







# **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

#### We believe:

- 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

- 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**

- Respect
- Innovation
- Consistency
- High Expectations
- Support

# COMMUNITY PARTNERSHIP

• Two Rocks Primary School and the community work together in a partnership based on mutual respect:

Together Everyone Achieves More



# FROM THE PRINCIPAL

The 2022 school year was once again an unusual school year with some interesting challenges due to COVID. I am, however, very proud to say that the staff at Two Rocks Primary School who are all highly trained, hardworking individuals did an exemplary job utilising their expertise to ensure that all their students' individual needs were met. We always work collaboratively to ensure that the school remains a safe, clean, caring, happy place for our students, community and colleagues. We continued 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 2022 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 this 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.

I must acknowledge my staff who, as stated previously, collectively work hard to ensure that our school is clean and tidy within our beautiful setting, that 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 the 2023 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.

**PRINCIPAL** 

TWO ROCKS PRIMARY SCHOOL

Elizabeth Wildish



# HIGHLIGHTS OF 2022

The start of the 2022 school year was COVID effected and saw us all wearing masks. Term 1 assemblies were cancelled, as we obeyed social distancing rules. This saw us all stay in our respective blocks to keep our students safe.

Our parents, carers and community members gave us amazing support ensuring that children were picked up, tested and brought back to school or kept home when it was necessary, which I am sure must have been inconvenient, but we were always treated with a smile and a laugh which certainly made our job easier.

The Easter Bunny visited the school in term one and presented all our students with an Easter Egg.

We held our ANZAC assembly with social distancing as we all stayed in our cohorts. It was, as usual, a very solemn occasion which was very well organised.





We ended term 1 with all our students from Year 2 to Year 6 flying kites that they had made for Mega Reward, on the oval. It was a great experience!

Term 2 began with no masks and we were able to have parents and community members back into the school. We held our Cross Country which was organised so well by Mr Schweda. It was great as it was the first time that we had parents in the school as spectators for quite a while. Our students had a great time and all did their very best.

We held a Mother's Day and Father's Day stall for students to purchase items for their mums, dads grandmas, grandads and carers.

As part of our Cultural Awareness program, we updated many of the main signs to include the Noongar Language and Mandarin Chinese as a sign of respect for the language that we are studying. Additionally, it shows our respect to the past and present traditional owners of the land on which our school is built.



We all joined together for the simultaneous story time "Family Tree" by Josh Pyke.

We held two Book Fairs in the library which were very well supported by our parents.

We participated in various activities to acknowledge Reconciliation week.

We had Constable Care visiting the school for all our classes from K to 6 to support the Health Curriculum.

We had Mr John Fleming here at Two Rocks to coach teachers and to provide Professional Learning.

Our Year 5-6 students participated in the Winter Carnival and the participation of our teams made our school proud.





We held two Reading Nights assemblies to allow us to honour all our students who have been diligently reading every night.

We all dressed up as Pirates to raise funds for Brain Cancer.

Some of our students personally excelled; Madison Selves, in Year 3 was selected in the Calisthenics Association of Western Australia's (CAWA) State Team and competed in the Australian Callisthenic Federation's National Championships and Madison's team were crowned National Champions.







Scarlett from Year 1 was awarded a very impressive third place for her story Koko the Koala in the "Make your own story Book" competition run by the Children's Book Council of Australia; a very prestigious competition.

Ashleigh in Year 5, an amazing athlete, participated in the WA School Sports athletics competition and succeeded in receiving a medal for 3rd place in the 1500m. She also placed 4th in turbo javelin and 6th in 800m.

Millie in Year 4 competed in the BMX West Australian Race Meet and received the WA plate for 1st place in her age group. Millie went on to the National event in Tasmania representing WA and came a very creditable 8th.

Term 3 saw us welcome James Giddy back to our school to paint the mural of the Whale for us and to have a workshop with our Year 6 students.

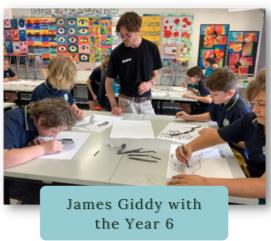
We had Science Alive workshops as part of Science Week and set up our new science room.

We held a cake stall and Disco to fundraise for camps.

Our Year 4's participated in the PEAC testing

Our annual Book Week parade was a huge success with everyone dressing up as a book character, with many amazing costumes.









Our Year 5 and 6 participated in the Tournament of The Minds in Joondalup, doing really well and thoroughly enjoying the experience.

We held our annual Faction Carnivals. The Senior carnival was organised differently so that the students were participating in races and team games simultaneously. It went really well and the feedback we have received was very positive.

Our fantastic parent volunteers helped out at our sausage sizzle organised by Mrs Val Brown. One of our families, the McClellan's, donated a beautiful BBQ to our school. The sausages etc were donated by the IGA - a big thank you to all of them.





Our Open Night allowed our students to showcase their work to their parents. Students got to share their new science room and the Bush Tucker Garden. This night was a great success, despite the weather.

Our Year 5 students and their teachers went on a two-day camp staying at Point Walter and visiting various places in a very full on two days. All students had a great time and are looking forward to the Year 6 camp in 2023.

We participated in the Interschool Athletics Carnival at Splendid Park in Yanchep. Our team did very well and came a very creditable third.







Talk Up Assembly gave us the chance to hear the talks from each of our Year level winners. They were all exceptional as we have some very good orators at TRPS.

The Music of the Night took place at the end of term 3. It was excellent! Our students were able to showcase their talents to their parents, including all off the PMI students.

During the Year we held four Mega Rewards to reward all our amazing students on their good behaviour.

The sad passing of our Queen, Queen Elizabeth, was commemorated with a National Day of Mourning.



