

ANNUAL REPORT



2019

TWO ROCKS PRIMARY SCHOOL
ANNUAL REPORT 2019

Our Shared Vision	To ensure all students achieve their full potential through exposure to high quality teaching in a safe learning environment.
Our Beliefs about Teaching and Learning	<p>We believe:</p> <ul style="list-style-type: none"> • Learning occurs best when it is facilitated by highly skilled staff using innovative, cooperative and diverse teaching styles that build upon students' prior knowledge. • Effective teaching and learning is measurable and is accountable to the school community. • All students have the right to access a safe, supportive and engaging environment in order to achieve their potential • Life-long learning and individual success can be achieved if students have self-belief that empowers them to apply their learned knowledge and skills. • The needs of its community are met through fostering and maintaining effective partnerships.
OUR GOALS	<ul style="list-style-type: none"> • To ensure that education is inclusive of all students and caters for students' specific needs and that students are provided with the appropriate learning experiences that will enable them to achieve the highest standard of learning possible • To provide students with the values and understandings necessary for active participation in life in Australia. • To ensure that the learning environment is supportive, that students feel challenged and able to take risks with their learning, enabling them to achieve the highest standards possible. To use valid, comprehensive, educative assessments to enhance students' learning and provide direction for future planning. • To encourage community participation in the school, ensuring that parents feel supported and part of the learning process.
Our School Values	<ul style="list-style-type: none"> • Respect • Innovation • Consistency • High Expectations • Support
Community Partnerships	<p>Two Rocks Primary School and the community work together in a partnership based on mutual respect:</p> <p>Together Everyone Achieves More</p>

From the Principal

The staff at Two Rocks Primary School are all highly trained, hardworking individuals who are constantly striving to ensure that their expertise is at the highest level. We all work collaboratively with our students, community and colleagues to model, promote and teach the core values that we and society believe, are key attributes to ensuring our students achieve success and become caring, respectful members of the community.

The 2019 Annual Report is a summary of our operations, goals, finances and student performance. The content has been collated and analysed by the staff from the data collected on the school's performance during the year. This data analysis directs our planning for the future; it also provides the school and community with valuable information about the operation of the school, highlighting the school's achievements and informing parents of our priorities and direction for the coming years.

My staff members are all wonderful people who I work hard to ensure that our school is clean and tidy within our beautiful setting, the grounds are well maintained and the classes are safe, caring learning environments where students are provided with top class educational programs designed to meet their individual needs and where they are challenged to achieve their best in preparation for their future. It is therefore with great pleasure and pride that I present 2019 Annual Report and I sincerely hope that parents and community members will find the information contained in the report both interesting and informative.

If there are any areas that require clarification, please do not hesitate to contact me.

Mrs Elizabeth Wildish

Principal

HIGHLIGHTS OF 2019

The start of 2019 went very smoothly, we started the school year with 512 students and we are finishing the year on 468 as we had a number of students leave us for other schools.

We commenced this year with our annual celebration of the Chinese New Year with red decorations all around the school. Mrs Croker, our Language Teacher utilises this event to teach our students about Chinese culture and the importance of welcoming the New Year. During the year the students, under Mrs Croker's guidance, have participated in Chinese cooking sessions, some of our students participated in a Chinese Writing Competition and in a Chinese Speaking competition. We achieved good results in both against some very stiff opposition, this is all courtesy of Mrs Croker our truly amazing Language Teacher.

We held cyber safety workshops for Years 5 and 6 students presented by Paul Litherland, a former member of the Police Force. These workshops were excellent and a reminder to students to be careful when on the internet particularly when using social media or online games.

We surprised all of our students and staff with a visit from some of the members of the West Coast Eagles Premiership Team including the coach Adam Simpson. They all spoke about their early years in school and answered questions from the students. They also handed out posters and autographs and ensured that their visit was very memorable.



Our Choir had a very busy year performing at the opening ceremony of the new Two Rocks Day Care Centre, Cuddles and were highly praised by all of the guests. They performed at our ANZAC Ceremony and the Crown Theatre in the annual West Australian Government Schools Music Society (WAGSMS) and were absolutely fantastic. We were very proud of the fact that William Atyeo one of our Year 6 students was chosen to perform a drum solo at the WAGSMS Concert. He performed a



Pearl Jam song and was sensational. We also had the Music of the Night which gave the students who participated in the PMI and IMSS music programs as well all our other students who volunteered a chance to showcase their talents. This was all as a result of our wonderful Music Teacher, Mrs King.

Mr Schweda ensured that students participated in a variety of sporting events and carnivals including the, Cross Country, school and Interschool Carnivals, the Winter Sports Carnival at Bullsbrook where our girl's netball team came first, the soccer team came second, our footie team came fourth and our volleyball teams came 4th and 5th. At the MDSA Interschool Athletics Carnival our team did really well and came a very creditable second place overall and achieving eleven first places out of a possible twenty-four.

Mrs Wagstaff, with her amazing art program that our students thoroughly enjoy, has ensured that our school stays well decorated with two fantastic murals on display in the school as well as the beautiful art work in the Admin Area she also co-ordinated the fantastic art display for Open Night in Term 3.



We are very proud of all of our students but we were extra proud of two of our students who represented WA in sporting competitions. Cara Dziegielewski in Year 6, represented W.A. at the National Cross Country Championships in Sydney and despite having the flu she helped her team get third place and win a bronze medal. Another of our students who is in Year 5, Ashleigh Mettimano competed in Melbourne in the National Cheer Leading Competition, Team Altitude, her team, representing WA, came a very creditable 5th in the Nationals and 2nd in the very prestigious Pinnacle event.

