



Two Wells Primary School

2020 annual report to the community

Two Wells Primary School Number: 444

Partnership: Greater Gawler

Signature

School principal:

Mrs Rosie Gilsenan-Reed

Governing council chair:

Caroline Hardiman

Date of endorsement:

2 March 2021



Government
of South Australia
Department for Education

Context and highlights

Two Wells Primary School is committed to ensuring all students receive a quality learning experience in a stimulating and engaging environment, ensuring all learners are achieving to the best of their ability. We started 2020 with 366 students and seventeen classes. A decision was made to over staff in the Junior Primary classes to support explicit instruction in the teaching of reading. As Covid-19 took hold, in line with advice from SA Health and our Department we identified a number of vulnerable staff who had to work from home. I would acknowledge the staff and students who quickly adapted to these changes including the provision of on line learning for all our students. Staffing issues haunted our work throughout 2020 and this included significant challenge to the leadership team with David Toomer and Zoe Evens taking extended leave. Several long term staff moved into retirement or continued to develop their careers in new work places. At Two Wells Primary School we recognise that all teachers are a vital source of support and are the foundation for all students' success. In 2020 staff continued to attend quality Professional learning at Orbis in Mathematics and we began our Visible learning journey to improve pedagogy and develop assessment capable learners. Leaders positioned themselves in classrooms developing the notion of instructional leadership and we saw significant improvements in the phonics screening, PATM and PATR data despite the potential disruptions we experienced throughout 2020. As leaders visited classrooms and collecting data about behavior, we saw many students using inappropriate language and responding to simple requests in a manner which showed little regard or respect for the values of the school and the learning environment. Emotional and social regulation became a focus as we worked on school culture and expectations. As such our suspension rate was high, this provided an opportunity to work with the Complex needs unit, and our Support Services in term 4. The school began to provide a rich co-curricular program and Friendly Schools became a vibrant and critical part of this work, despite Covid-19, the Friendly Schools team provided clarity and support for all staff alongside ensuring the explicit teaching of social skills in structured play. The establishment of clear expectations alongside a focus on Interception at our site provided many improvements for a site that moved from Category 3 to a Category 5 at the end of 2019. We also took a long hard look at our grounds and facilities, we employed an architect to design new Reception classrooms and review our Office space. We also started work on our disabled access

Governing council report

2020 was a complex year, due to restrictions the AGM was held on 28th July, the Annual Report was logged with the Department in March as required. I have only been the Chairperson for a short while. Throughout the year due to the restrictions related to COVID-19, many events and activities were cancelled or changed. The end of year celebration was cancelled, and Sports day was modified to comply with the new rules and regulations. Although fundraising this year was put on hold, the sports day BBQ was modified with students having a lunch deal that was prepaid before the day. This was successful on the day and children were happy with their Sport day lunch special. With the Canteen having to close early in 2020, through the Governing Council, a canteen committee was formed and by the end of the year an alternative for school lunches had been sourced. Student learning was modified during the year and with restrictions changing rapidly, drop off and pick up was also changed, where parents could only drop off at certain locations, children seemed to adjust to this new normal. 2021 is looking positive with some restrictions easing. For example, parents can drop off at the classroom door after signing in. There are positive changes within the school with completion of the Interception space and implementation of a behavior step program in class. Thank you to all the members of the 2020 Two Wells Primary School governing council for your time and service to the school. Your contribution has a positive impact with the school community.

Quality improvement planning

The key actions for 2020 were based upon the established goals from 2019-2021 Improvement plan. They were:

Increase student achievement in mathematics particularly in the number strand, in Years R-7.
Increase student achievement in reading years R-2.
Increase student achievement in reading years 3-7

Much of our work in 2020 was to establish a Professional learning community linked to our meeting schedule. PLC's started to work on cycles of improvement underpinned by data informed planning. The school invested in technology which would accelerate our ability to support data literacy and ensure that staff were tracking students frequently. As such we saw significant improvements in phonological awareness and synthetic phonics. Feedback to staff highlighted the importance of the fidelity of the resource and the need for teachers to be systematic, this work was supported by Christine Keynes from the Literacy Guarantee Unit.

The outcomes of the External Review conducted in June 2019 was linked to this work, in particular direction 2: Ensure growth and learner success for all students by developing whole school agreements on effective use of data and feedback to inform differentiated planning of learning while building teacher capacity in literacy.

While we developed data literacy we also identified students to work with two intervention teachers, this was done by looking at the funds received through IESP grants and a top up from our own budget. This was particularly successful for students in the middle of the school where PAT data showed a significant improvement. Teachers were encouraged to use PAT data to discuss goals with students, feedback from students was positive because it supported their next steps.