Our Graduating Year 6s had their orientation day at Yanchep College which was designed to dispel some of the anxiety of heading to high school.

Swimming lessons were in term 4 and went for 4 weeks. A huge thank you to Mrs Nolan for organising and timetabling this important activity.

Our year 5 students presented their leadership speeches. Students and staff voted in our next Head Boy and Girl, Student Councillors, IT leaders and Faction Captains. The results were announced at the upper primary Book Awards Assembly.







Remembrance Day on 11th November was once again marked by our Head Boy Dylan and Head girl Adessa accompanied by Mrs Wagstaff, laying a wreath on behalf of Two Rocks P.S. at the Yanchep National Park RSL memorial.

T-Ball Carnival eventually took place on 18th November. This involved our year 5 and 6 students who were in competition with the students from our Network schools. Our A team came second and our B team came first.

Our successful Transition to Kindergarten allowed our future Kindergarten students to experience school to help rid them of any anxiety. We look forward to welcoming all of those students to Two Rocks P.S. in 2023.

We held our Transition Up Morning allowing all of the students to swap classes and familiarise themselves with their classroom setting and their teachers for 2023.

We have had a yarning circle built and currently, Rebecca Reid an amazing Indigenous artist, is painting a mural in the centre depicting the 6 seasons of the Southwest or Boodja country.

Year 6 excursion to Zone Bowling, the Graduation Ceremony and the Graduation Dinner were a great success and hopefully provided our Year 6 students with good memories of Two Rocks P.S. that they will always remember.

As a final thank you to our students for a great year, we organised for our Years 1-6 students to visit OutBack Splash. The Kindergarten and Pre-primary students enjoyed a petting zoo here at school.





# PARENT PARTICIPATION

During 2022, parent participation was once again possible and many parents helped in classes, the library, on excursions and at the Carnivals.

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 and Rev. John Taylor, along with five school members who represent the staff. The staff representatives are: Elizabeth Wildish, Kate Wagstaff, Sandra Regts, Kerry-Lynne Joubert and Tanya Bell. These people have all continued to work hard throughout 2022 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 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
- Seesaw App
- 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

Pastoral Care and student well-being remain priorities for all staff at Two Rocks Primary School. We have recognised the need for a strong pastoral care program which focuses on the development of the whole child and helps them develop life skills. School staff work as a cohesive team to ensure we meet the needs of our students. Parents and carers are considered partners and we work diligently to ensure all stakeholders are providing the most efficient and effective pastoral care program and process for the students in our care. Support is provided via:

- Administration Team
- Teachers
- Education Assistants
- School Psychologist
- External Agencies as required





Our Behaviour Expectations Policy (BEP) is both fair and consistent. It is regularly reviewed and updated as required to ensure it meets the needs of our student body but is also compliant with Department of Education Policies. All staff have a shared understanding of the process and consistently implement the policy at all times.

During 2022 the following consequences were issued:

| Consequence              | Quantity  |
|--------------------------|-----------|
| Orange Slips             | 1366      |
| Detentions               | 119       |
| In School Suspensions    | 12.5 days |
| Out of School Suspension | 9 days    |

We continued to offer the following positive programs and initiatives during 2022:

- Program Achieve (also known as "You Can Do It") which ensures that the five keys to success are taught from Kindergarten to Year 6. These Keys are: Resilience, Confidence, Persistence, Getting Along and Organisation.
- Four students are recognised as "Aussies of the Month" at each school assembly. These awards are given to two students from K 2, and two from Years 3 6. These awards recognise and celebrate students who have demonstrated good citizenship attributes and are closely linked to Program Achieve.
- Honours Certificates presented at each Assembly.
- Mega Reward is held in the last week of each term to encourage continued good behaviour.
- End of Year Fun Day for all students with a visit to OutBack Splash!
- Positivity Theme running each week, including Fun Sock Friyay, to raise the positive spirit in staff and students alike.
- 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.
- The Student Services Team provides support and structure as required to students, staff and parents.
- Positive Parenting Program (Triple P) for parents and carers through our Transition Parent Workshops.



# STUDENT SERVICES

Mrs Barbara Snyman was our School Psychologist in 2022 and provided support for students, staff and parents two days per week. We have a well-structured student referral process to enable appropriate access to the school psychology service. Teachers complete a detailed referral proforma which focuses the initial case conference with parents or carers. During 2020 there were:

- 10 students with disability resourcing
- 61 Case Conferences
- 0 Cognitive Assessments
- 0 Adaptive/Functional Assessments
- 23 sets of observations
- 2 Mental Health referrals
- 2 students were enrolled in PEAC

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Two Rocks Primary School has a well-defined process for managing all areas of Student Services through the implementation of Group and Individual Education Plans (GEPS, IEPs), Behaviour Support Plans (BSPs), and both support and extension groups operated under the Students At Educational Risk (SAER) Policy. Support is offered to staff who work in collaboration with parents and relevant outside agencies, to ensure all students' needs are met and to further 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. We also invested in our staff by attending Professional Learning that will enable them to take on presenter roles not only for our school but also the Network.





# 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 are decreasing over the last few years. 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 continues to have a very high rate of mobility.

