



Jervois Primary School

2022 annual report to the community

Jervois Primary School Number: 194

Partnership: Murraylands

Signature

School principal:

Ms Elissa Hunter

Governing council chair:

Bianca Gazzola

Date of endorsement:

22 March 2023



Government
of South Australia
Department for Education

Context and highlights

Jervois Primary School started the year with a new leader and a 30% change over of staff. Student numbers remained stable across the year considering the departure of year sevens, starting the year with 92 students across four classes. The beginning of the school year saw a staggered start due to Covid restrictions. Students learned from home for a short time and actively accessing learning tasks through Seesaw. Our new Wellbeing Teacher started building relationships early in the year, and encouraged student engagement with a focus on building connections with the wider school community.

Friday Reading Reward continued and students were encouraged to consistently read at home to enjoy a Friday afternoon reward. Many students found this approach motivating and it was positive to see students reengage with reading at home. Many students looked forward to the reward each week which involved extra play time with sports shed equipment before the scheduled play time.

Sports Day was well attended in Term two. Though the weather was unseasonably cool the children participated and challenged their growth mindset by having a go. Many families braved the weather and attended the day to support their children and cheer them on. Selected students participated in the local SAPSASA District Sports Day.

Student Council ran several events with the support of our Wellbeing Teacher. The most student engagement came with the Colour Run where students ran several laps of the school, and teachers squirted coloured water at them. This was followed by a Water Day where there were several water based stations where children played games and enjoyed the friendly competition.

The end of year concert was both impressive and well organised by our ancillary staff. The Town Hall was at capacity with families enjoying watching their children dance, sing, and entertain their way to the end of the year. Staff made a copy of the concert on DVD's for families to purchase as a keepsake. These were also well supported by the community. Staff participated in a staff item which was entertaining, and a fun way to showcase our school and its achievements to the wider community and public. The children at Jervois Primary School were well rehearsed and put on an outstanding show.

The school celebrated its 100 year birthday at the end of Term 3. This event had several months of preparation, with many volunteers, and staff donating their time and skills to create a once in 100 year event. There were many previous teachers, students, and principals that attended, and they shared stories of how the site had evolved into the school it is today. Media attention and feedback was overwhelmingly positive. And the end of day celebration at the football club was supported and enjoyed by the large numbers of community who have had ties to the school over the years.

The risk of the River Murray flooding became very real at the end of the year. Many of our families were working around the clock to ensure levy banks were secure. Jervois managed to avoid the flood risk and had minimal disruption to essential services.

Governing council report

Governing Council Report 2022.

On behalf of Governing Council I would like to thank Elissa and our Jervois Primary staff for their dedication and enthusiasm in providing rich and holistic learning for our children.

2022 started with a combination of home and school learning and it was a few weeks before all students were together on site. We settled into newly structured classes with the Year 6 students now the big kids of the school. We welcomed our new Principal, Elissa and new staff to Jervois Primary School.

The school offered rich extra curricular opportunities throughout the year including; Young Environmental Leaders (YEL), SAPSASSA Sports, District Athletics Day, Cross Country, School sports day, Regional Choir, Aquatics, Swimming lessons, Murray Bridge Show Artwork display and the end of year School concert. Learning highlights such as 'Friday Reading reward' and 'Positive behaviour pegs' provided students with something to strive for.

A highlight for the year were the schools Centenary Celebrations. Michelle and Jo contributed significant time and effort to organising the celebrations. From the new memorial gates, to sharing so many facts and images of our schools rich 100 year history in the school newsletter, Facebook pages and special memorabilia. The JPS staff went above and beyond to weave our schools history into everyday learning by creating timelines, inviting guest speakers, playing old style games and a special whole school visit to Old Tailem Town. The celebration days which included dress ups, games, and singing happy 100th birthday will be remembered by current and former students and our extended school community for many years to come. The events were supported by an enthusiastic planning committee who created wonderful opportunities for JPS to celebrate 100 years. The centenary events and memorabilia sold were the biggest fundraisers for 2022.

