Two Wells Primary School
2017 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: 27th March

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. Our students are mainly Anglo- Australians coming from a variety of socio economic backgrounds. We finished 2017 on 340 students. This was made up of 11 ATSI students, 4 Guardianship, 29 students with disabilities and 66 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. 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.

There were many highlights in 2017. Of significance was our involvement in the SA Schools Space Mission. Not only did we develop an experiment that successfully took us to the next round of the project after a presentation by our students at the 68th International Astronautical Congress in Adelaide, we also engaged four classes in the project to enhance the profile of science across the school and community. The Space Mission and our involvement in the STEM Ambassadors program have provided opportunities for many students to challenge themselves and stretch their thinking. Of significance has been the contribution of our dedicated volunteers who on a weekly basis attended to the project by working with our students and science teacher. The profile of science at our site has grown significantly.

Governing Council Report

Another year has passed and 2017 has gone extremely fast.

A lot has happened through the year. First of all we have had consistent Governing council members which has been positive for Two Wells Primary School.

The Canteen has many changes over the year, with ongoing deficit in finances we needed to make positive changes so we could at least break even. Through this process we have had our Canteen manger resign. We advertised for a canteen manager and we were thankfully able to employ a Canteen manager who is motivated, dedicated and has a lot of ideas to make positive change. Let's hope that 2018 will be a positive year with families and children wanting to buy food from the canteen.

Over the year, we have heard a lot about the STEM Building and when it is supposed to be started and completed. With a lot of holds ups and ongoing bumps, the building is finally started an hopefully going to be completed in 2018. The STEM building with provide a wonderful learning environment for all that will utilize the space. We all look forward to the completion after a long process and how STEM with impact children's learning.

Parents and Friends continue to provide a wonderful service to the schooling community, providing resources and helping support the school when special events have happened. Thankyou Parents and friends for your ongoing support. It does not go without notice.

Vacation Care continues to be a service held at the school by Happy Haven, from all communication Vacation care continues to support the wider community and the numbers are slowly growing and is a very useful service.

We have tried to hold working Bee's through the year without much success. Let's hope that this year coming will be a year for ensuring that some of those things that are needing to be done can finally be done.

I want to say Thankyou to each of you, I value your voice and your opinion. I hope that you feel valued and that what you say matters. Two Wells Primary School is a wonderful school with a Governing council that is pro-active. Thankyou for your support and allowing me to be your chairperson.

I hope that 2018 is a wonderful year for you all.

Thanks
Chrissie Scott
Charirperson

Improvement Planning and Outcomes

KEY ACTIONS 2017   DATA/ IDENTIFY AND ENACT CLEAR INTERVENTION PROCESSES
•Performance Development meetings include data discussion termly with leadership focus on 'shift' – tracking cohorts.
•All teaching staff supported data analysis in term 4 for 2017 site improvement 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.
•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:
•Updated Whole School Literacy, Numeracy and Wellbeing Agreements
•TfEL Coordinator continued to work in classes re. questioning, feedback and problem solving/inquiry.
•Teaching staff worked across sites within the partnership to focus on assessment and moderation.
•Revisited BIiN with all teaching staff including development of resources for TTC and PV. All students were assigned a BIiN concept level of achievement by the end of 2017 to support explicit focus in 2018.
•All teaching staff and some support staff began online course by Jo Boaler – How to teach Mathematics to students. To be completed in 2018.
*See Performance Summary/Performance Comment for student outcomes in relation to identified standards and targets
KEY ACTIONS 2018   LITERACY: •Continue with Literacy Block with explicit teaching of grammar and spelling as well as implementing strategies and modelling 'What Good Readers Do ….. (Sheena Cameron). Professional Learning/sharing 2/3 times per term.
•Analysis of writing achievement using TWPS Writing Assessment and NAPLAN analysis from T4 2017. Learning Teams to moderate writing tasks. Specific interventions are provided in the classroom program. Review Writing Assessment criteria R-7
•Monitoring of student (including ATSI) progress termly through Performance Development meetings and SWAN weekly meetings - analysis of student learning needs using Writing Assessment, NAPLAN & PAT R.
•Focus on Oral Language R-2 to improve receptive and expressive language.
NUMERACY: •Professional Online learning Jo Boaler Course as well as PLC's focusing on Teaching Primary Mathematics (Booker et al), lesson study/observations. Connect learning: Jo Boaler and PLC to TfEL.
•Staff become proficient in implementation of BIiN testing and data analysis support classroom planning, and teaching for development of conceptual understanding. Teachers released to test whole class based on end of 2017 data collection.
•All teaching programs include daily use of appropriate BIiN strategies.
•Coordinator/SSOs work intensively with identified students on Trust the Count, Place Value and so on.
•Numeracy task design and questioning is developed through PLC's/PFD's and moderation processes to provide intellectual stretch and challenge.
•Monitoring of student (including ATSI) progress termly through Performance Development meetings and SWAN weekly meetings - analysis of student learning needs using BIiN, NAPLAN & PAT M.
WELLBEING: •Review Attendance practices.
•Regular agenda item at Leadership/SWAN meetings.
•Provide families with information regular attendance and promote regularly through the Newsletter etc..
•Leadership to attend Berry St Model four day course – connect to existing wellbeing practices in relation to trauma/challenging behaviours.
TARGETS •90% achieving DECD SEA in NAPLAN, PAT M and PAT R.
•90% R-2 students Trust the Count. 100% Yr 3-7 students TTC. 90% Yr 2-7 PV.
•75% students achieving medium to high growth in NAPLAN numeracy, reading and writing
•All ATSI students achieve SEA and medium to high growth.
•Attendance will meet/ exceed 93%