Our students have had the opportunity to participate in a range of extra curricula activities this year, including:

- Wildlife Incursion
- Swimming lessons in two terms
- Book Fair
- Book Week Dress Up Parade
- Performance by Riker Ali
- RAC Road Safety
- Cyber Safety Workshops
- St John's Ambulance Workshops
- Motor Safe Workshops
- Disco,
- Talk Up Competition,
- Maths Wizard Competition
- Readiness for High School Program for Year 6
- Start Smart Maths Program
- Tournament of the Minds Competition

Our Year 4 students had our first sleep over at school, this was thanks to their teachers Ms Canning, Mr Schweda and Ms Wildish. It was followed the next day by an excursion to AQWA accompanied by Mrs Selves and Mrs Baldwin-Jones who went along to help.

Our Year 5 students had a two-day camp in Perth which was a great success, the students all had an amazing time and thoroughly enjoyed the experience, thanks to Mrs Bell, Ms Stokes, and Mrs Pinches.

The Year 6 students had a five-day camp in Albany where they had an awesome time, coming back with many lasting memories, thanks to their teachers Mrs Douce, Mrs Whittle, Mr Schweda and Mrs Pinches who went along to assist. They had a great time and were exceptionally well behaved and a real credit to the school.

The Year 6s students, as part of their graduation week activities went to Latitude as well as having a fantastic Graduation Dinner. Both of these events were affected by the Bush Fires and had to be rescheduled and rebooked but we were able to ensure that our Year 6's had a memorable end to their time at TRPS.

Our Transition to Kindergarten program which is in its sixth year ran very smoothly allowing our 2020 Kindergarten students to become familiar with school and providing worthwhile workshops for our new parents. This was organised and presented by Ms Matthews and assisted by Mrs Nolan.

We had a very special extra assembly at the beginning of Term Four when one of our students, Gemma Tapper received an award for Bravery. This award was for assisting her dad when his life was in danger due to a medical emergency. During the emergency Gemma remained calm, enlisted help and utilised the First Aid knowledge that she had gained from the St John's First Aid workshops that are run annually at school. This award was presented by the St John's Paramedics and was filmed by Channel 7.

We have hosted International presenters John Fleming and Barrie Bennet and who have provided the whole staff with high level professional learning and coaching to ensure that our staff has access to the highest quality teaching strategies to guarantee that Two Rocks students receive excellent instruction. Both of these esteemed gentleman who visit schools all over Australia and in Barrie's case Ireland and Canada too were extremely positive in all that they saw and very impressed with the behaviour of our students as well as the teaching quality that is going on in TRPS. This year we also had Mr Ron Ritchhart from Harvard University in the USA. He taught us all about Visible Thinking and how to increase students' higher order thinking skills.

We had our three yearly School Review, conducted by Department of Education assessors. They reviewed the school data, checking the practices, policies, learning environment, leadership, partnerships and achievement and progress of the school. They examined the results the school is achieving to validate whether we are an effective school. I am very pleased to say we were deemed to be effective. The report is available on our website and on Schools Online.

As part of our School Self Reflection Process to ensure that our school and the set up with the classrooms that we have adopted is operating within the guidelines we requested that the school be audited for compliance with the NQSS (National Quality Standard System). This is the system that governs Early Childhood Education, it incorporates the educational programs and practice, the physical environment, the health and safety of the students, the relationship with the students and the Governance and leadership of the school. The Auditors, who were very rigorous in their Audit spent a day reviewing our classrooms and our practice and I am very pleased to confirm that they have confirmed that we are meeting all of the standards of the NQSS.

We also have had numerous student teachers who have been mentored by my wonderful staff. We have had teachers and administrators from other schools come to our school to watch our teachers teach in recognition of the high quality of work that is going on here and the excellent teaching practice of our teachers. Next year we have been asked to be a mentor school to assist other schools to be more effective.

We have supported various charities by holding fund raising events, we have worn pink for Breast Cancer, we have had a crazy hair day for Childhood Cancer and we have worn blue for Motor Neuron Disease.

As I look back I have to acknowledge the dedication and all the hard work undertaken by my wonderful staff who guarantee that all of our students have the opportunity at Two Rocks Primary School to experience success.

PARENT PARTICIPATION

During 2019 a wonderful group of parents under the leadership of Ms Tianna Gillard and Ms Lara Meyer-Atkins took over the fundraising for the school. They organised Sausage Sizzles, drinks and cake stalls at the carnivals. They held Mother's Day and Father's Day stalls, a disco and refreshments at the Federal Election Polling Station, the Music of the Night and Parent Night, raising funds for resources in the school.

We also have regular volunteers helping in the classrooms changing reading books and hearing students read, in the library covering and repairing books and in the garden and the kitchen for which we are very grateful.

We also have an amazing group of parents who have volunteered to be on the School Board. They give up their time to attend regular after school meetings where they assist with the governance of the school. The Board is chaired by Laura Gray with the parent body and local community represented by: Triena Hurihanganui, Fiona Grierson, Lara Meyer-Atkins, Rachael McGregor, Pipi White and Rev. John Taylor, along with five school members who represent the staff. The staff representatives are: Elizabeth Wildish, Alison Pinches, Sandra Regts, Mariana Terrazas, Kelly Whittle and Tayla Scott. These people have all continued to work hard throughout 2019 to support the school through strong governance by providing the school with feedback and overseeing the school's development and progress. The School Board's responsibilities are detailed below:

- Providing advice and support to the staff and parents.
- Reviewing the school's performance and selection of priorities for following year.
- Reviewing and approving the school uniform and uniform policy.
- Discussing and making decisions regarding the school's religious education program.
- Participation on Panels for appointing Teaching, Non-teaching and Administration staff.
- Reviewing and approving the School's Voluntary Contributions and Charges.
- Attending School Development Days.
- Attending school functions.
- Approving School Personal Items List.
- Discussion of School Finances and progress.
- Reviewing and approving the School Development Days.
- Reviewing and approving school's Policies and Procedures.
- Approving the School Report.
- Approving the Annual Report.
- Reviewing and approving School Business and Operational Plans.