Governing Council Members volunteered time in supporting our school. Together, the council reviewed a number of school policies including; Bus, School Behaviour, Bullying and Harassment, Workplace Health and Safety and Sunsafe. The Constitution was also updated.

Thank you to:

- Finance for maintaining schools positive financial position
- Canteen crew, for offering canteen choices twice a week and the very popular Friday Fresh meals.
- Student Council, fundraising for Food Bank SA and Canteen Australia in particular.
- Fundraising efforts by our volunteers at the - Jervois hall craft day and for organising the Winter wine fundraiser.

Our Year 6 Graduation was a special event as students were farewelled for their next step into high school.

It was wonderful for so many of our families to come together at the end of year school concert. To have the concert recorded and available for those who couldn't attend was a special touch by Jo that was greatly appreciated. The concert was also an opportunity to farewell staff especially Georgie Shearer, Rachel Edwards and Sophie Frost, long term staff who will all be greatly missed.

In 2023 I look forward to working with the school to continue supporting student learning and experiences. As well as growing our school family connections, volunteers numbers and re-establishing our Parents and Friends Committee at JPS.

Quality improvement planning

Jervois Primary School had two Site Improvement Goals in 2022.

Goal One - Increase achievement in reading.

A reading focus across the site resulted in a number of routines and actions being implemented

- * DIBELS testing continued as part of the teaching, learning and assessment cycle across R -6
- * Close Reading PD to build the capacity of teaching staff
- * Learning sprints implemented to support targeted students
- * Reading intervention Macqlit established to support at risk students
- * Phonics instructional routines observed at similar site to establish rigorous phonics routines
- * Oral Reading fluency training for staff in readiness for 2023
- * Phonics screening check testing training for Junior Primary Staff
- * Reinforced parent support with hearing children read at home to consolidate mastery of reading

The actions in 2022 saw 77% of year ones achieving benchmark in the phonics screening check. And our NAPLAN results across both reading and Maths saw a general uptick. 85% of year three students met Standard of Educational Achievement in Reading. The implementation of a rigorous reading intervention program also contributed to the improvement in reading.

Goal Two - Increase student achievement in Mathematics, particularly in the number strand.

A focus on number saw improvements and routines strengthened across the site.

- * Whole site implementation of Big Ideas in Number testing.
- * Maths lead attend twice termly workshops run by curriculum lead, to share resources and strategies
- * Instructional routines around Maths continue to improve from Reception to Year 6
- * Department for Education units of work used across the site which ensured exposure to guaranteed Maths curriculum
- * Department for Education Scope and Sequence documents used in years 2-6
- * Considering interventions of small groups targeting specific skills as demonstrated by Big Ideas in Number data.

Other insights.

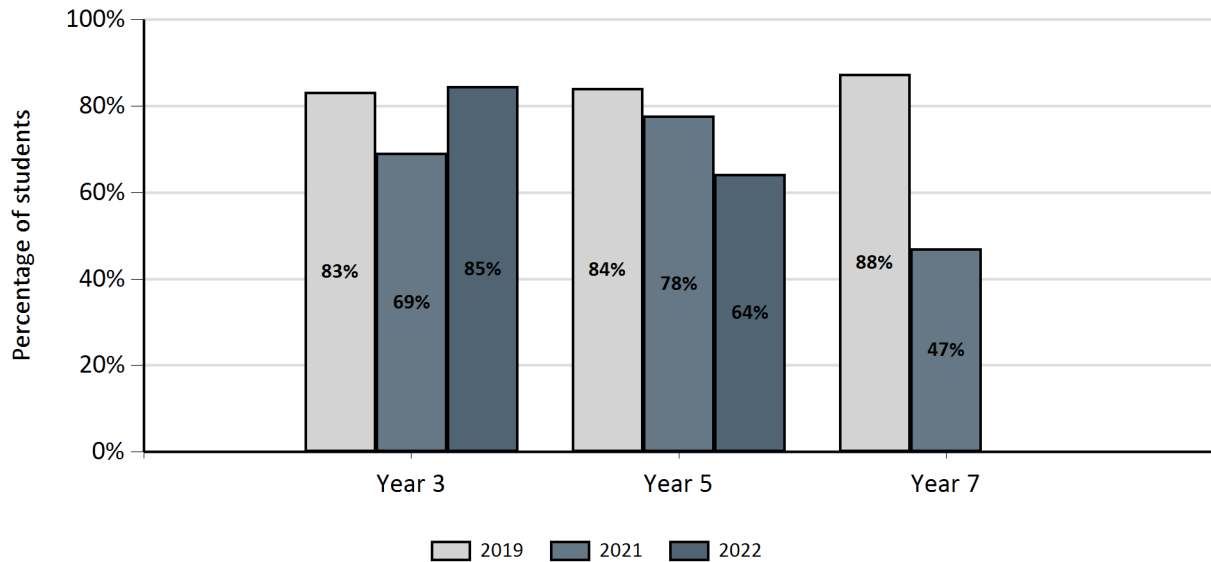
- * Staff are informed and aware of expectations around the Site improvement Plan
- * Maths lead was released to support teachers in building their Maths capacity
- * Effective use of ancillary staff in order to support children at risk
- * Development of student centred learning goals

