021: Engaging Families

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

This year the ALALR action we focused on was Engaging Aboriginal Families as Partners in Literacy and Numeracy Learning. Lauren AECO supported new teachers to build working relationships with Aboriginal families. Staff collaborated to create a proforma to complete twice per term when contacting families to discuss their child's literacy and numeracy progression. COVID made face to face meetings difficult this year, but staff were able to overcome this by using the SEESAW app to communicate with families regularly. A data collection timetable was developed and stored in a shared file. Aboriginal students were identified in the data using a star next to their name. Three Aboriginal students were discussed at every staff meeting, once per week. Staff would discuss attendance, learning and behaviour. In all classes, Lauren supported Aboriginal students or took small group literacy or numeracy intervention groups. Lauren would help staff to check in with families regularly. Lauren worked with the Aboriginal students and families to update the acknowledgement of the country.

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

Families were confident contacting staff to discuss their child's learning. ATSI parents participated and volunteered for school events. Communication between staff and families increase by 20%. This resulted in three students' increased active engagement time in the classroom. One student saw an increase in work output at the school and reduced class timeouts. All ATSI students completed the Premiers Reading Challenge. Analysis of student data with staff and families to develop more targeted One plan goals. Increase parent communication with staff via the seesaw app. Parents, students and staff were regularly discussing the learning and behaviour in the classroom.

# School performance comment

As a school with fewer than 20 students eligible to sit NAPLAN at each year level, small changes in the number of our student's 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.

NAPLAN testing resumed this year. Our results showed 69% of year three students achieved SEA, a drop from 2019, 78% of year five students reached SEA, a slight decrease from 2019. 47% of year seven students achieved SEA, a fall from 2019. Reading intervention program, RAVEO was implemented into the middle and upper primary classes. All staff participated in the Science of Reading training and development. Teachers made adjustments to their daily teaching, and as a result, students made progress, with over 85% of students in years four to seven making SEA in PAT R testing.

NAPLAN numeracy data showed that 85% of year three students achieved SEA, increasing from 2019. Our year five students showed 44% of students made SEA, a decrease from 2019, and our year seven students, 53% of students made SEA, a decrease from 2019. Teachers participated in BliN training and strengthened the daily number routines in the classroom. Teachers worked closely with the SSO to deliver the targeted intervention. Students end of year results showed gains and improvement.

JP teachers strengthened their daily explicit teaching of phonological awareness (p.a.) to students. The ongoing p.a. assessments and the year one phonics screening showed the benefits of this approach and practice. Teachers saw the skills used more overtly in JP students in reading, spelling and writing. Our year one phonics results were slightly below 2020 results. Staff analyzed the data and began planning interventions for the next cohort.

Staff collaborated further to analyze the national, state and local data to refine the literacy and numeracy interventions for the students. The student data was synthesized to reflect targeted teaching and interventions. Staff created a data agreement and schedule, which was stored on TEAMS.

Our end of year reports year 1 -7 students included the Pat M and Pat R and year one phonics test SEA and data scores, so it was 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	2018	2019	2020	2021
Reception	92.9%	93.0%	91.0%	91.9%
Year 1	90.0%	94.8%	88.9%	91.4%
Year 2	94.7%	92.4%	93.9%	94.0%
Year 3	92.5%	94.7%	90.0%	95.6%
Year 4	93.9%	92.1%	88.5%	92.7%
Year 5	90.7%	93.1%	87.7%	93.7%
Year 6	92.1%	93.4%	92.3%	85.1%
Year 7	92.2%	90.3%	91.4%	91.8%
Total	92.4%	93.1%	90.5%	92.0%

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

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

## Attendance comment

Overall, student attendance increased this year with students even with the impact of COVID. Families continued to follow the guidelines of staying home if unwell. A small number of families had to isolate or quarantine. Habitual and Chronic non-attendance were followed up with parent meetings and supported to bring their child to school. Support Services were engaged in supporting a family to reengage their student. Daily text messages, follow-up messages, and phone calls from staff enabled a small number of unexplained absences for the year.

## Behaviour support comment

This year saw the suspensions and take homes increase at the beginning. Staff worked with students and families to develop clear and consistent structures in the classroom. The wellbeing lead introduced fortnightly game-based activities with each class to develop students' social skills. Leadership worked closely with a small number of families to build behaviour and engagement plans. Suspensions and take homes decreased over the year. Country in Lieu funding was received for three students, and an SSO was employed to work with these students. The students worked with the SSO in the garden and the kitchen. This saw increased student engagement in the classroom and decreased anti-social yard behaviours.

## Parent opinion survey summary

This year we had 45 parent responses to the parent opinion survey. The data revealed Jervois Primary School is a place where students, parents and families are happy with the learning environment. 95% of respondents agreed or strongly agreed that staff supported families to help with their learning. 92% of respondents felt education is essential. 89% of parents felt the school communicates effectively and 91% agreed or strongly agreed they received enough communication. Over 80% of respondents felt JPS teachers and students were respected.

The survey highlighted that families are actively involved in their child's learning, and they receive regular communication from the school. Education is important to families, and receiving helpful communication to support learning is what they are receiving. Families reported they felt the feedback given to their child was valuable, and they were able to discuss the feedback with their child.

A snapshot of the feedback received from families was, 'I believe my kids are thriving at JPS' and 'staff are caring.' We will continue to work with families to complete the survey to increase the number of responses. We will use this data to continue to improve the learning environment for students, staff and families.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	20.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	10	66.7%
U - UNKNOWN	2	13.3%

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

## Relevant history screening

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 the classroom 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 processes.

# 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	10
Post Graduate Qualifications	0

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

## Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	6.3	0.7	3.0
Persons	0	7	1	5

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

## Financial statement

Funding Source	Amount
Grants: State	\$377,420
Grants: Commonwealth	\$2,000
Parent Contributions	\$25,338
Fund Raising	\$4,266
Other	\$0

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

## 2021 School Annual Report: Tier 2 Funding Report\*

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	The Wellbeing leader worked with identified students to develop 5 point scale plans to support them in the classroom and the yard.	Reduced physical yard issues and an increase in game based activities.
	Improved outcomes for students with an additional language or dialect	n/a	n/a
	Inclusive Education Support Program	Three students received this funding, and they had allocated SSO support aligned to their One plan goals as directed by their teacher. They also attended literacy and numeracy intervention sessions.	One student reduced behaviour incidents in the classroom.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	Curriculum SSO provided in R/1 class for term one and half of term 2 to support transition and collect baseline data of phonological awareness years 1-3. Another curriculum, SSO, collected baseline data of Big Ideas in Number (BliN). These SSOs also gathered mid-year and end of year data to inform teachers of what is next in teaching and learning and further support evidence of progress made by individuals and cohorts. Literacy support interventions occurred all year in phonological awareness/ phonics, RAVEO and Fab 4 for identified students.	Reading progress at the site continued to be positive with students making up to 15months growth in a year. Numeracy progress evident in BliN data.
Program funding for all students	Australian Curriculum	The lead teacher was released to map spelling scope and sequence and continue mapping in other literacy areas. Teachers were released to continue to refine One Plan goals- against curriculum and SEA.	Most students made good progress as evidenced by work samples and assessments.
Other discretionary funding	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	Lead teacher released to build capacity to co-lead literacy of SIP for the site. Literacy and numeracy support and interventions were offered for ATSI students and identified others.	SIP progress seen in targeted groups and all ATSI readers showed growth.
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	Two students were in the high band of NAPLAN, and under the direction of the teacher, the students worked with classroom SSO to challenge and stretch them.	Students showed growth and progress in BliN data.