### TWO ROCKS ENROLMENT

| Year | Total school<br>Enrolment Feb | Total school<br>Enrolment Dec | Number of Students<br>Enrolled | Number of Students<br>Left | Mobility<br>Rate |
|------|-------------------------------|-------------------------------|--------------------------------|----------------------------|------------------|
| 2017 | 470                           | 463                           | 122                            | 127                        | 53%              |
| 2018 | 478                           | 482                           | 138                            | 134                        | 57%              |
| 2019 | 519                           | 468                           | 103                            | 148                        | 49%              |
| 2020 | 64                            | 473                           | 105                            | 114                        | 47%              |
| 2021 | 468                           | 437                           | 133                            | 155                        | 66%              |
| 2022 | 435                           | 440                           | 135                            | 130                        | 60%              |

#### ATTENDANCE RATES

The data below indicates the percentage of students attending regularly. The 2022 data is for second semester only as COVID 19 seriously impacted attendance in Semester 1. To address the attendance problem in Semester 1, we held attendance meetings with parents. Consequently, I am pleased to say that our attendance rate significantly improved in Semester 2. As you can see certain year levels have better results than others. This is of 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 and 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. To counteract the attendance drop off rate in upper primary, we have made it a condition for attendance at camps and excursions, that attendance must be above 85% to qualify for attendance at these events. Students who have a medical certificate for extended absences are exempt.



# **ATTENDANCE % - PRIMARY YEAR LEVELS**

| YEARS | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 |
|-------|-----|-----|-----|-----|-----|-----|-----|
| 2018  | 92% | 93% | 92% | 91% | 92% | 93% | 93% |
| 2019  | 91% | 91% | 92% | 92% | 90% | 92% | 90% |
| 2020  | 91% | 92% | 92% | 92% | 91% | 91% | 90% |
| 2021  | 91% | 91% | 89% | 92% | 90% | 91% | 87% |
| 2022  | 86% | 88% | 90% | 89% | 86% | 90% | 87% |

During 2022 we have fine-tuned the Attendance process to ensure that we minimize attendance issues which we will be fully implemented in 2023. These processes include:

- Dedicated position to ensure that Attendance is a priority.
- Certificate weekly for the class with the best attendance and inclusion in the Newsletter.
- 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 testing took place in normal test conditions in Week Three of Term 2.

In Numeracy 84% of our Year 3 students achieved at Band 3 or above and 16% in Bands 1 and 2 compared with the WA public School mean which indicates that 82% of students achieved Band 3 or above and 18% were in Bands 1 and 2.

In Reading we have not achieved as well, 78% of our students are in Band 3 and above 22% of our students are in Band 1 and 2 compared to 84% of WA Public School students are in Band 3 and above and 16% are in Band 1 and 2.

We have however, achieved very well in Writing with only 8% of students in Band 1 and 2 and 92% of our students in Band 3 and above compared to WA public Schools which has 11% in Band 1 and 2 and 89% in Bands 3 and above. This is an excellent set of results and confirms to us that our programs are effective.

### **Numeracy Year 3**

|      |      | School |      | L    | Like School |      |      | State |      |  |
|------|------|--------|------|------|-------------|------|------|-------|------|--|
| Band | 2019 | 2021   | 2022 | 2019 | 2021        | 2022 | 2019 | 2021  | 2022 |  |
| 6    | 13%  | 4%     | 12%  | 8%   | 6%          | 8%   | 14%  | 12%   | 14%  |  |
| 5    | 29%  | 30%    | 26%  | 20%  | 14%         | 14%  | 22%  | 20%   | 18%  |  |
| 4    | 25%  | 19%    | 24%  | 29%  | 29%         | 28%  | 27%  | 28%   | 26%  |  |
| 3    | 8%   | 28%    | 22%  | 22%  | 27%         | 28%  | 20%  | 22%   | 23%  |  |
| 2    | 13%  | 6%     | 16%  | 13%  | 18%         | 17%  | 12%  | 12%   | 13%  |  |
| 1    | 12%  | 12%    | 0%   | 7%   | 6%          | 5%   | 6%   | 6%    | 5%   |  |

#### Reading Year 3

|      | School |      |      | L    | Like School |      |      | State |      |  |
|------|--------|------|------|------|-------------|------|------|-------|------|--|
| Band | 2019   | 2021 | 2022 | 2019 | 2021        | 2022 | 2019 | 2021  | 2022 |  |
| 6    | 27%    | 16%  | 30%  | 17%  | 19%         | 19%  | 24%  | 26%   | 29%  |  |
| 5    | 23%    | 18%  | 18%  | 23%  | 18%         | 20%  | 23%  | 21%   | 21%  |  |
| 4    | 12%    | 21%  | 20%  | 22%  | 25%         | 21%  | 21%  | 21%   | 20%  |  |
| 3    | 10%    | 19%  | 10%  | 18%  | 17%         | 17%  | 15%  | 15%   | 14%  |  |
| 2    | 19%    | 21%  | 22%  | 16%  | 14%         | 16%  | 12%  | 11%   | 12%  |  |
| 1    | 10%    | 4%   | 0%   | 5%   | 7%          | 6%   | 5%   | 6%    | 4%   |  |



# Writing Year 3

|      | School |      |      | L    | Like School |      |      | State |      |  |
|------|--------|------|------|------|-------------|------|------|-------|------|--|
| Band | 2019   | 2021 | 2022 | 2019 | 2021        | 2022 | 2019 | 2021  | 2022 |  |
| 6    | 8%     | 11%  | 16%  | 7%   | 10%         | 12%  | 14%  | 17%   | 18%  |  |
| 5    | 28%    | 17%  | 18%  | 31%  | 35%         | 28%  | 32%  | 33%   | 32%  |  |
| 4    | 23%    | 38%  | 32%  | 34%  | 29%         | 30%  | 31%  | 27%   | 28%  |  |
| 3    | 21%    | 17%  | 26%  | 16%  | 14%         | 17%  | 12%  | 13%   | 12%  |  |
| 2    | 8%     | 11%  | 8%   | 9%   | 6%          | 10%  | 6%   | 6%    | 7%   |  |
| 1    | 13%    | 5%   | 0%   | 3%   | 5%          | 4%   | 4%   | 4%    | 4%   |  |



Above National Minimum Standard At National Minimum Standard Below National Minimum Standard

#### NAPLAN COMPARATIVE PERFORMANCE FOR YEAR 5

The three tables below show the 2022 results of the Year 5 in Reading, Writing and Mathematics. As you can see when you compare our students results to the WA Public Schools that we have achieved exceptionally well.