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

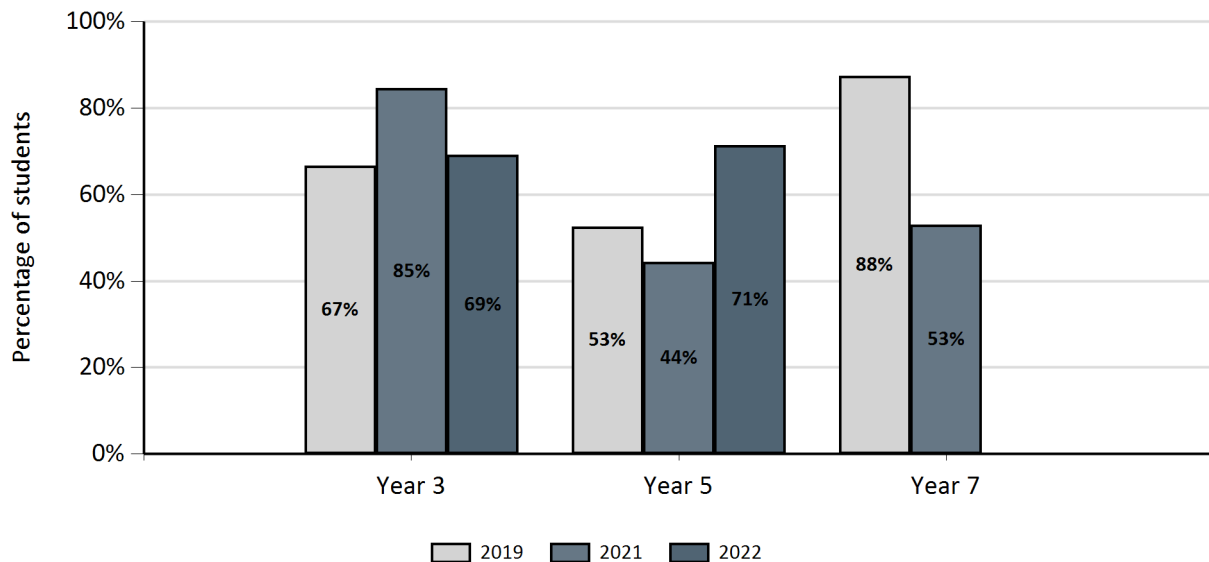


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022	13	13	3	2	23%	15%
Year 03 2021-2022 Average	13.0	13.0	3.5	1.0	27%	8%
Year 05 2022	14	14	2	1	14%	7%
Year 05 2021-2022 Average	11.5	11.5	2.0	1.0	17%	9%
Year 07 2021-2022 Average	17.0	17.0	2.0	1.0	12%	6%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

