Two Wells Primary School
2016 Annual Report
to the School Community

Government
of South Australia

Department for Education
and Child Development

Two Wells Primary School Number: 444

Partnership: Greater Gawler

Name of School Principal: Lynda Fitzpatrick-Brown

Name of Governing Council Chair: Chrissie Scott

Date of Endorsement: 21st March 2017

School Context and Highlights

Two Wells Primary School is located in a semi-rural area 40 kms north of Adelaide adjacent to Pt Wakefield Rd. There are limited services to the local community with many families relying on one of the four bus runs to get students to and from school due to no public transport in the area. Many families rely on other services in the Gawler, Elizabeth and Salisbury area. Our students are mainly Anglo- Australians coming from a variety of socio economic backgrounds. We finished 2016 on 344 students. This was made up of 14 ATSI students, 7 Guardianship, 36 students with disabilities and 69 students on school card. We have 5 other students from a NESB. The schools Index of Community Socio-Educational Advantage (ICSEA) value is 969. The school has grown in complexity over the last few years leading to a renewed wellbeing focus as well as more explicit teaching around social skills and relationships. Leadership play a significant role in supporting student behaviour as well as supporting staff to provide safe calm classrooms.

The school has an emphasis on R to 7 Literacy, Numeracy and Wellbeing as well as specialist teaching in Physical Education, Science, The Arts and Japanese. Support programs exist for Aboriginal students and students with disabilities. As well, intervention is provided for students with learning difficulties, Speech, ASD, Dyslexia, challenging behaviours etc. MulitLIT/MiniLit is used as a strategy to support reading in junior and middle primary. The Numeracy Coordinator supports teachers to identify students struggling with maths, providing intervention and where necessary, SSO support. DECD regional support services as well as Relationships Australia and Centacare support extremely vulnerable students and their families on a range of trauma based issues.

Teaching for effective learning continues to lead our work particularly around pedagogical improvements in literacy and numeracy. As well we continued with our Positive Education journey to support staff knowledge and understanding as well as introduce students to Mindfulness, Character Strengths, Growth Mindsets etc.

Some of the highlights this year include:
• NAPLAN growth in Reading and Numeracy.
• Growth in the PATr and PATm..
• Running Records Yr 1 and 2 students by the end of term 4.
• Festival of Music Choir Performance at the Festival Theatre.
• Parents and Friends Disco
• First Lego League Competition – third place and Rising Star Award.
• STEM Funding
• Vacation Care

Governing Council Report

2016 has been a busy year. We are extremely fortunate to continue to have consistency with teachers, SSO's and volunteers to support and nurture our students & families.
Throughout the year we had two Working Bees to clean up the front of the school. There was also other Working Bee's organized but due to weather and unforeseen circumstances they were cancelled. Let's hope we can organize more this year and help our school and groundsman with some of the ongoing maintenance. We do have large grounds.
Parents and Friends continue to be quite pro active. They are a strong committee with growing membership. The committee have done a wonderful job of supporting the school, listening to the children and purchasing resources to benefit everyone.
The Canteen - we have seen the canteen go though many changes from lack of volunteers, financial challenges etc. We appointed an Assistant Canteen Manager however a resignation due to personal reasons followed. We are monitoring the canteen and hopefully with support and guidance from Governing Council we will see positive changes.
In the Christmas holidays 'Happy Haven' officially opened Vacation Care and was able to provide a service for our school families and the wider community. Listening to our families, this is a service that has been needed for a long time. I hope Vacation Care continues to grow in numbers.
The driveway and speeding drivers still continues to be an issue. The groundsman organized for recycled bitumen to be dropped off in the back car park. This was also spread by Alan. We are extremely grateful for this as winter and the driveway continue to be a huge issue for parking.
We received funding for a STEM refurbishment. It will be exciting for our students to have a learning environment suitable for Science and Technology.
I would like thank Lynda for her ongoing support and guidance. We are very lucky to have a proactive Principal who supports our school community. Thank you for all that you do.
I would also like to thank each member of the Governing Council. You continue to support our school, students and families. Everyone has been supportive, respectful and open minded to help make the best decisions and work together for positive outcomes for TWPS. I hope that you have felt valued and your opinion matters.
I look forward to an exciting year ahead.