We secured a significant increase in the % of students receiving the bench mark in 2020 with 67% meeting the standard in year 1. We also saw an impressive number of students in Reception at the end of term 4 on track for year 1. This was despite significant challenges in staffing.

Our commitment to the principals of diagnosis, intervention, implementation, evaluation and fidelity served us well in a difficult year and we are confident that this process will ensure success for all.

Improvement: Aboriginal learners

Two Wells Primary School had an enrolment rate of 7% for the 2020 school year. Engagement remained solid with ATSI attendance rates just 4% below non ATSI students. We monitored ATSI data very closely, ensuring careful tracking in Phonological awareness and phonics. Three students secured a place with our Intervention teacher in Y4/5, with a focus on Big Ideas in number and Reading. ATSI learners secured many noteworthy successes across our standard indicators. These included: significant growth in PATM and the Phonics check.

Our Aboriginal Learner Achievement plan focused on Key Element 1 – Data informed planning, our tracking process for ATSI learners is visible and forms the basis of our scheduled learning conversations.

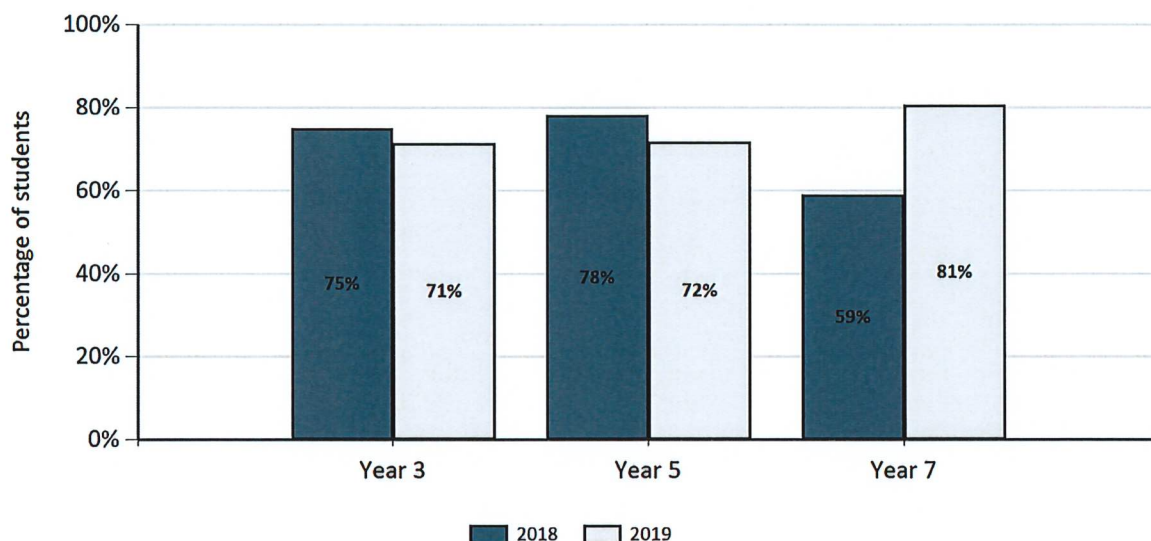
Our Aboriginal Community Engagement Officer supported our Aboriginal learners in classrooms, monitored and followed up on attendance and attended our PLC's on Tuesday evenings.