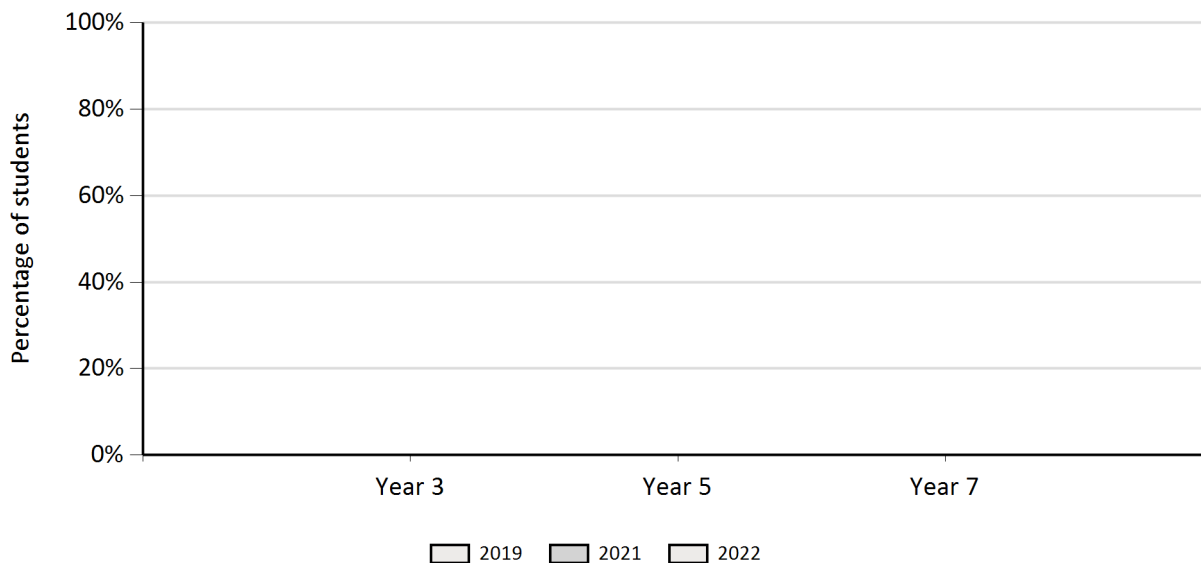
[^]includes absent and withdrawn students.

*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



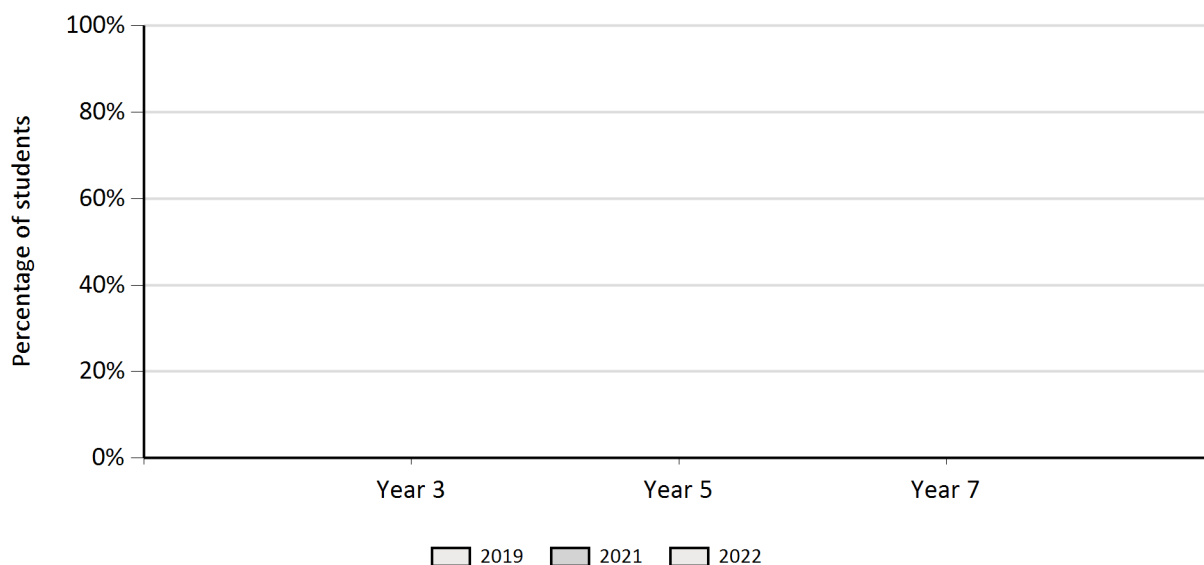
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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 2022.