Chrissie Scott
Chairperson

Improvement Planning and Outcomes

DATA/ IDENTIFY AND ENACT CLEAR INTERVENTION PROCESSES
• Data analysis continued to be part of Performance Development processes in 2016 • All teaching staff supported data analysis in term 4 for 2017 planning. • Learning Teams continued to work together on shared planning for like year levels • Teachers have greater capacity to interrogate data sets and plan accordingly • Teachers are still developing their capacity to identify processes to enable a differentiated approach to the teaching of Numeracy and Literacy. • SMARTA and Wave models are used to differentiate the Numeracy and Literacy teaching program particularly for students with disabilities and learning difficulties.

NUMERACY & LITERACY IMPROVEMENT CYCLE /ENACT CHANGES IN PEDAGOGICAL PRACTICE:
• Developed Whole school draft agreements in Literacy and Numeracy teaching and improvement R-7. • Monitored Whole School Agreements through PD. • TfEL Coordinator worked with staff on pedagogy using Peter Sullivan Effective Numeracy practices/Mathematical Mindsets and Buddy Observation processes. • Continued to develop teachers knowledge and understanding of text type structures and Literacy Block (Gradual Release of Responsibility Model) including Guided reading and writing strategies. • Purchased resources to support teaching and learning. • Student Engagement and Wellbeing Policy draft was developed in term 4 to reflect our Positive Education journey and DECD Wellbeing Framework. • Four additional staff members attended the Positive Education four day course. • Purchased resources to support teaching and learning.
*See Performance Data/School Performance Comment for student outcomes in relation to identified standards and targets.
Key Actions/Targets 2017

Literacy:
• continue with the literacy block using a balance of modelled, guided and independent strategies to support and extend student learning (Gradual Release of Responsibility Model) • continue with explicit teaching strategies for reading and writing as per NELSON Cengage professional learning • explicit teaching of spelling (using visual, etymological, phonological and morphemic strategies) and grammar • R-7 Running Records • Writing Assessment

Numeracy Pedagogical practices:
• TfEL -students being active participants in their learning • Ann Baker and Natural Maths, including problematised situations and fluency practice using the Secret Code strategies • Tierney Kennedy and Back to Front Maths, including uncovering misconceptions and asking 4 types of questions i.e. diagnostic, confronting, leading and generalising • Students compare/ prove/ show evidence/ explain/ justify / record thinking • BIiN – Trust the Count and Place Value – more attention needed incorporating into daily practice • Buddy Observation (Six Principles of Effective Maths Teaching) continues • Moderation and Assessment • Provide challenge – differentiation, questioning and feedback
Positive Education -implement the Student Engagement and Wellbeing Policy, adhering to the practices and procedures outlined to ensure a consistent whole school approach.
• Promote Positive Education via newsletter, Assembly and Parent workshop. • Support teachers to use a differentiated approach to the teaching of Numeracy and Literacy including 'providing challenge'.

Targets
• Consistent data collection practices for all teaching staff. • Increase teacher confidence in Maths pedagogy. • Consistent Performance Development practices for leadership • 90% of students' achieving SEA. • Increase % of students with Growth Mindset. • NAPLAN - 95% students at or above NMS. Increase number of students in higher bands. • Increase number of students obtaining middle to upper growth between NAPLAN tests.