In Reading we had 94% of our Year 5 students achieved at Band 5 or above compared with the WA public School who had only 85%. Similarly, we had only 6% of our students in Band 3 and 4 compared to 15% in the WA Public Schools.

There are similar results with the Numeracy with 85% of our students scoring in Band 5 or above with only 15% of our students in Bands 3 and 4, compared to the WA Public Schools who had 81% of students in Band 5 and above and 19% of students in Bands 3 and 4.

The third table indicates the Writing results which were in previous years a weakness at Two Rocks P.S. I am very pleased to say, that the V Cop Writing program that we have adopted, has had a very positive effect on our writing results with 94% of the year 5 cohort achieving in band 5 or above with only 6% in Bands 3 to 4. In comparison only 78% of WA Public Schools achieved in Band 5 and above with 22% in bands 3 to 4.



# Reading Year 5

|      | School |            |      | L    | Like School |                |      | State |            |  |
|------|--------|------------|------|------|-------------|----------------|------|-------|------------|--|
| Band | 2019   | 2021       | 2022 | 2019 | 2021        | 2022           | 2019 | 2021  | 2022       |  |
| 8    | 5%     | <b>9</b> % | 10%  | 5%   | 6%          | 7%             | 10%  | 11%   | 13%        |  |
| 7    | 24%    | 20%        | 21%  | 15%  | 16%         | 19%            | 22%  | 23%   | 24%        |  |
| 6    | 43%    | 23%        | 23%  | 31%  | 26%         | 31%            | 29%  | 28%   | 28%        |  |
| 5    | 14%    | 23%        | 40%  | 26%  | 26%         | 22%            | 21%  | 20%   | 20%        |  |
| 4    | 12%    | 14%        | 0%   | 15%  | 14%         | 12%            | 11%  | 10%   | <b>9</b> % |  |
| 3    | 2%     | 11%        | 6%   | 8%   | 12%         | <del>9</del> % | 7%   | 7%    | 6%         |  |

# **Numeracy Year 5**

|      | School |            |      | L    | Like School |      |      | State |      |  |
|------|--------|------------|------|------|-------------|------|------|-------|------|--|
| Band | 2019   | 2021       | 2022 | 2019 | 2021        | 2022 | 2019 | 2021  | 2022 |  |
| 8    | 5%     | <b>9</b> % | 10%  | 3%   | 3%          | 3%   | 7%   | 7%    | 8%   |  |
| 7    | 12%    | 23%        | 15%  | 10%  | 10%         | 12%  | 16%  | 17%   | 17%  |  |
| 6    | 43%    | 28%        | 35%  | 31%  | 25%         | 29%  | 29%  | 29%   | 28%  |  |
| 5    | 19%    | 7%         | 25%  | 34%  | 30%         | 32%  | 28%  | 26%   | 28%  |  |
| 4    | 14%    | 19%        | 15%  | 16%  | 22%         | 19%  | 13%  | 14%   | 14%  |  |
| 3    | 7%     | 14%        | 0%   | 6%   | 11%         | 6%   | 6%   | 7%    | 5%   |  |

# Writing Year 5

|      | School |      |            | Like School |      |            | State |      |      |  |
|------|--------|------|------------|-------------|------|------------|-------|------|------|--|
| Band | 2019   | 2021 | 2022       | 2019        | 2021 | 2022       | 2019  | 2021 | 2022 |  |
| 8    | 3%     | 2%   | <b>9</b> % | 2%          | 3%   | 3%         | 3%    | 5%   | 7%   |  |
| 7    | 5%     | 11%  | 15%        | 8%          | 9%   | <b>9</b> % | 12%   | 15%  | 15%  |  |
| 6    | 34%    | 27%  | 33%        | 25%         | 23%  | 28%        | 28%   | 31%  | 29%  |  |
| 5    | 37%    | 23%  | 37%        | 38%         | 34%  | 29%        | 32%   | 28%  | 27%  |  |
| 4    | 12%    | 20%  | 4%         | 16%         | 19%  | 19%        | 16%   | 13%  | 13%  |  |
| 3    | 8%     | 16%  | 2%         | 12%         | 12%  | 12%        | 9%    | 8%   | 9%   |  |





#### **SCIENCE**

Science is one of the core learning areas. It is planned, taught and reported using the West Australian Curriculum. Science is part of the STEM Learning area and incorporates Digital Technology which is incorporated throughout most Learning Areas. We monitor closely the progress of all of our students through Professional Teacher Judgements, evidenced by student work samples, moderation between classes and cohorts. With the assistance of a grant, we have now got a Science room which is utilised by all year level teachers to teach Science with the appropriate equipment. Our students are achieving good results and are making improvements, however, to ensure continued improvement we will continue to monitor this subject closely throughout 2023.

#### **HUMANITIES AND SOCIAL SCIENCES**

We plan, teach and report using the West Australian History Curriculum and West Australian Geography curriculum. The teachers are utilising an 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. A Scope and Sequence has been developed by staff to ensure that our students are taught the relevant skills sequentially, whilst enjoying the experience in the Kitchen and Garden which is developing their 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.





Our students during Kitchen and Garden Program





# TARGETS AND RESULTS FOR 2022

The next tables indicate the targets that were set for 2022 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.