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 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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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 2022: 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 focus was on engaging Aboriginal families as learning partners. Lauren our ACEO supported teachers and built their capacity in establishing productive working relationships with families. Staff met with ATSI lead and ACEO to support identified students in stretching their Literacy and Numeracy goals. ATSI lead in partnership with families and teachers created personal learning goals for students twice a term. ACEO would take small groups of students to reinforce and embed literacy and numeracy skills following an intervention like structure. ATSI lead would regularly contact families to discuss barriers to attendance, and as a result the communication between families and school became more regular and transparent.

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

All ATSI students were able to access the curriculum successfully over 2022. There were ten students across the site with 9/10 meeting standard of educational achievement in reading, and 9/10 met benchmark in Maths. All ATSI students in Year one reached 28 or above in the Phonics Screening Check. 2/3 students were at level in NAPLAN reading, and 2/3 in Maths. Despite the staggered start to the year attendance for families was stable. Children and families met with teachers to co-construct learning plans with a goal to support One Plan around the child.

School performance comment

As a small school 2022 saw only 27 eligible students participating in NAPLAN. Because of these small numbers in years three and five small changes in students' performance can show large shifts in the percentages shown in the previous graphs. It is because of this that it can be challenging to use the data to draw reliable conclusions about changes in performances each year.

NAPLAN testing in 2022 was positive. In reading 85% of year three students met the standard of educational achievement compared to 69% in the previous year. Year five experienced a fall from 64% in 2022 compared to 78% in 2021. Macqlit was rolled out as an evidenced based approach to reading intervention across Year 1 -6. All teaching staff participated in Close Reading professional development, with regular observations to ensure rigor, intention and consistency across the site.

Teachers participated in Big Ideas in Number training and attended the Di Siemon conference in Term two. Big Ideas in Number supports students by identifying misconceptions and gaps in their number knowledge. The Maths lead attended several partnership professional development days, and brought her learning back to staff to share and build teacher capacity. As a result Jervois' Maths routines were strengthened and consistent across the site.

Staff collaborated to develop individual learning goals for students which support student agency. Teachers worked closely with ancillary staff to deliver learning that is targeted to students and as a result NAPLAN numeracy results in year five increased from 44% at expected achievement in 2021 to 71% in 2022. Year 3 numeracy experienced a fall from 85% in 2021 to 69% in 2022. The year three cohort had 2 students who achieved high bands in numeracy and 3 students were in high bands in reading.

All staff shared their planning and data collections in MSTeams which is accessible to everyone. This facilitates the deprivatisation of practice and ensures transparency of practice and pedagogy approaches across the site. A whole school approach to data collection was established with input from all stakeholders, and kept in the MSTeam.

Jervois Phonics Screening Check saw an increase in students achieving 28 and over. In 2022 78.6% of year ones met expected achievement which is an increase from 69.2% in 2021. Establishing rigorous instructional phonics routines contributed to the increase in achievement, with staff ensuring consistent evidence based practices were implemented as well as opportunities for the Junior Primary teachers to collaborate with each other.

Attendance

Year level	2019	2020	2021	2022
Reception	93.0%	91.0%	91.9%	88.3%
Year 1	94.8%	88.9%	91.4%	78.8%
Year 2	92.4%	93.9%	94.0%	87.0%
Year 3	94.7%	90.0%	95.6%	84.7%
Year 4	92.1%	88.5%	92.7%	84.4%
Year 5	93.1%	87.7%	93.7%	79.4%
Year 6	93.4%	92.3%	85.1%	86.7%
Year 7	90.3%	91.4%	91.8%	N/A
Total	93.1%	90.5%	92.0%	83.8%

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

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

Attendance comment

Student attendance decreased by an average of 9% across all year levels. This can be directly attributed to Covid-19 being contracted across the site and the community for the first half of 2022. Families followed the quarantine guidelines and stayed home if they displayed symptoms, and close contacts were also quarantining. Habitual and chronic non attenders were followed up with daily text messages, phone calls home, and home visits where necessary to reengage families.