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.
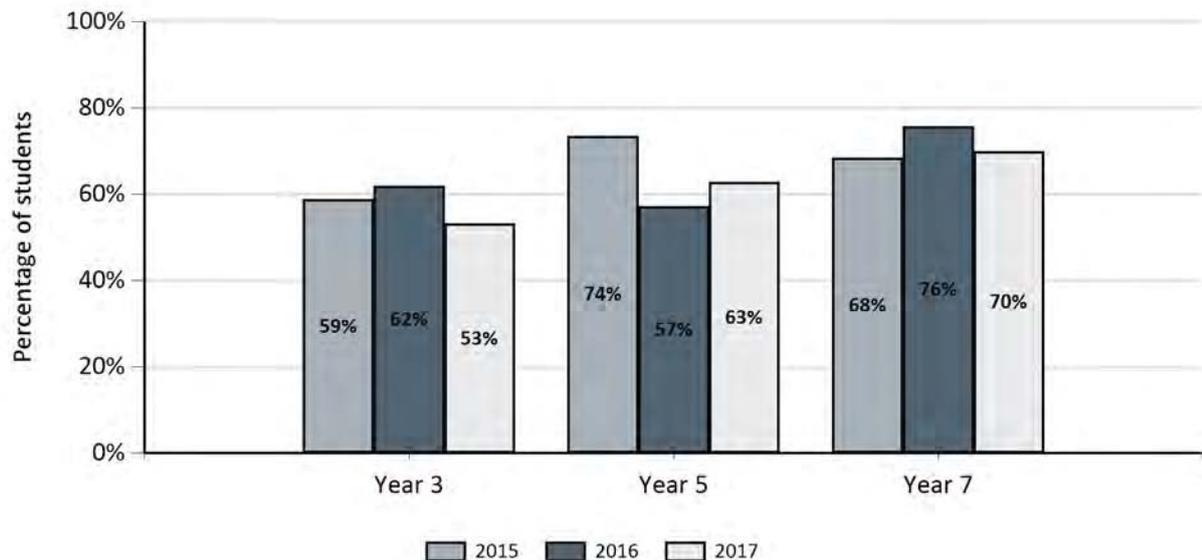
Reading
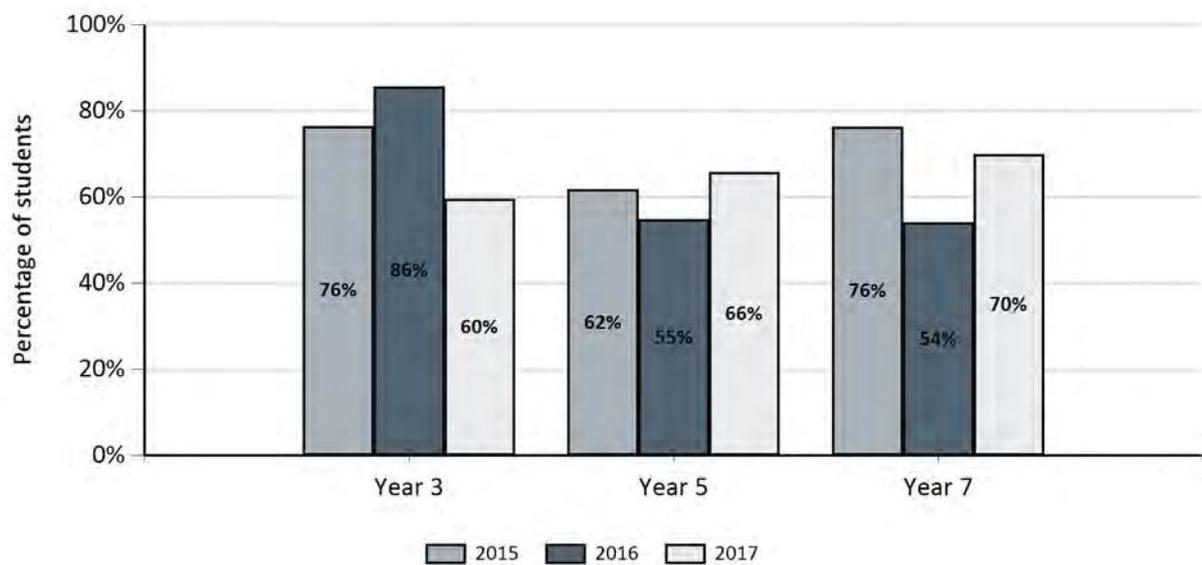
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	20%	25%	25%
Middle progress group	53%	50%	50%
Lower progress group	27%	25%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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)
Upper progress group	11%	3%	25%
Middle progress group	61%	63%	50%
Lower progress group	29%	33%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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 2017	47	47	9	8	19%	17%
Year 3 2015-17 Average	41.0	41.0	10.3	8.0	25%	20%
Year 5 2017	35	35	6	5	17%	14%
Year 5 2015-17 Average	37.0	37.0	6.7	3.7	18%	10%
Year 7 2017	40	40	8	5	20%	13%
Year 7 2015-17 Average	38.3	38.3	7.0	2.7	18%	7%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.
^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