The PAT testing results indicate that if they are shaded green, the target was met. If they are shaded amber, the targets were not met. In the early years the results are low as there is less familiarity with the test and the confidence to work unassisted. In the middle and senior years, we achieved much closer to the targets which was very pleasing.

Although many of the targets were not met, we are still 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 2024 they can maintain their academic achievement.

# **ACER PAT TARGETS 2022**

### **TARGET RESULTS 2022**

1.When tested in Term 4 2022, all students in Years 1-6 to achieve the minimum scale score growth when compared to their previous test during the same period in 2021.

2.When tested in Term 4 2022, 65% of students will achieve a scale score above the median ACER PAT scale score.





# PAT RESULTS FROM TESTING PERIOD: TERM 4 2022

# 1. RESULTS - 65% OF COHORT ABOVE MEDIAN

|             | PAT<br>Mathematics | PAT Reading       | PAT Spelling | PAT Grammar<br>& Punctuation | PAT Vocabulary<br>Skills |
|-------------|--------------------|-------------------|--------------|------------------------------|--------------------------|
| Pre-Primary | 48% (25/52)        | 48% (25/52)       |              |                              |                          |
| Year 1      | 89% (62/70)        | 54% (38/70)       |              |                              |                          |
| Updated     | 89% (62/70)        | 54% (38/70)       |              |                              |                          |
| Year 2      | 54% (28/52)        | 40% (21/52)       | 48% (25/52)  |                              |                          |
| Updated     | 37% (19/52)        | 35% (18/52)<br>3= |              |                              |                          |
| Year 3      | 67% (32/48)        | 63% (30/48)       | 67% (32/48)  | 79% (38/48)                  |                          |
| Updated     | 54% (26/48)        | 56% (27/48)       |              |                              |                          |
| Year 4      | 57% (33/58)        | 53% (31/58)       | 71% (41/58)  | 58% (33/57)                  |                          |
| Updated     | 55% (32/58)        | 52% (30/58)       |              |                              |                          |
| Year 5      | 59% (30/51)        | 53% (27/51)       | 78% (40/51)  | 65% (33/51)                  |                          |
| Updated     | 53% (27/51)        | 49% (25/51)       |              |                              |                          |
| Year 6      | 56% (24/43)        | 48% (20/42)       | 60% (26/43)  | 47% (20/43)                  |                          |
| Updated     | 49% (21/43)        |                   |              |                              |                          |

# 2. RESULTS - 95% OF STABLE COHORT ACHIEVE ABOVE NORM GROWTH

|             | PAT<br>Mathematics | PAT Reading | PAT Spelling | PAT Grammar<br>& Punctuation | PAT Vocabulary<br>Skills |
|-------------|--------------------|-------------|--------------|------------------------------|--------------------------|
| Pre-Primary |                    |             |              |                              |                          |
| Year 1      | 84% 47/56)         | 52% (29/56) |              |                              |                          |
| Year 2      | 1% (4/45)          | 58% (26/45) |              |                              |                          |
| Updated     | 1% (5/45)          | 47% (21/45) |              |                              |                          |
| Year 3      | 50% (20/40)        | 45% (18/40) | 50% (20/40)  |                              |                          |
| Updated     | 55% (22/40)        | 45% (18/40) |              |                              |                          |
| Year 4      | 63% (30/48)        | 57% (27/47) | 60% (28/47)  | 28% (13/47)                  |                          |
| Updated     | 67% (32/48)        | 57% (27/47) |              |                              |                          |
| Year 5      | 45% (19/42)        | 31% (13/42) | 40% (17/42)  | 48% (20/42)                  |                          |
| Updated     | 52% (22/42)        | 31% (13/42) |              |                              |                          |
| Year 6      | 58% (23/40)        | 44% (17/39) | 35% (14/40)  | 50% (20/40)                  |                          |
| Updated     | 60% (24/40)        |             |              |                              |                          |