PARENT COMMUNICATION

Communication with parents and the local community is essential and takes many forms:

- The Two Rocks PS website which is regularly updated.
- The Electronic Sign at the entrance to the school.
- The Wave newsletter - available via the website, school app or hard copy.
- Two Rocks PS App.
- The TRPS Face Book page
- SMS messages.
- Letters/Notes (available on the web page and via push notification).
- Parent Information Sessions.
- Updates at Assemblies.
- Principal's Report at Board Meetings.
- Board Meetings (Minutes posted on website).
- Regular Teacher/Parent communication via emails, notes, phone calls and meetings.

PASTORAL CARE

Ensuring all students are supported socially and emotionally as well as academically remains a priority for all staff at Two Rocks Primary School. We view our parents and carers as partners in this process and work diligently to ensure that all stakeholders are working together to ensure the students in our care are ready to take their place not only in High School but also in society in general as fully functioning members of their community.

This support is provided via the school's Administration Team, Teachers, Education Assistants, the school's Chaplain, Rev. John Taylor and the school's psychologist, Mr James McIntyre, working in cooperation with various outside agencies when appropriate. Mr McIntyre has introduced the Positive Parenting Program (PPP) to our Transition to Kindergarten parents through a series of three one hour sessions. Rev Taylor visits the school each Thursday and works in a mentoring role with students on a point of need basis.

During Term Three each student from Years 1 – 6 participated in our biannual Safe Zone Survey by marking and annotating a school map illustrating those areas where they feel safe, unsafe and unsure. This data, which has been presented to both school staff and informs the planning of play areas and duty cover.

Our Behaviour Expectation Policy (BEP) is both fair and consistent. Staff have a shared understanding of the process and consistently implement the policy at all times. Over the course of 2019 the following were issued:

- 1944 Orange Warning Slips
- 274 detentions (withdrawal from play area)
- n School Suspensions
- 30 Out of School Suspensions

As part of our positive reinforcement three Mega Rewards were completed and many students received both Honours and Home Reading Certificates.

We continue to develop supportive programs in line with our Pastoral Care and BE policies through the consistent implementation of:

- Program Achieve (also known as “You Can Do It”) ensures that the five keys to success are taught from Kindergarten to Year 7. These Keys are: Resilience, Confidence, Persistence, Getting Along and Organisation.
- Two students are recognised as “Aussies of the Month” at each school assembly. These awards are given to one student from K – 2 and one from Yrs. 3 – 6. They recognise and celebrate students who have demonstrated good citizenship attributes and are closely linked to Program Achieve.
- Honours Certificates are presented at each assembly to students from each cohort.
- Mega Reward is held in the last week of each term to encourage continued good behaviour.
- Faction Tokens are given to students displaying good citizenship qualities with a reward at the end of each term for the Faction with the most tokens.

STUDENT SERVICES

Two Rocks Primary School continues to have a well-defined process for managing all areas of Student Services through the implementation of Group and Individual Education Plans (GEPS, IEPs), Behaviour Expectation Plans (BEPs), and both support and extension groups operated under the Students At Educational Risk (SAER) Policy. Support is offered to staff and students via the Administration Team, the SAER and Learning Support Co-ordinator, Education Assistants and the School Psychologist, Mr James McIntyre. Mr James McIntyre is based at Two Rocks each Tuesday and alternate Fridays working with students to complete cognitive assessment, observations and counselling. The referral process for accessing Mr James McIntyre’s services is well defined and documented.

In 2019 there were:

- 10 Students with Disability Resourcing
- 55 Case Conferences
- 14 students were observed in class
- 6 students completed cognitive assessments
- 10 students received counselling
- 1 student risk assessment was completed.

School staff work in collaboration with parents and relevant outside agencies to ensure all students needs are met and to further to ensure that all students are working to the best of their ability and are achieving success.

PROFESSIONAL ENGAGEMENT

Teacher Qualifications

All teaching staff meet the professional requirements to teach in Western Australian schools and are registered with the Teacher Registration Board of Western Australia.

Expenditure and Teacher Participation in Professional Learning

In line with current Department of Education policy, all staff at Two Rocks Primary School engage in Professional Learning to ensure skills and knowledge are enhanced and developed. The school has

regularly sought high quality PL presenters who are leaders in their field of expertise to present to school staff. In 2019 Two Rocks PS has hosted PL from Professor Barrie Bennett, Mr John Fleming, Mr Ron Ritchhart as well as Doctor Rebecca Saunders from Murdoch University.

STUDENT ENROLMENT/ATTENDANCE

The table below indicates the number of students enrolled in the beginning of the year and at the end of the year over the last six years. This table indicates that total student numbers have dropped, however as in previous years a significant number of students enrolled and a significant number of students left during the year which indicates that Two Rocks Primary School has a very high rate of mobility.

TWO ROCKS ENROLMENT

YEAR	Total school Enrolment Feb	Total school Enrolment Dec	Number of Students enrolled	Number of students left	Mobility Rate
2014	437	439	99	144	55%
2015	419	438	102	83	44%
2016	467	456	128	139	57%
2017	470	463	122	127	53%
2018	478	482	138	134	57%
2019	519	468	103	148	49%

ATTENDANCE RATES

The data below indicates the percentage of students attending regularly. You will note that while Two Rocks attendance rates have not significantly altered since 2017 there is a decrease albeit small, this is despite our best efforts. This is of great concern to me and the whole staff as students who are not attending school are not learning. Primary school is where all the skills of life are taught, high school is where the skills are utilised to learn the content of the learning area. Non-attendance at school correlates highly to school dropout rates and poor academic achievement.

Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2017	92%	93%	92%	91%	92%	93%	93%
2018	91%	91%	92%	92%	90%	92%	90%
2019	90%	92%	92%	92%	91%	91%	90%
WA Public Schools 2019	91%	91%	92%	92%	92%	92%	92%

We have rigorous processes in place to address attendance issues which we will be continuing to implement in 2020. These processes include:

- Five Weekly review of attendance figures – Cohorts certificates presented at Assemblies, advertised in the newsletter and on the Electronic Sign.
- Informal Teacher/Parent contact.
- Formal referral by teacher to Associate Principal.
- Letters to parents informing them of our concerns.
- Case Conferences.
- Home Visits.

STUDENT ACHIEVEMENT INFORMATION

This section of the Annual Report provides a summary of the information collected by the school and the Department of Education on the performance of the students in the Literacy and Numeracy Learning Areas.

The data was obtained from the 2019 NAPLAN testing results, which all primary school students in Years 3 and 5 Australia wide, participate every year. Parents of children involved receive a comprehensive report detailing their child's results in relation to students throughout Australia. The results of these tests provide the school with useful information about student achievement.

The NAPLAN Comparative Performance Table for Year 5, indicates that the Year 5 students achieved above the expected mean for Reading, Spelling and Grammar and Punctuation. The Writing and Numeracy results are as expected which is quite pleasing. These results have confirmed that the whole school programs, daily warm ups, grouping and teaching to need, in all of the learning areas have contributed to this cohort's success, combined with the excellent teaching pedagogy that they have been exposed to at Two Rocks P.S

The NAPLAN Comparative Performance Table for Year 3 shows that students in this cohort achieved the expected standard in Numeracy, Reading, Spelling, and Grammar and Punctuation. They were, however below the expected achievement level in Writing. This is of concern to myself and the staff. We have implemented a new writing program that we believe is addressing some of the issues but we will be closely monitoring the progress of our Year 3 students.

NAPLAN Comparative Performance for Year 5

Year 5	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Numeracy	-0.0	-0.7	0.3	1.4	1.5	0.4	49	48	49	58	64	58
Reading	-1.0	-0.9	-0.3	1.0	0.3	1.1	49	47	49	59	64	58
Writing	0.3	-0.0	0.1	0.4	0.4	0.5	49	48	49	58	64	59
Spelling	0.3	0.3	-0.4	1.4	-0.3	1.9	49	48	49	58	64	58
Grammar & Punctuation	-0.1	-0.4	0.6	1.3	0.2	1.1	49	48	49	58	64	58

1	Above Expected	more than one standard deviation above the predicted school
2	Expected	within one standard deviation of the predicted school mean
3	Below Expected	more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6	

NAPLAN Comparative Performance for Year 3

Year 3	Performance						Students					
	2014	2015	2016	2017	2018	2019	2014	2015	2016	2017	2018	2019
Numeracy	0.6	0.6	0.0	1.3	1.5	0.6	51	59	57	57	52	52
Reading	0.8	0.1	0.3	0.9	0.9	0.4	51	59	57	58	52	52
Writing	1.0	-0.1	0.1	0.1	1.6	-1.1	52	59	58	59	52	53
Spelling	1.0	0.3	-0.1	0.5	1.2	-0.1	52	56	58	59	52	52
Grammar & Punctuation	0.7	0.2	0.3	1.0	1.6	0.3	52	56	58	59	52	52

1	Above Expected	more than one standard deviation above the predicted school
2	Expected	within one standard deviation of the predicted school mean
3	Below Expected	more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6	

SCIENCE

Science as one of the core Learning areas is planned, taught and reported using the West Australian Curriculum. We monitor closely the progress of all of our students through Professional Teacher Judgements, evidenced by student work samples, moderation between classes and cohorts. Our students have achieved sound results and are making improvements, however to ensure continued improvement we will continue to monitor this subject closely throughout 2020

HUMANITIES AND SOCIAL SCIENCES

We plan, teach and report using the West Australian History Curriculum and West Australian Geography curriculum. The teachers are trialling a new online resource which will ensure that students are presented with the curriculum for HASS in the most engaging way possible this includes encouraging students to research information and self-reflect on their progress. We are continually monitoring the progress of our students, this is evidenced by Teacher Judgement and work samples. Our evidence indicated that our students are enjoying this learning area and are making pleasing gains in their learning.

TWO ROCKS KITCHEN GARDEN PROGRAM

The Kitchen Garden Program forms part of our Design and Technology Curriculum, all students from Years 3 to 6 work on a fortnightly cycle in the Two Rocks Kitchen and Garden. The program ensures that our students are exposed to quality programs designed to achieve knowledge and understanding

of the seed to table process. The produce that is planted must be ready for harvesting at the appropriate time to enable the planned recipes to be prepared and cooked. The Year 3 and 4 students are learning the necessary basic skills to operate safely in the kitchen and the garden. The Year 5 and 6 students are expected to utilise the skills safely whilst learning the food handling and hygiene skills and understandings.

TARGETS FOR 2019

The next tables indicate the targets that were set for 2019 in both PAT (Progressive Assessment Tests) and NAPLAN and whether or not we succeeded in reaching the targets. We set extremely high targets to ensure that we all maintain High Expectations as per our school values. We achieved fairly close to our targets in most areas which are shaded amber and actually achieved the targets in the areas that are shaded green. The targets shaded red are a cause for concern and will be closely monitored. We are very proud of these achievements and of our Year 3 and 5 cohorts who all worked very hard throughout the year and have achieved amazing results in their NAPLAN tests. Using NAPLAN tracker we have set further Targets for this cohort so that in 2020 they maintain their academic achievement.