TARGET: 95% students achieve NMS NAPLAN
YEAR 3 NAPLAN:
Reading participation rate of 71% (33 students), with 3 absent, 1 exempt and 11 withdrawn. 91% of students achieved the NMS in Reading with 71% achieving the NMS in Numeracy. Five students did not reach the NMS in one test aspect, with one not reaching the NMS in two. These students have already been identified at a site level for a variety of concerns including attendance, wellbeing and behaviour.
YEAR 5 NAPLAN: Reading participation rate of 86% (30 students), with 2 absent and 3 withdrawn. 97% of students achieved the NMS. Numeracy participation rate of 89% (31 students), with 1 absent and 3 withdrawn. 89% of students achieved the NMS.
Three students did not reach the NMS in one test aspect, with two not reaching the NMS in two aspects and another two not reaching the NMS in three aspects. These students have already been identified at a site level for a variety of concerns including attendance, dyslexia, behaviour, learning difficulties, wellbeing.
YEAR 7 NAPLAN: Reading participation rate of 88% (35 students), with 3 absent and 2 withdrawn. 97% of students achieved the NMS. Numeracy participation rate of 90% (36 students), with 2 absent and 2 withdrawn. 100% of students achieved the NMS.
Five students did not reach the NMS in one test aspect, with one not reaching the NMS in two aspects and another two not reaching the NMS in three aspects. These students have already been identified at a site level for a variety of concerns including verified disabilities, dyslexia, behaviour, wellbeing
TARGET: 90% students achieve SEA
PAT scores from year 3-7 - % students at/above SEA:
Reading Comprehension:
•Year 3 – 57% •Year 4 – 76% •Year 5 – 75% •Year 6 – 65% •Year 7 – 70%
MATHS: Year 3 – 71% •Year 4 – 79% •Year 5 – 73% •Year 6 – 76% •Year 7 – 58%
RUNNING RECORDS (Sept data) –% students at SEA:
Year 1 – 61%
Year 2 – 67%
Year 3 – 75% - levels 25-28
Year 4 – 88% - at/above level 30
Year 5 – 87% - above level 30
Year 6 – 87%
Year 7 - 95%
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 30% D in English and average 32% 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. Speech and Language will also be addressed in JP due to the significant number of receptions enrolling with delays.
Data analysis of PAT and NAPLAN demonstrated similar issues across the tests in reference to comprehension, spelling, grammar even though a significant number of students made progress between PAT tests and growth from 3-7 in NAPLAN.