# **EXPECTED NORM GROWTH 2022**

|                   | Numeracy                                 | Reading   | Spelling                                 | Grammar & Punctuation | Vocabulary<br>Skills (2020) |
|-------------------|--|---|--|-----------------------|-----------------------------|
|                   |  |   |  |                       | 3Kill5 (2020)               |
| PP                | Norm Median: 92.4                        | Norm Median: 76.0   |  |                       |                             |
|                   | Actual Median: 91.3                      | Actual Median: 76.0   |  |                       | 9                           |
| PP-Year           | Norm Median: 93.2                        | Norm Median: 87.1<br>Actual Median: 90.6  | -  | -                     |                             |
| 1                 | Actual Median: 102.5<br>Norm Growth: 0.8 | Norm Growth: 11.1   |  |                       |                             |
|                   | Actual Growth: 7.8                       | Actual Growth: 7.9  |  |                       |                             |
| 11-4-5-4          | Norm Median: 99.5                        | Norm Median: 84.2   |  | 6                     | 8                           |
| Updated<br>Median | Actual Median: 102.5                     | Actual Median: 84.2   |  |                       |                             |
| Median            | Actual Median: 102.5                     | Actual Median: 90.6   |  |                       |                             |
| Year 1-           | Norm Median: 103.0                       | Norm Median: 100.5  | Norm Median: 82.0                        | 2                     | -                           |
| Year 2            | Actual Median: 103.1                     | Actual Median: 94.3   | Actual Median: 79.8                      |                       |                             |
|                   | Norm Growth: 9.8                         | Norm Growth: 13.4   |  |                       |                             |
|                   | Actual Growth: -1.3                      | Actual Growth: 15.03  |  |                       |                             |
| Updated           | Norm Median: 108.3                       | Norm Median: 101.1  |  | 6                     | 9 6                         |
| Median            | Actual Median: 103.1                     | Actual Median: 94.3   |  |                       |                             |
| 1                 | Norm Growth: 8.8                         | Norm Growth: 16.9   |  |                       |                             |
|                   | Actual Growth: -1.3                      | Actual Growth: 15.03  |  | 197-95                | J. J.                       |
| Year 2-           | Norm Median: 110.9                       | Norm Median: 110.7  | Norm Median: 97.0                        | Norm Median: 115.0    |                             |
| Year 3            | Actual Median: 116.3                     | Actual Median: 115.7  | Actual Median: 111.9                     | Actual Median: 124.5  |                             |
| 100 (100 100,000) | Norm Growth: 7.9                         | Norm Growth: 10.4   | Norm Growth: 15.0                        |                       |                             |
|                   | Actual Growth: 9.1                       | Actual Growth: 9.7  | Actual Growth: 15.1                      |                       | s 8                         |
| Updated           | Norm Median: 115.4                       | Norm Median: 113  |  |                       |                             |
| Median            | Actual Median: 116.3                     | Actual Median: 115.7  |  |                       |                             |
|                   | Norm Growth: 7.1                         | Norm Growth: 11.9   |  |                       |                             |
| conso yar         | Actual Growth: 9.1                       | Actual Growth: 9.7  | Maria Cara Cara Cara Cara Cara Cara Cara |                       |                             |
| Year 3-           | Norm Median: 117.4                       | Norm Median: 118.7  | Norm Median: 112                         | Norm Median: 123.0    | Ŷ Ŷ                         |
| Year 4            | Actual Median: 124.2                     | Actual Median: 121.3  | Actual Median: 120.5                     | Actual Median: 126.1  |                             |
| 50/10/00/00       | Norm Growth: 6.5                         | Norm Growth: 7.8  | Norm Growth: 15.0                        | Norm Growth: 8.0      |                             |
|                   | Actual Growth: 8.0                       | Actual Growth: 10.6   | Actual Growth: 16                        | Actual Growth: 3.8    | 3 8                         |
| Updated           | Norm Median: 121.1                       | Norm Median: 120.9  |  |                       |                             |
| Median            | Actual Median: 124.2                     | Actual Median: 121.3  |  |                       |                             |
|                   | Norm Growth: 5.7                         | Norm Growth: 7.9  |  |                       |                             |
|                   | Actual Growth: 8.0                       | Actual Growth: 10.6   |  |                       |                             |
| Year 4-           | Norm Median: 122.7                       | Norm Median: 124.5  | Norm Median: 124.0                       | Norm Median: 128.0    | 8                           |
| Year 5            | Actual Median: 127.3                     | Actual Median: 126.8  | Actual Median: 133.8                     | Actual Median: 130.2  |                             |
|                   | Norm Growth: 5.3                         | Norm Growth: 5.8  | Norm Growth: 12.0                        | Norm Growth: 5.0      |                             |
| 9 50              | Actual Growth: 5.7                       | Actual Growth: 0.2  | Actual Growth: 12.0                      | Actual Growth: 4.3    | 5                           |
| Updated           | Norm Median: 125.5                       | Norm Median: 125.8  |  |                       |                             |
| Median            | Actual Median: 127.3                     | Actual Median: 126.8  |  |                       |                             |
|                   | Norm Growth: 4.4                         | Norm Growth: 4.9  |  |                       |                             |
|                   | Actual Growth: 5.7                       | Actual Growth: 0.2  |  |                       | 8                           |
| Year 5-           | Norm Median: 127.0                       | Norm Median: 128.8  | Norm Median: 132.0                       | Norm Median: 131.0    |                             |
| Year 6            | Actual Median: 129                       | Actual Median: 127.8  | Actual Median: 141.5                     | Actual Median: 133.3  |                             |
|                   | Norm Growth: 4.3                         | Norm Growth: 4.3  | Norm Growth: 8.0                         | Norm Growth: 3.0      |                             |
|                   | Actual Growth: 4.7                       | Actual Growth: 4.5  | Actual Growth: 5.6                       | Actual Growth: 2.2    |                             |
| Updated           | Norm Median: 128.9                       | 0.000 ( |  |                       |                             |
| Median            | Actual Median: 129                       | Has not changed   |  |                       |                             |
|                   | Norm Growth: 3.4                         |   |  |                       |                             |
|                   | Actual Growth: 4.7                       |   |  | 2                     | 1                           |



# Cohort Percentage Above the Median in 2022 \*\* (new median for Reading/Maths except for Year 6 Reading)

|                | ear 1 Year 2 | Year 3       | Year 4                     | Year 5 | Year 6 |
|----------------|--------------|--------------|----------------------------|--------|--------|
|                |              | PAT Numeracy |                            |        |        |
| 48%            | 37%          | 54%          | 55%                        | 53%    | 49%    |
| AT Early Years |              | PAT Readin   | ng 5 <sup>th</sup> Edition |        |        |
| 48%            | 54% 35%      | 56%          | 52%                        | 49%    | 48%    |
|                |              |              | PAT Spelling               |        |        |
|                | 48%          | 67%          | 71%                        | 78%    | 60%    |
|                |              | ,            | PAT Vocabulary Skill       | s      |        |

# Cohort Percentage Above the Median in 2021

| PP             | Year 1 | Year 2 | Year 3       | Year 4                     | Year 5          | Year 6 |
|----------------|--------|--------|--------------|----------------------------|-----------------|--------|
|                |        |        | PAT Numeracy |                            |                 |        |
| 50%            | 94%    | 61%    | 67%          | 73%                        | 54%             | 75%    |
| AT Early Years |        |        | PAT Readin   | ng 5 <sup>th</sup> Edition |                 |        |
| 75%            | 45%    | 50%    | 48%          | 67%                        | 41%             | 66%    |
|                |        |        |              | PAT Spelling               |                 |        |
|                |        | 65%    | 64%          | 83%                        | 59%             | 62%    |
|                |        |        |              | PAT Vocabulary Skill       | s               |        |
|                |        |        |              |                            |                 |        |
|                |        |        |              | PAT Grammar a              | and Punctuation |        |
|                |        |        | 72%          | 73%                        | 60%             | 70%    |