Performance Summary

NAPLAN Proficiency

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

Reading

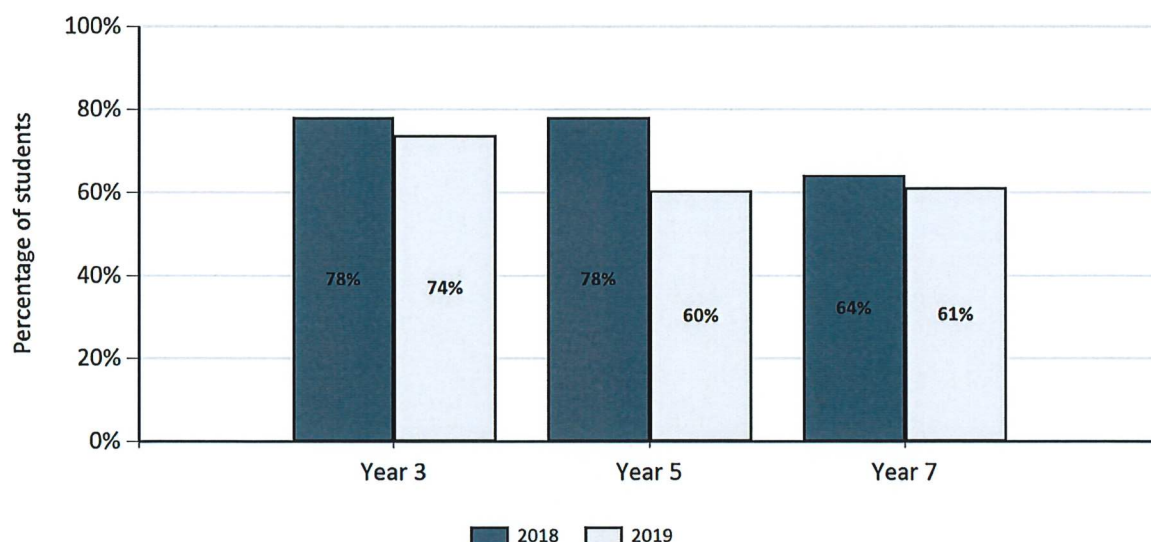


*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

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

NAPLAN progress

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

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	18%	40%	25%
Middle progress group	58%	47%	50%
Lower progress group	24%	*	25%

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

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	15%	28%	25%
Middle progress group	51%	41%	50%
Lower progress group	33%	31%	25%

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

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

NAPLAN upper two bands achievement

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

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	42	42	15	12	36%	29%
Year 3 2017-2019 Average	40.3	40.3	12.7	10.3	31%	26%
Year 5 2019	53	53	6	6	11%	11%
Year 5 2017-2019 Average	43.0	43.0	7.7	4.7	18%	11%
Year 7 2019	36	36	6	6	17%	17%
Year 7 2017-2019 Average	38.3	38.3	5.7	5.0	15%	13%

*NOTE: No NAPLAN testing was conducted in 2020.

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

^includes absent and withdrawn students.

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

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

School performance comment

The 2020 Napalm tests' were cancelled, as such we cannot report on the targets set in 2019. However, while we accept PAT has a different purpose the results indicate that the site has continued its improvement journey despite the challenges of Covid -19.

PAT R

Year 3 - 67.3% at SEA or above

Year 4 - 78.9% at SEA or above

Year 5 - 86.7% at SEA or above

Year 6 - 76.1% at SEA or above

Year 7 - 76.7% at SEA or above

While we saw improvements in our data staff analysis during a student free day, revealed similar patterns across the site and this informed our planning for 2021.

- The need to ensure students read for longer periods of time.
- To ensure our parents understand that this is part of our homework policy
- Explicitly teach retrieving directly stated information from the text
- Interpreting information
- Reflecting on texts

Our Mathematics data continued to improve, this reflected the focus on classroom support from our Mathematics leader Anthea Pounendis. The site provided opportunities for planning using Big Ideas in Number data, classroom observations new resources such as Numicom. The inclusion of three staff on Orbis R-2 Mathematics provided quality training using the latest research and a strong financial investment of \$5000 each. A stronger focus on learning dispositions in 2021 was a key outcome from their research.

PAT M

Year 3 - 85.7% at SEA or above

Year 4 - 75.7% at SEA or above

Year 5 - 93.7% at SEA or above

Year 6 - 68.7% at SEA or above

Year 7 - 93.3% at SEA or above

Our analysis of PATM suggested:

- A continued focus on number knowledge particularly in the early years
- Explicit teaching of mathematical language through number talks
- Gaps in number and algebra in Y3 and Y4
- Gaps in measurement and geometry in Y5 and Y6
- Analysis of learner dispositions highlighted perseverance as an issue.

Attendance

Year level	2017	2018	2019	2020
Reception	91.0%	91.3%	89.2%	85.9%
Year 1	90.5%	90.5%	88.8%	87.9%
Year 2	91.9%	92.6%	91.7%	87.5%
Year 3	88.7%	92.2%	91.5%	88.9%
Year 4	92.6%	89.6%	91.3%	89.3%
Year 5	92.1%	91.7%	90.7%	90.0%
Year 6	91.9%	91.1%	90.2%	87.4%
Year 7	90.7%	87.9%	89.4%	90.2%
Primary Other	N/A	84.9%	N/A	N/A
Total	91.1%	90.8%	90.3%	88.2%

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

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

Attendance comment

Our attendance data in 2020 was impacted by the effects of COVID-19. Overall attendance rates for the school were 88.2% at the conclusion of the year. This saw a 2% decrease in attendance when compared with 2019. In 2020 4.8% of absences were family/social with many of these absences falling within the COVID-19 periods of 2020. This was an increase of 1.7% due to family/social reasons compared to 2019. The site was required to monitor vulnerable students throughout 2020, this resulted in significant phone calls and home visits for teachers and leaders. 4.0% of absences were due to illness with close to half of these absences falling within the COVID-19 period. During 2020 ATSI attendance was monitored closely, 83.9%, with 6.2% of ATSI absences due to Family.