Performance Summary

NAPLAN Proficiency

The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading
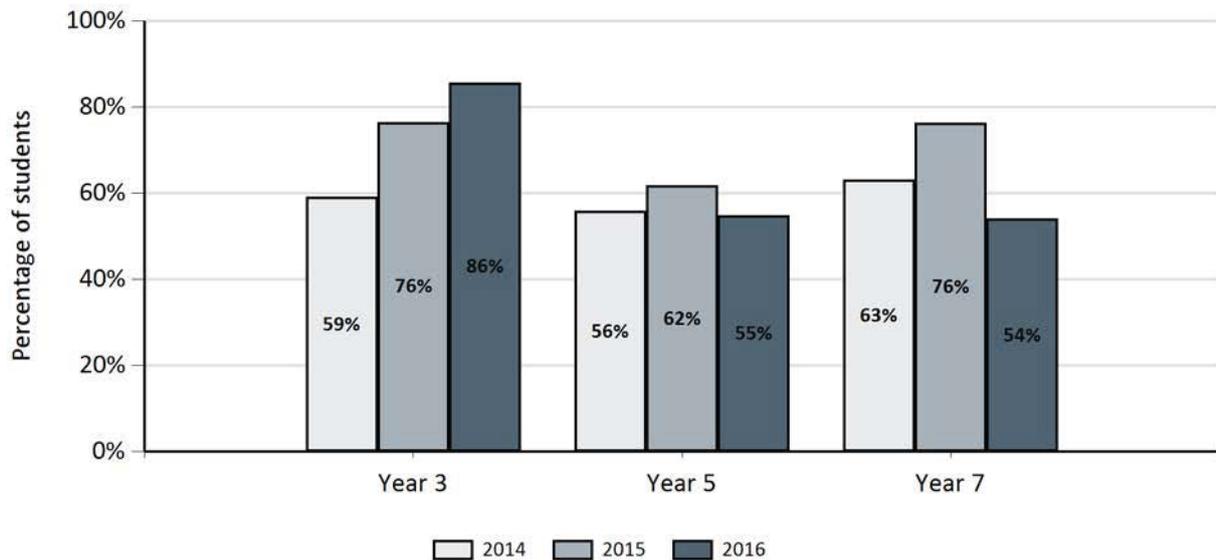
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy
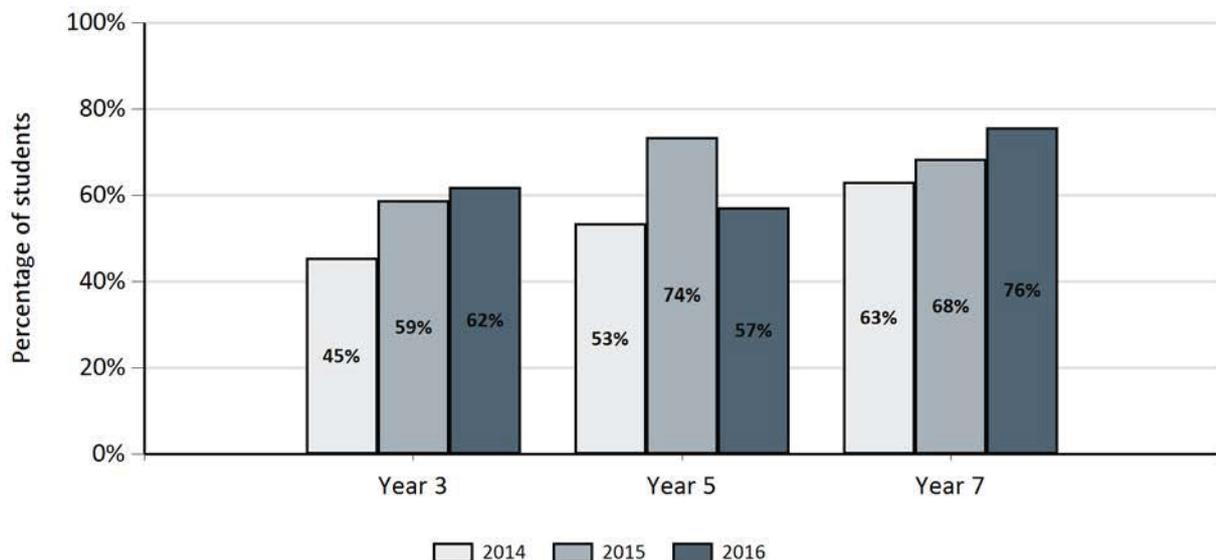
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 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)
Lower progress group	24%	31%	25%
Middle progress group	55%	55%	50%
Upper progress group	21%	14%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	24%	30%	25%
Middle progress group	55%	53%	50%
Upper progress group	21%	17%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

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

	No. of students who sat the test		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 2016	42	42	13	10	31%	24%
Year 3 2014-16 Average	40.0	40.0	10.3	6.7	26%	17%
Year 5 2016	42	42	4	2	10%	5%
Year 5 2014-16 Average	39.7	39.7	6.3	3.0	16%	8%
Year 7 2016	37	37	5	2	14%	5%
Year 7 2014-16 Average	40.3	40.3	6.3	1.7	16%	4%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.
**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