ACER PAT Targets 2019

Pre-Primary Targets 2019

Early Years Literacy Test
<ul style="list-style-type: none"> More than 65% of students will achieve a scale score above the median when tested in Term 4 2019.
Early Years Numeracy Test
<ul style="list-style-type: none"> More than 65% of students will achieve a scale score above the median when tested in Term 4 2019.

Year One Targets 2019

PAT Reading (5th Edition) PAT Test
<ul style="list-style-type: none"> More than 65% of students will achieve a scale score above the median when tested in Term 4 2019. More than 95% of students will achieve the expected scale score growth when tests in Term 4 2019.
PAT Math's
<ul style="list-style-type: none"> More than 65% of students will achieve a scale score above the median when tested in Term 4 2019. More than 95% of students will achieve the expected scale score growth when tests in Term 4 2019.

Year 2 Targets 2019

PAT Reading (5th Edition) PAT Test
<ul style="list-style-type: none"> More than 65% of students will achieve a scale score above the median when tested in Term 4 2019.

<ul style="list-style-type: none"> • More than 95% of students will achieve the expected scale score growth when tests in Term 4 2019.
PAT Mathematics
<ul style="list-style-type: none"> • More than 65% of students will achieve a scale score above the median when tested in Term 4 2019. • More than 95% of students will achieve the expected scale score growth when tests in Term 4 2019.
PAT Spelling
<ul style="list-style-type: none"> • More than 65% of students will achieve a scale score above the median when tested in Term 4 2019. • More than 95% of students will achieve the expected scale score growth when tests in Term 4 2019.
PAT Vocabulary Skills
<ul style="list-style-type: none"> • More than 65% of students will achieve a scale score above the median when tested in Term 4 2019.

Year 3-6 Targets 2019

PAT Reading (5th Edition) PAT Test
<ul style="list-style-type: none"> • More than 65% of students will achieve a scale score above the median when tested in Term 4 2019. • More than 95% of students will achieve the expected scale score growth when tests in Term 4 2019.
PAT Mathematics
<ul style="list-style-type: none"> • More than 65% of students will achieve a scale score above the median when tested in Term 4 2019. • More than 95% of students will achieve the expected scale score growth when tests in Term 4 2019.
PAT Spelling
<ul style="list-style-type: none"> • More than 65% of students will achieve a scale score above the median when tested in Term 4 2019. • More than 95% of students will achieve the expected scale score growth when tests in Term 4 2019.
PAT Grammar & Punctuation
<ul style="list-style-type: none"> • More than 65% of students will achieve a scale score above the median when tested in Term 4 2019. • More than 95% of students will achieve the expected scale score growth when tests in Term 4 2019.
PAT Vocabulary
<ul style="list-style-type: none"> • More than 65% of students will achieve a scale score above the median when tested in Term 4 2019. • More than 95% of students will achieve the expected scale score growth when tests in Term 4 2019.
PAT Vocabulary Skills
<ul style="list-style-type: none"> • More than 65% of students will achieve a scale score above the median when tested in Term 4 2019.

RESULTS – 65% of cohort above Median

	PAT Mathematics	PAT Reading	PAT Spelling	Pat Grammar & Punctuation	PAT Vocabulary
Pre-Primary	61%	69%			
Year 1	82%	44%			
Year 2	55%	57%	57%		
Year 3	58%	64%	64%		
Year 4	78%	69%	82%	73%	76%
Year 5	59%	55%	75%	76%	65%
Year 6	60%	66%	66%	61%	57%

NAPLAN Year 3 Targets

STABLE COHORT ONLY (students with at least 3 terms of formal instruction at Two Rocks Primary School.

Year 3 2019 Numeracy Targets

- Less than **15%** of our Year 3 students will achieve a score in band 2 or below in NAPLAN Numeracy when tested in 2019. **(24%)**
- More than **20%** of our Year 3 students will achieve a score in band 6 or above in NAPLAN Numeracy when tested in 2019. **(14%)**
- More than **85%** of students to achieve above National Minimum Standard in NAPLAN Numeracy when tested in 2019. **(76%)**
- More than **85%** of students to show moderate or higher progress between On Entry and NAPLAN Numeracy when tested in 2019. **(80%)**

Year 3 2019 Reading Targets

- Less than **15%** of our Year 3 students will achieve a score in band 2 or below in NAPLAN Reading when tested in 2019. **(27%)**
- More than **30%** of our Year 3 students will achieve a score in band 6 or above in NAPLAN Reading when tested in 2019. **(27%)**
- More than **85%** of students to achieve above National Minimum Standard in NAPLAN Reading when tested in 2019. **(71%)**
- More than **85%** of students to show moderate or higher progress between On Entry and NAPLAN Reading when tested in 2019. **(64%)**

Year 3 2019 Spelling Targets

- Less than **15%** of our Year 3 students will achieve a score in band 2 or below in NAPLAN Spelling when tested in 2019. **(30%)**
- More than **20%** of our year 3 students will achieve a score in band 6 or above in NAPLAN Spelling when tested in 2019. **(14%)**

<ul style="list-style-type: none"> More than 85% of students to achieve above National Minimum Standard in NAPLAN Spelling when tested in 2019. (70%)
<u>Year 3 2019 Grammar & Punctuation Targets</u> <ul style="list-style-type: none"> Less than 15% of our Year 3 students will achieve a score in band 2 or below in NAPLAN Grammar & Punctuation when tested in 2019. (29%) More than 20% of our Year 3 students will achieve a score in band 6 or above in NAPLAN Grammar & Punctuation when tested in 2019. (27%) More than 85% of students to achieve above National Minimum Standard in NAPLAN Grammar & Punctuation when tested in 2019. (73%)
<u>Year 3 2019 Writing Targets</u> <ul style="list-style-type: none"> Less than 15% of our Year 3 students will achieve a score in band 2 or below in NAPLAN Writing when tested in 2019. (21%) More than 20% of our Year 3 students will achieve a score in band 6 or above in NAPLAN Writing when tested in 2019. (8%) More than 85% of students to achieve above National Minimum Standard in NAPLAN Writing when tested in 2019. (79%)

NAPLAN Year 5 Targets

STABLE COHORT ONLY (students with at least 3 terms of formal instruction at Two Rocks Primary School.