Behaviour support comment

The Governing Council receive data relating to the frequency and consequences of behavior concerns on a termly basis. Sadly on arriving at the site we seemed to have a steady stream of students with little understanding of the values established in 2018/9, "Be safe, Be kind, Work hard." Leaders spending time in classrooms provided valuable evidence of learning, engagement and our understanding of the broad range of learner needs. Continual issues relating to staffing at Support Services and within our own site also contributed to this situation. We saw a 50% increase in the number of suspensions with 3 exclusions, many of these were violent reflecting poor self-regulation. As a result the following measures were put into place, a comprehensive learner engagement policy with clear steps, with teachers providing detailed information about both the event and the actions they have completed. A focus on the explicitly teaching of strategies.

Client opinion summary

Feedback from parents, learners and staff is valued, we are aware of our challenges and we work collaboratively with all stake holders to support improved learner outcomes. The school has various measures to gather rich feedback from students, families and staff. Governing Council received training in 2020 to support their role in our site, they are committed to ensuring the school runs smoothly and have been involved in contentious issues such as bus consultation and the closure of the canteen. Parents and Friends are looking for new community members, no fundraising happened in 2020 but they continue to be positive about their role in 2021.

Wellbeing and engagement data 2020-The report describes young people's views about their social and emotional wellbeing, their engagement at school and their experiences outside school. Despite Covid-19 the survey registered positive feedback about happiness and satisfaction with life. It was also pleasing to note the 97% who identified with an important adult at school this was significant when compared to previous years and may be a Covid-19 effect, connection to school and emotional engagement with teachers was also very high, along with peer belonging and friendship intimacy. Significant data was also collected by staff around Friendly schools, this has provided triangulation data, and the area with a spike is in fact verbal bullying so this is an area we will target in 2021.

School Parent engagement survey

The survey was well supported by the community, it was specifically designed to gauge how parents engage with students' learning and the data is intended to support school improvement planning. Key findings from the survey are: We need to address communication as this is an area for growth. We will achieve this through consultation with our community with new guidelines in 2021. Ongoing improvements in learning will continue to be a focus. The large number of students who struggle to self-regulate in the Wellbeing and Engagement survey may be connected to elements within the Parent survey about requiring more help from school with my child's learning.

Student interviews are a standard part of our visits to classrooms, we are encouraging staff to seek feedback from students at the end of their lesson.

Complaints process - In line with Department policy the school holds a complaints register. We ensure parents see teachers before they make appointments with leaders. It is the schools responsibility to resolve issues fairly and in line with Department expectations. The school provided significant evidence when the unit followed up on complaints. This is an area for further work in terms of trust.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	8	9.8%
Other	1	1.2%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	14	17.1%
Transfer to SA Govt School	58	70.7%
Unknown	1	1.2%
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

Screening for all department staff is undertaken through the relevant processes including TRB, ERT and EAR. Volunteers who wish to be involved in activities that require WWC screening are invited to apply or update their clearance annually. Unsupervised visitors and all NDIS providers must present original DCS/WWC documentation upon arrival.

In 2020 one of our SSO's failed to reapply for her Working with Children Check despite three reminders from the Department. As such she was directed away from the site until she could provide the correct documents.

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	31
Post Graduate Qualifications	7

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

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

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	23.8	0.4	11.4
Persons	1	25	1	16

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

Financial statement

Funding Source	Amount
Grants: State	\$3,995,762
Grants: Commonwealth	\$24,900
Parent Contributions	\$87,960
Fund Raising	\$244
Other	\$0

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

2020 School Annual Report: Tier 2 Funding Report*

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Professional learning targeting differentiation, resourcing and pedagogy. Enhanced staffing	SEA in PAT and phonics screening increased
	Improved outcomes for students with an additional language or dialect	Professional learning related to reporting and analyzing growth. Teachers supporting students at Wave 1, 2 and 3.	Continual tracking in student management system, review goals
	Inclusive Education Support Program	Target professional learning to prompt shifts in pedagogy	Improved results in the PASM, Phonics check and PAT Improved self regulation
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	Professional learning, coaching support and enhanced targeted resources such as decodable texts and Numicom Targeted intervention in Y3 for students not achieving the SEA in the phonics check. Intervention teachers working at Wave 2	Early tracking is showing significant improvements in Reception - 2020 Students closing the gap in Year 3
Program funding for all students	Australian Curriculum	Friendly schools linked to English Curriculum Professional learning Support new curriculum resources	Development of assessment capable learners success criteria and feedback improve
Other discretionary funding	Aboriginal languages programs Initiatives	No sustainable option is currently available	No sustainable option is currently available
	Better schools funding	Targeted professional learning	Improved outcomes in PAT and phonics
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