Target: 95% students achieve NMS
Year 3 NAPLAN results:
We had an average 84.4% participation rate with 3 students exempt (SWD/ASD), 4 withdrawn (GOM, Wellbeing) and 1 absent (for one test aspect). Four students did not reach the NMS in one test aspect. One student (learning difficulties) did not reach the NMS in three test aspects. This student is receiving ongoing support in literacy. The other students have now been 'flagged at a site level.
Year 5 NAPLAN results:
We had an average 86% participation rate with 5 students withdrawn (ASD, Wellbeing, significant attendance issues) and 1 student exempt (SWD). Nine students in this complex cohort did not reach the NMS. Six students (Dyslexia, ASD, learning difficulties) did not reach the NMS in one aspect of the test with the remaining three (Dyslexia, learning difficulites) not reaching NMS in two aspects.
Year 7 NAPLAN results:
We had an average of 87.5% participation rate with 2 students withdrawn (GOM, learning difficulties) and 3 exempt (SWD). Eight students (learning difficulties, Dyslexia, wellbeing issues, SWD) did not reach NMS in one aspect of the test. One student (trauma background/learning difficulties) did not meet NMS in two aspects of the test.
Percentage of students above the NMS needs to increase particularly in Year 5 and 7 where there is a decline between tests. However NAPLAN progression from Year 3-5 and year 5-7 indicates over 50% of students making middle progress in both Reading and Numeracy.   However there are still too many students making lower progress year 5-7 in Reading (31%) and Numeracy (30%). Target: 90% students achieve SEA
PAT scores from year 3-7 were very positive with the following percentage of students at/above SEA:

Reading   Maths
• Year 3 - 92%   • Year 3 - 78%
• Year 4 – 89%   • Year 4 – 75%
• Year 5 – 64%   • Year 5 – 81%
• Year 6 – 72%   • Year 6 – 81%
• Year 7 – 74%   • Year 7 – 63%

Of concern however were the numbers of students who were working above scale score but made little/no progress when tested in 2016. Clearly these students need to be 'stretched' as much as those who are not at standard are supported with other forms of intervention. Running Records (December data) – Percentage of students at SEA:
Year 1 – 61% Year 2 – 67% Year 3 – 75% Year 4 – 88% - at/above level 30
Year 5 – 87% - above level 30 Year 6 – 87% Year 7 - 95%
The percentage of students reaching SEA in year 1 & 2 is still concerning despite quality teaching and intervention. There are significant challenges with this cohort of students impacting on outcomes.
A-E Grades -
There is a correlation between PAT, NAPLAN A-E grades. Despite growth there is still too many students in lower bands, D-E grades (average 25% D in English and average 27% D in Maths) and under scale score. Intervention will continue as well as the focus on explicit teaching in Literacy, problem solving and BIiN concepts in Numeracy. Refer to key actions.

Attendance

Year level	2014	2015	2016
Reception	92.3%	92.4%	91.9%
Year 01	92.8%	89.5%	91.7%
Year 02	92.5%	91.9%	89.5%
Year 03	91.6%	91.7%	93.5%
Year 04	93.2%	90.9%	91.7%
Year 05	92.5%	92.2%	92.0%
Year 06	89.3%	92.7%	92.0%
Year 07	92.8%	90.0%	94.1%
Total	92.1%	91.4%	92.0%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Attendance Processes
1. Record, using the correct codes in roll book each morning.
2. Use the 'Attendance Stickers' if a child has 1 or 2 unexplained absences (fluoro colour sticker diary or communication book for parents to sight and sign).
3. Phone call home after 3 consecutive days of UNEXPLAINED absences.
4. Send the 'Attendance letter' home after 3 consecutive days of UNEXPLAINED absences if you have been unable to reach the parent/caregiver via the phone.
5. Refer any ongoing Attendance issues to the counsellor.
*In 2017, leadership will contact families of identified students each

Behaviour Management Comment

Data did not reflect a decrease in behaviour incidents from 2015. This is due to increased student numbers and complexity. We have continued to increase supervision during break times, a school wide focus on Positive Education, additional yard activities provided by staff, sports equipment available to borrow, and an active Student Action Team.