# Cohort Percentage Above the Median in 2020

| PP              | Year 1 | Year 2 | Year 3       | Year 4                    | Year 5         | Year 6 |
|-----------------|--------|--------|--------------|---------------------------|----------------|--------|
|                 |        |        | PAT Numeracy |                           |                |        |
| 52%             | 89%    | 49%    | 76%          | 58%                       | 64%            | 63%    |
| PAT Early Years |        |        | PAT Readin   | g 5 <sup>th</sup> Edition |                |        |
| 39%             | 47%    | 53%    | 50%          | 46%                       | 66%            | 67%    |
|                 |        |        |              | PAT Spelling              |                |        |
|                 |        | 54%    | 71%          | 56%                       | 70%            | 65%    |
|                 |        |        | F            | AT Vocabulary Skill       | s              |        |
|                 |        |        |              |                           |                |        |
|                 |        |        |              | PAT Grammar a             | nd Punctuation | va     |
|                 |        |        | 82%          | 52%                       | 77%            | 50%    |



# Cohort Percentage Above the Median in 2019

| PP              | Year 1 | Year 2 | Year 3       | Year 4                    | Year 5         | Year 6 |
|-----------------|--------|--------|--------------|---------------------------|----------------|--------|
|                 |        |        | PAT Numeracy |                           |                |        |
| 61%             | 82%    | 55%    | 58%          | 78%                       | 59%            | 60%    |
| PAT Early Years |        |        | PAT Readin   | g 5 <sup>th</sup> Edition |                |        |
| 69%             | 44%    | 57%    | 64%          | 69%                       | 55%            | 66%    |
|                 |        |        |              | PAT Spelling              |                |        |
|                 |        | 57%    | 64%          | 82%                       | 75%            | 66%    |
|                 |        |        |              | PAT Voc                   | abulary        |        |
|                 |        |        | 62%          | 76%                       | 65%            | 57%    |
|                 |        |        |              | PAT Grammar a             | nd Punctuation |        |
|                 |        |        | 71%          | 73%                       | 76%            | 61%    |
|                 |        |        |              | PAT S                     | cience         |        |
|                 |        |        | 56%          | 59%                       | 44%            | 52%    |

# Cohort Percentage Above the Median in 2018

| PP              | Year 1 | Year 2 | Year 3       | Year 4                    | Year 5          | Year 6 |
|-----------------|--------|--------|--------------|---------------------------|-----------------|--------|
|                 |        |        | PAT Numeracy |                           |                 |        |
| 46%             | 78%    | 57%    | 75%          | 60%                       | 48%             | 63%    |
| PAT Early Years |        |        | PAT Readin   | g 5 <sup>th</sup> Edition |                 |        |
| 45%             | 37%    | 39%    | 62%          | 58%                       | 34%             | 47%    |
|                 |        |        |              | PAT Spelling              |                 |        |
|                 |        | 41%    | 65%          | 64%                       | 48%             | 66%    |
|                 |        |        |              | PAT Voc                   | abulary         |        |
|                 |        |        | 65%          | 64%                       | 54%             | 46%    |
|                 |        |        |              | PAT Grammar a             | and Punctuation |        |
|                 |        |        | 73%          | 68%                       | 48%             | 60%    |
|                 |        |        |              | PAT S                     | cience          |        |
|                 |        |        | 59%          | 43%                       | 30%             | 66%    |



# NAPLAN TARGETS AND RESULTS 2022

# **OVERALL TARGET**

Two Rocks Primary School will achieve on average, equal to or greater than the Australian Mean in all assessments when tested in the National Assessment Program of Literacy and Numeracy in Term 2, 2022.

| Test                     | Year | Australian<br>Mean | WA<br>Mean | TRPS<br>Mean |     | Differ | ence |
|--------------------------|------|--------------------|------------|--------------|-----|--------|------|
| Numeracy                 | 3    |                    | 395        | 394          | 399 | -1     | +4   |
| Reading                  | 3    |                    | 428        | 415          | 418 | -13    | -10  |
| Spelling                 | 3    |                    | 414        | 42           | 21  | +      | 7    |
| Grammar &<br>Punctuation | 3    |                    | 424        | 42           | 22  | -2     |      |
| Writing                  | 3    |                    | 419        | 40           | 08  | -11    |      |
| Numeracy                 | 5    |                    | 487        | 49           | 93  | •      | 6    |
| Reading                  | 5    |                    | 505        | 49           | 99  |        | 6    |
| Spelling                 | 5    |                    | 505        | 5            | 18  | +1     | 13   |
| Grammar &<br>Punctuation | 5    |                    | 496        | 50           | 06  | +1     | 10   |
| Writing                  | 5    |                    | 480        | 48           | 39  | +      | 9    |



# COHORT TARGETS

#### NAPLAN YEAR 3 TARGETS 2022

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

#### Year 3 2022 Numeracy Targets (30 students)

- Less than 15% of our Year 3 students will achieve a score in band 2 or below in NAPLAN Numeracy when tested in 2022. 20%
- More than 20% of our year 3 students will achieve a score in band 6 or above in NAPLAN Numeracy when tested in 2022. 13%
- More than 85% of students to achieve above National Minimum Standard in NAPLAN Numeracy when tested in 2022. 80%
- More than 85% of students to show moderate or higher progress between on entry and NAPLAN Numeracy when tested in 2022. N/A