<u>Year 5 2019 Numeracy Targets</u> <ul style="list-style-type: none"> Less than 15% of our Year 5 students will achieve a score in Band 4 or below in NAPLAN Numeracy when tested in 2019. (21%) More than 30% of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Numeracy when tested in 2019. (17%) More than 85% of students to achieve above National Minimum Standard in NAPLAN Numeracy when tested in 2019. (79%) More than 85% of students to show moderate or higher progress between NAPLAN 2017 and NAPLAN Numeracy 2019. (61%)
<u>Year 5 2019 Reading Targets</u> <ul style="list-style-type: none"> Less than 15% of our Year 5 students will achieve a score in Band 4 or below in NAPLAN Reading when tested in 2019. (14%) More than 30% of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Reading when tested in 2019. (29%) More than 85% of students to achieve above National Minimum Standard in NAPLAN Reading when tested in 2019. (86%) More than 85% of students to show moderate or higher progress between NAPLAN 2017 and NAPLAN Reading 2019. (69%)
<u>Year 5 2019 Spelling Targets</u> <ul style="list-style-type: none"> Less than 15% of our Year 5 students will achieve a score in Band 4 or below in NAPLAN Spelling when tested in 2019. (12%) More than 30% of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Spelling when tested in 2019. (35%) More than 85% of students to achieve above National Minimum Standard in NAPLAN Spelling when 2019. (88%)

Year 5 2019 Grammar & Punctuation Targets

- Less than **15%** of our Year 5 students will achieve a score in Band 4 or below in NAPLAN Grammar & Punctuation when tested in 2019. **(18%)**
- More than **30%** of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Grammar & Punctuation when tested in 2019. **(39%)**
- More than **85%** of students to achieve above National Minimum Standard in NAPLAN Grammar & Punctuation 2019. **(82%)**

Year 5 2019 Writing Targets

- Less than **15%** of our Year 5 students will achieve a score in Band 4 or below in NAPLAN Writing when tested in 2019. **(20%)**
- More than **30%** of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Writing when tested in 2019. **(9%)**
- More than **85%** of students to achieve above National Minimum Standard in NAPLAN Writing when tested in 2019. **(80%)**
- More than **85%** of students to show moderate or higher progress between NAPLAN 2017 and NAPLAN Writing 2019. **(67%)**

TARGETS FOR 2020

We have high expectations and maintain a very high standard across the school. We are constantly challenging our students and encouraging them to aim high and strive for improvement. As part of this process, during our planning for 2020, the staff analyse and discuss the results of the NAPLAN, NAPLAN tracker, PAT tests and the On Entry. Targets for improvement have been set for NAPLAN 2020 as detailed below. These targets for both NAPLAN and school based standardised testing (PAT) are attainable and will, we believe, assist our students to strive for better achievement.

ACER PAT Targets 2020

Pre-Primary Targets 2020

Early Years Literacy Test
<ul style="list-style-type: none">• More than 65% of students will achieve a scale score above the median when tested in Term 4 2020.
Early Years Numeracy Test
<ul style="list-style-type: none">• More than 65% of students will achieve a scale score above the median when tested in Term 4 2020.

Year One Targets 2020

PAT Reading (5th Edition) PAT Test
<ul style="list-style-type: none">• More than 65% of students will achieve a scale score above the median when tested in Term 4 2020.• More than 95% of students will achieve the expected scale score growth when tests in Term 4 2020.
PAT Mathematics
<ul style="list-style-type: none">• More than 65% of students will achieve a scale score above the median when tested in Term 4 2020.• More than 95% of students will achieve the expected scale score growth when tests in Term 4 2020.

Year 2 Targets 2020

PAT Reading (5th Edition) PAT Test
<ul style="list-style-type: none"> • More than 65% of students will achieve a scale score above the median when tested in Term 4 2020. • More than 95% of students will achieve the expected scale score growth when tests in Term 4 2020.
PAT Mathematics
<ul style="list-style-type: none"> • More than 65% of students will achieve a scale score above the median when tested in Term 4 2020. • More than 95% of students will achieve the expected scale score growth when tests in Term 4 2020.
PAT Spelling
<ul style="list-style-type: none"> • More than 65% of students will achieve a scale score above the median when tested in Term 4 2020. • More than 95% of students will achieve the expected scale score growth when tests in Term 4 2020.
PAT Vocabulary Skills
<ul style="list-style-type: none"> • More than 65% of students will achieve a scale score above the median when tested in Term 4 2020.

Year 3-6 Targets 2020

PAT Reading (5th Edition) PAT Test
<ul style="list-style-type: none"> • More than 65% of students will achieve a scale score above the median when tested in Term 4 2020. • More than 95% of students will achieve the expected scale score growth when tests in Term 4 2020.
PAT Mathematics
<ul style="list-style-type: none"> • More than 65% of students will achieve a scale score above the median when tested in Term 4 2020. • More than 95% of students will achieve the expected scale score growth when tests in Term 4 2020.
PAT Spelling
<ul style="list-style-type: none"> • More than 65% of students will achieve a scale score above the median when tested in Term 4 2020. • More than 95% of students will achieve the expected scale score growth when tests in Term 4 2020.
PAT Grammar & Punctuation
<ul style="list-style-type: none"> • More than 65% of students will achieve a scale score above the median when tested in Term 4 2020. • More than 95% of students will achieve the expected scale score growth when tests in Term 4 2020.
PAT Vocabulary
<ul style="list-style-type: none"> • More than 65% of students will achieve a scale score above the median when tested in Term 4 2020. • More than 95% of students will achieve the expected scale score growth when tests in Term 4 2020.