The Take-home, Internal Suspension, Suspension and Exclusion data reflects same cohort of 15 students. Some of these students had RAAP funding, access to Boys Club and counselling. All of these students have complex/trauma backgrounds.

The Student Behaviour Policy articulates expectations and consequences. It also defines Bullying. We have very little bullying at this site as per policy definition.

Client Opinion Summary

Staff Opinion
90% of staff agreed/strongly agreed on the Quality of Teaching and Learning, Support for Learning, and Relationships and Communication at TWPS. With one or two staff remaining either neutral, disagree or 'dnot know. Leadership and Decision Making averaged 80% agree/strongly agree with an even number of disagree and neutral. Interesting to note that whilst comments made refer to communication being extremely positive, noting that sometimes things 'slip through', one staff member felt that communication between leadership and staff was minimal. We have clear Grievance Procedures in place and encourage staff to use them if they have any issues. Leadership at this site are open and honest with staff about conduct and performance this may be precieved differently by others. Staff at this sit however are team players and get along well with each other regardless of roles.

Parent Opinion
21 parents responded to the survey with the 14 statements rated from 3.5 to 4.5 Student behaviour management is well managed at this site received the most negative response with 3 parents disagreeing and 4 neither agreeing/disagreeing. This is an indicates that either families have not been happy with how the school has resolved issues or parents are not aware of our processes because their children haven't been involved. Either way Behaviour Management processes need to be communicated more effectively next year. A high percentage of parents however indicated that their children feel safe at school. Parents also indicate that the school has high expectations in regards to student learning.

Student Opinion
39 students responded to the survey with the 14 statements rated from 3.8 to 4.5. Interesting to note the Student Behaviour Management is well managed at my school statement resulted in the lowest rating, with 5 students disagreeing and 6 neither agree/disagree. Other areas of concern included feedback and student opinion where again 8 and 9 students neither agree/disagree. Despite really building on student voice and regular student morning teas there still needs to be more authentic opportunities for student voice. There also needs to be improved teacher and student feedback which is an area for action in 2017.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	6	8.2%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	12	16.4%
Transfer to SA Govt School	55	75.3%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

As per DECD policy and procedures.

Records are maintained for existing staff, volunteers, third party service providers etc. through EDSAS. DCSI clearances must be sighted by leadership otherwise there is no access to the school. Front office follow procedures to ensure that records are maintained so we can easily check for clearances as well as expiry dates.

All volunteers must also attend Volunteers Training before they commence at the school to ensure site based policies and procedures are known as well as participation in RAN.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	29
Post Graduate Qualifications	4

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	19.6	0.0	7.8
Persons	0	21	0	11

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	$3, 086,325.01
Grants: Commonwealth	$27,830.00
Parent Contributions	$73,051.00
Fund Raising	$2,910.50
Other	

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement		
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities	Funding provides SSO support in the classroom and/or access to Literacy, Numeracy or Wellbeing programs. All students with disabilities have NEPs. Goals are reviewed every five weeks to ensure success for our students.	All students met personalized goals in NEP.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	ATSI students provided with an additional maths session per week focusing on BIiN conceptual understandings. As well teachers adhere to existing Literacy practices around guided reading and writing support for all. Access to wave 2/3 intervention in specific programs for all learners. SSO support where required. Two ATSI moved before the end of the school year. Of the remaining twelve 4 participated in NAPLAN,three meeting the NMS/above and 1 SWD withdrawn. All but 1 of the ATSI students are at the SEA according to RR. Of the 5 participating in PATR/M, 3 attained the SEA with 2 SWD unable to reach the standard.	More students making growth betweeen NAPLAN tests. Growth made between PAT M/R tests.
	First Language Maintenance & Development		
	Students taking Alternative Pathways		
	Students with Learning Difficulties Grant		
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	SSO support for students/additional class to reduce numbers due to complexity. Additional release for numeracy mentor to work with teachers. Numeracy intervention program re. BIiN with TTC and PV as focus. Mini/MultiLit.	Contributed to good growth for most students between tests as data demonstrates.
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	The introduction of Pos Ed to staff in 2015 continued to develop as a priority in 2016 to improve teacher and student wellbeing. Focus of counsellor to support students re. wellbeing issues, whole school approaches etc.	Access to support programs for identified groups. Improved attendance for some.