Behaviour support comment

Suspensions and children being sent home reduced significantly in 2022. Our wellbeing lead worked towards engaging students and families with clear and consistent classroom routines. Leadership worked closely with some families who's children were at risk of suspension to build relationships and social skills to support positive behaviour change. The peg chart was introduced into classrooms which supported student agency and encouraged children to be responsible for their behaviour. Positive reinforcement was demonstrated in a visual peg chart with pegs going on to teachers for children displaying good work ethics, and supporting others. The kitchen garden was used effectively as a way to reconnect with disengaged children. Ancillary staff would work in small groups with children and participate in hands on activities. Children who participated with time in the garden and collecting eggs from the school chickens showed positive behaviour changes when returned back in the classroom

Parent opinion survey summary

2022 saw a reduction in parent participation of the survey, with 20 responses compared to 45 in 2021. 83% of respondents thought that people were generally respectful at Jervois. 86% valued education and thought that it was important with 85% commenting that both teachers and students were respectful.

80% respondents thought that communication from the school was effective. The results of the survey showed that families are happy at Jervois and they are supported by teachers in their children's learning. They also noted that they received enough feedback from teachers about their child's learning and that families actively participate in this.

Some positive comments from families included 'Awesome team of teachers doing a fantastic job of leading our little people...' and 'I was pleased with parent/teacher interviews, Frank and to the point, no waffle.' We will build on the information received in the survey and use this to improve the learning environment for our staff and families.

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. 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 South Australia as part of the registration process. Ancillary staff, grounds and cleaning staff all have current working with children checks. Many parent volunteers have also applied for a Working with Children check, and have completed Responding and Reporting to Abuse and Neglect.

Staff from other agencies who work on site with or in proximity to children also have their screening credentials recorded as per Department for Education policy.

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	

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

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 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$1,000
Grants: Commonwealth	\$4,400
Parent Contributions	\$22,538
Fund Raising	\$0
Other	\$32,566

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

2022 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 2022 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	Wellbeing lead was spread across the week enabling more access for students. Ancillary staff had an increase in hours in order to reengage students in the classroom, while providing small group support in the kitchen garden.	A reduction in suspensions and take homes, with goals measured against One Plans and general capabilities.
	Improved outcomes for students with an additional language or dialect	not applicable	not applicable
	Inclusive Education Support Program	Funding continued for four targeted students. Used to support teachers in literacy interventions, with release time being provided to write students' One Plans using previous years data to inform effective practices.	IESP funding used to facilitate 1:1 teacher directed time with ancillary staff. All students receiving this funding have made varying degrees of progress.
Targeted funding for groups of students	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 support from ancillary staff in every classroom for the first half of 2022. This is to establish smooth transitions back to school. Ancillary staff collected baseline data of phonological awareness from years 1-3. Literacy interventions occurred over the course of the year. Teachers refer relevant students for assessment by ancillary staff to establish a starting point for intervention. MacLit implemented as a evidence based approach to reading.	NAPLAN results showed a lift in reading, and all students in Macqlit made positive growth.
Program funding for all students	Australian Curriculum	Teachers released to map planning and program with Curriculum Lead. Teachers refined planning approaches and visited like sites to collaborate with other teachers.	Site consistency with planning and programming. Guaranteed and viable curriculum delivered which is a learner entitlement.
Other discretionary funding	Aboriginal languages programs Initiatives	not applicable	not applicable
	Better schools funding	ACEO and ATSI lead implemented with support for teachers around building literacy and numeracy achievements for ATSI students.	All ATSI students showed growth with 5/6 achieving standard in Reading and 4/6 in Maths with two students just outside benchmark.
	Specialist school reporting (as required)	not applicable	not applicable
	Improved outcomes for gifted students	not applicable	not applicable