PAT Vocabulary Skills

- More than **65%** of students will achieve a scale score above the median when tested in Term 4 2020.

NAPLAN Year 3 Targets

STABLE COHORT ONLY (students with at least 3 terms of formal instruction at Two Rocks Primary School.

Year 3 2020 Numeracy Targets

- Less than **15%** of our Year 3 students will achieve a score in band 2 or below in NAPLAN Numeracy when tested in 2020.
- More than **20%** of our Year 3 students will achieve a score in band 6 or above in NAPLAN Numeracy when tested in 2020.
- More than **85%** of students to achieve above National Minimum Standard in NAPLAN Numeracy when tested in 2020.
- More than **85%** of students to show moderate or higher progress between On Entry and NAPLAN Numeracy when tested in 2020.

Year 3 2020 Reading Targets

- Less than **15%** of our Year 3 students will achieve a score in band 2 or below in NAPLAN Reading when tested in 2020.
- More than **20%** of our Year 3 students will achieve a score in band 6 or above in NAPLAN Reading when tested in 2020.
- More than **85%** of students to achieve above National Minimum Standard in NAPLAN Reading when tested in 2020.
- More than **85%** of students to show moderate or higher progress between On Entry and NAPLAN Reading when tested in 2020.

Year 3 2020 Spelling Targets

- Less than **15%** of our Year 3 students will achieve a score in band 2 or below in NAPLAN Spelling when tested in 2020.
- More than **20%** of our Year 3 students will achieve a score in band 6 or above in NAPLAN Spelling when tested in 2020.
- More than **85%** of students to achieve above National Minimum Standard in NAPLAN Spelling when tested in 2020.

Year 3 2020 Grammar & Punctuation Targets

- Less than **15%** of our Year 3 students will achieve a score in band 2 or below in NAPLAN Grammar & Punctuation when tested in 2020.
- More than **20%** of our Year 3 students will achieve a score in band 6 or above in NAPLAN Grammar & Punctuation when tested in 2020.
- More than **85%** of students to achieve above National Minimum Standard in NAPLAN Grammar & Punctuation when tested in 2020.

Year 3 2020 Writing Targets

- Less than **15%** of our Year 3 students will achieve a score in band 2 or below in NAPLAN Writing when tested in 2020.
- More than **20%** of our Year 3 students will achieve a score in band 6 or above in NAPLAN Writing when tested in 2020.
- More than **85%** of students to achieve above National Minimum Standard in NAPLAN Writing when tested in 2020.

NAPLAN Year 5 Targets

STABLE COHORT ONLY (students with at least 3 terms of formal instruction at Two Rocks Primary School.

Year 5 2020 Numeracy Targets

- Less than **15%** of our Year 5 students will achieve a score in Band 4 or below in NAPLAN Numeracy when tested in 2020.
- More than **30%** of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Numeracy when tested in 2020.
- More than **85%** of students to achieve above National Minimum Standard in NAPLAN Numeracy when tested in 2020.
- More than **85%** of students to show moderate or higher progress between NAPLAN 2018 and NAPLAN Numeracy 2020.

Year 5 2020 Reading Targets

- Less than **15%** of our Year 5 students will achieve a score in Band 4 or below in NAPLAN Reading when tested in 2020.
- More than **30%** of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Reading when tested in 2020.
- More than **85%** of students to achieve above National Minimum Standard in NAPLAN Reading when tested in 2020.
- More than **85%** of students to show moderate or higher progress between NAPLAN 2018 and NAPLAN Reading 2020.

Year 5 2020 Spelling Targets

- Less than **15%** of our Year 5 students will achieve a score in Band 4 or below in NAPLAN Spelling when tested in 2020.
- More than **30%** of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Spelling when tested in 2020.
- More than **85%** of students to achieve above National Minimum Standard in NAPLAN Spelling when 2020.

Year 5 2020 Grammar & Punctuation Targets

- Less than **15%** of our Year 5 students will achieve a score in Band 4 or below in NAPLAN Grammar & Punctuation when tested in 2020.
- More than **30%** of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Grammar & Punctuation when tested in 2020.
- More than **85%** of students to achieve above National Minimum Standard in NAPLAN Grammar & Punctuation 2020.

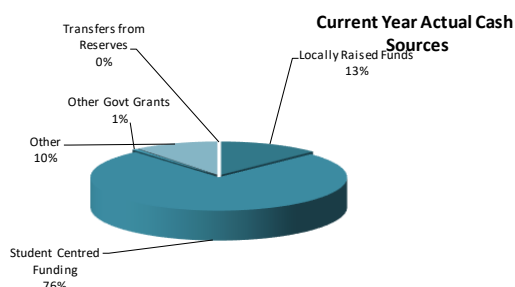
Year 5 2020 Writing Targets

- Less than **15%** of our Year 5 students will achieve a score in Band 4 or below in NAPLAN Writing when tested in 2020.
- More than **30%** of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Writing when tested in 2020.
- More than **85%** of students to achieve above National Minimum Standard in NAPLAN Writing when tested in 2020.