Attendance

Year level	2014	2015	2016	2017
Reception	92.3%	92.4%	91.9%	91.0%
Year 1	92.8%	89.5%	91.7%	90.5%
Year 2	92.5%	91.9%	89.5%	91.9%
Year 3	91.6%	91.7%	93.5%	88.7%
Year 4	93.2%	90.9%	91.7%	92.6%
Year 5	92.5%	92.2%	92.0%	92.1%
Year 6	89.3%	92.7%	92.0%	91.9%
Year 7	92.8%	90.0%	94.1%	90.7%
Total	92.1%	91.4%	92.0%	91.1%

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

Attendance Comment

ATTENDANCE PROCEDURES:
1. Teachers record attendance, using the correct codes in roll book each morning.
2. Use the 'Attendance Stickers' if a child has unexplained absences (fluoro sticker in 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/other leadership.

Behaviour Management Comment

Data did not reflect a decrease in behaviour incidents from 2016. 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 students. Some of these students had RAAP funding, access to Boys Club etc. Most of these students have complex/trauma backgrounds, disabilities etc.
Our behaviour policy (review in 2018) articulates codes of behaviours etc. It also defines Bullying. We have very little bullying at this site as per policy definition.

Client Opinion Summary

STAFF OPINION
The following areas of the Psychological Health survey had positive responses (strongly argee/agree):
Supportive Leadership 96%
Role Clarity 88%
CoWorker Interaction 83%
Decision making 84%
Goal Alignment 76%
Appraisal/Recognition 87%
Employee Development 70%
Data analysis indicates at least three heavily negative surveys. Processes are in place if staff wish to air their concerns/grievances. Leadership at this site are open and honest with staff about conduct and performance. This may be perceived differently by others. Staff at this site however are team players and get along well with each other regardless of roles.

PARENT OPINION
68 parents responded to the survey. The statement with the lowest rating (3.8) was Student behaviour management is well managed at this site. 19 parents neither agreed/disagreed with this statement. This 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. IN 2018 we intend to review our Behaviour Management Policy and this will involve input from parents and the Governing Council. It is pleasing to note that 'I can talk to my child's teacher...' received the highest rating of 4.5 indicating that staff and families build good relationships and communicate effectively.

STUDENT OPINION
40 students responded to the survey. The statement with the lowest rating (3.4) was Student behaviour management is well managed at this site. 12 students neither agreed/disagreed with this statement. This indicates that either students have not been happy with how the school has resolved issues or students are not aware of our processes because they haven't been involved. In 2018 we intend to review our Behaviour Management Policy and this will involve input from students through SAT. It is pleasing to note that 'My teachers expect me to do my best...' received the highest rating of 4.4. This is pleasing as it reinforces our positive education messages around The Learning Pit and Growth Mindsets.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	5	7.2%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	10	14.5%
Transfer to SA Govt School	54	78.3%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

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 staff follow procedures to ensure that records are well maintained and expiry dates noted.
All volunteers must also attend a Volunteers Induction session as well as participate in RAN training before they commence at the school to ensure site based policies and procedures are known.

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	32
Post Graduate Qualifications	4

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	18.4	0.0	7.4
Persons	0	19	0	11

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	3,307,159.70
Grants: Commonwealth	9,400.00
Parent Contributions	78,078.00
Fund Raising	1547.16
Other	

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

2017 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 2017 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	RAAP funds were access for several students with challenging behaviours. Funds allowed for 1:1 support in the classroom and yard to work on individual learning goals.	Improved self regulation, improved literacy outcomes for some.
	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 disabilites have NEPs. Goals are reviewed every five weeks to ensure success for our students.	All students achieved personalised goals as per NEP.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	ATSI students provided with an additional maths session per week focusing on BliN conceptual understandings. All students assessment against BliN by end of 2017 in preparation for explicit teaching approach in 2018. 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. DSF funding to support transition to high school as well as those with increased vulnerability due to growing complexity at home impacting on learning and wellbeing. Professional Learning Resourcing	More students making growth betweeen NAPLAN tests. Growth made between PAT M/R tests. More students Teachers more proficient in Lit/Num pedagogy
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	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. BliN with TTC and PV as focus. Mini/MultiLit.	Contributed to growth for most students between tests as data demonstrates.
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Focus of counsellor to support students re. wellbeing issues, whole school approaches etc. Increase complexity, increased need for fulltime position. Sit increase position to 1.0	Access to support programs for identified groups. Improved attendance for some.