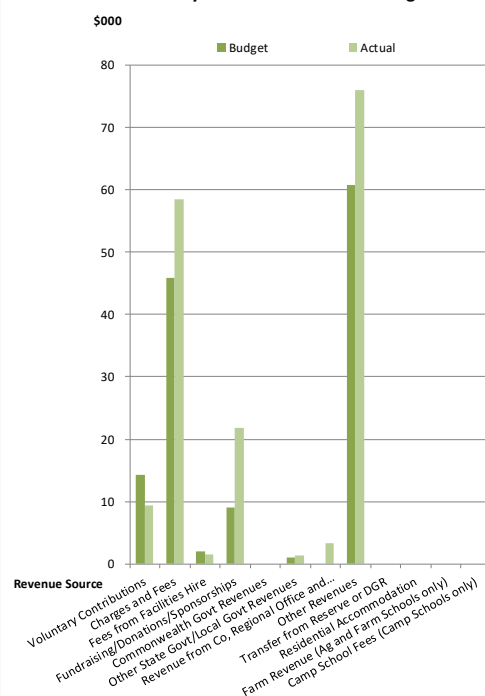
- More than **85%** of students to show moderate or higher progress between NAPLAN 2018 and NAPLAN Writing 2020.

Two Rocks Primary School
Financial Summary as at
31 December 2019

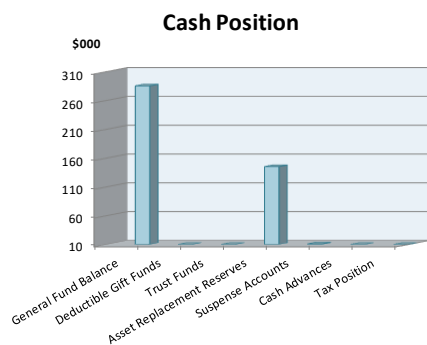
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 14,196.00	\$ 9,370.95
2	Charges and Fees	\$ 45,928.00	\$ 58,507.82
3	Fees from Facilities Hire	\$ 2,000.00	\$ 1,490.89
4	Fundraising/Donations/Sponsorships	\$ 9,051.00	\$ 21,875.59
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,271.01
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 3,300.00
8	Other Revenues	\$ 60,780.67	\$ 76,011.69
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 132,955.67	\$ 171,827.95
	Opening Balance	\$ -	\$ 186,045.69
	Student Centred Funding	\$ 434,210.00	\$ 544,459.89
	Total Cash Funds Available	\$ 567,165.67	\$ 902,333.53
	Total Salary Allocation	\$ 4,013,905.00	\$ 4,013,905.00
	Total Funds Available	\$ 4,581,070.67	\$ 4,916,238.53



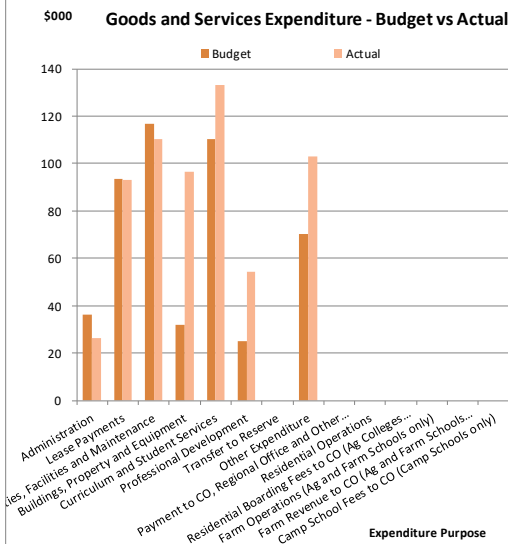
Locally Generated Revenue - Budget vs Actual



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 36,050.00	\$ 26,376.58
2	Lease Payments	\$ 93,518.67	\$ 93,071.82
3	Utilities, Facilities and Maintenance	\$ 116,800.00	\$ 110,465.55
4	Buildings, Property and Equipment	\$ 32,000.00	\$ 96,611.24
5	Curriculum and Student Services	\$ 110,423.00	\$ 133,170.95
6	Professional Development	\$ 25,000.00	\$ 54,359.20
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 70,313.00	\$ 102,912.13
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 484,104.67	\$ 616,967.47
	Total Forecast Salary Expenditure	\$ 3,988,278.00	\$ 3,988,278.00
	Total Expenditure	\$ 4,472,382.67	\$ 4,605,245.47
	Cash Budget Variance	\$ 83,061.00	



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 433,369.94
Made up of:	
1 General Fund Balance	\$ 285,366.06
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 145,200.00
5 Suspense Accounts	\$ 10,864.88
6 Cash Advances	\$ -
7 Tax Position	\$ (8,061.00)
Total Bank Balance	\$ 433,369.94

FUTURE DIRECTIONS

- Continuation of challenging targets in Literacy and Numeracy to ensure that teachers and students are constantly striving for improvement.
- Attendance rates to remain key priority.
- Ensure that the Early Childhood Area remains compliant within NQS standards and staff are familiar with the content to enable the annual self-reflection and report.
- Continued development of staff expertise by promoting our school as a Community of Learners and ensuring that staff are provided with quality Professional Learning.
- Maintain and improve the Information Technology within the school to ensure IT resources are available to compliment teaching.
- Introduction of a new SAER process to ensure that all students' progress is closely monitored and that their individual needs are catered for.
- In order to address the students in the top percentiles, the focus will be on raising even higher the expectations for the students in the top percentiles continuing with the PEAC programs and Tournament of Minds.
- As part of the Explicit Teaching Model a continued development of Warm Ups and common practice and language through all Learning Areas.
- Home reading data indicates an improvement in the number of students - targets to be set to improve student and parental attitude to Home Reading, along with continued letters and newsletter articles to raise awareness.
- Consolidation of the Writing focus with explicit teaching of writing skills utilising the VCOP program.
- Support from the Managers for specific areas to include SAER, Data and Assessment, Coaching and Conferencing and Health and Wellbeing to provide a more targeted approach to these areas and to further define the Distributed Leadership model.
- Ensure that the School environment is well maintained and where possible improved to maintain the students and community's pride in the school.

ELIZABETH WILDISH

Principal

Two Rocks Primary School