#### Year 3 2022 Reading Targets (30 students)

- Less than 15% of our Year 3 students will achieve a score in band 2 or below in NAPLAN Reading when tested in 2022. 23%
- More than 20% of our year 3 students will achieve a score in band 6 or above in NAPLAN Reading when tested in 2022. 23%
- More than 85% of students to achieve above National Minimum Standard in NAPLAN Reading when tested in 2022. 77%
- More than 85% of students to show moderate or higher progress between on entry and NAPLAN Reading when tested in 2022. N/A

#### Year 3 2022 Spelling Targets (49 students) Stable Cohort N/A

- Less than 15% of our Year 3 students will achieve a score in band 2 or below in NAPLAN Spelling when tested in 2022. 8%
- More than 20% of our year 3 students will achieve a score in band 6 or above in NAPLAN Spelling when tested in 2022. 27%
- More than 85% of students to achieve above National Minimum Standard in NAPLAN Spelling when tested in 2022. 92%

#### Year 3 2022 Grammar & Punctuation Targets (49 students) Stable Cohort N/A

- Less than 15% of our Year 3 students will achieve a score in band 2 or below in NAPLAN Grammar & Punctuation when tested in 2022. 18%
- More than 20% of our year 3 students will achieve a score in band 6 or above in NAPLAN Grammar & Punctuation when tested in 2022, 37%
- More than 85% of students to achieve above National Minimum Standard in NAPLAN Grammar & Punctuation when tested in 2022. 82%

#### Year 3 2022 Writing Targets (50 students) Stable Cohort N/A

- Less than 15% of our Year 3 students will achieve a score in band 2 or below in NAPLAN Writing when tested in 2022. 18%
- More than 20% of our year 3 students will achieve a score in band 6 or above in NAPLAN Writing when tested in 2022. 36%
- More than 85% of students to achieve above National Minimum Standard in NAPLAN Writing when tested in 2022. 82%



#### **NAPLAN YEAR 5 TARGETS 2022**

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

# Year 5 2021 Numeracy Targets (48 students) Stable Cohort N/A

- Less than 15% of our Year 5 students will achieve a score in Band 4 or below in NAPLAN Numeracy when tested in 2021. 15% (14.8%)
- More than 30% of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Numeracy when tested in 2021. 25%
- More than 85% of students to achieve above National Minimum Standard in NAPLAN Numeracy when tested in 2021, 85% (85.4%)
- More than 85% of students to show moderate or higher progress between NAPLAN 2018 and NAPLAN Numeracy 2021. N/A

### Year 5 2021 Reading Targets (48 students) Stable Cohort N/A

- Less than 15% of our Year 5 students will achieve a score in Band 4 or below in NAPLAN Reading when tested in 2021. 6%
- More than 30% of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Reading when tested in 2021. 31%
- More than 85% of students to achieve above National Minimum Standard in NAPLAN Reading when tested in 2021, 94%
- More than 85% of students to show moderate or higher progress between NAPLAN 2018 and NAPLAN Reading 2021. N/A

#### Year 5 2021 Spelling Targets (46 students) Stable Cohort N/A

- Less than 15% of our Year 5 students will achieve a score in Band 4 or below in NAPLAN Spelling when tested in 2021. 7%
- More than 30% of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Spelling when tested in 2021. 48%
- More than 85% of students to achieve above National Minimum Standard in NAPLAN Spelling when 2021. 93%

#### Year 5 2021 Grammar & Punctuation Targets (46 students) Stable Cohort N/A

- Less than 15% of our Year 5 students will achieve a score in Band 4 or below in NAPLAN Grammar & Punctuation when tested in 2021, 10%
- More than 30% of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Grammar & Punctuation when tested in 2021. 33%
- More than 85% of students to achieve above National Minimum Standard in NAPLAN Grammar & Punctuation 2021. 89%

#### Year 5 2021 Writing Targets (46 students) Stable Cohort N/A

- Less than 15% of our Year 5 students will achieve a score in Band 4 or below in NAPLAN Writing when tested in 2021. 7%
- More than 30% of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Writing when tested in 2021. 24%
- More than 85% of students to achieve above National Minimum Standard in NAPLAN Writing when tested in 2021. 93%
- More than 85% of students to show moderate or higher progress between NAPLAN 2020 and NAPLAN Writing 2022. N/A



# **TARGETS FOR 2023**

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 2023, the staff analyse and discuss the results of the NAPLAN, NAPLAN tracker, PAT tests and On Entry. Targets for improvement have been set for NAPLAN 2023 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.

1.When tested in Term 4 2023, all students in Years 1-6 to achieve the minimum scale score growth when compared to their previous test during the same period in 2022.

2.When tested in Term 4 2023, 65% of students will achieve a scale score above the median ACER PAT scale score.





# COHORT TARGETS

#### **NAPLAN YEAR 3 TARGETS 2023**

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

### Year 3 2023 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 2023.
- More than 20% of our year 3 students will achieve a score in band 6 or above in NAPLAN Numeracy when tested in 2023.
- More than 85% of students to achieve above National Minimum Standard in NAPLAN Numeracy when tested in 2023.
- More than 85% of students to show moderate or higher progress between on entry and NAPLAN Numeracy when tested in 2023. N/A

# Year 3 2023 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 2023.
- More than 20% of our year 3 students will achieve a score in band 6 or above in NAPLAN Reading when tested in 2023.
- More than 85% of students to achieve above National Minimum Standard in NAPLAN Reading when tested in 2023.
- More than 85% of students to show moderate or higher progress between on entry and NAPLAN Reading when tested in 2023. N/A

# Year 3 2023 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 2023.
- More than 20% of our year 3 students will achieve a score in band 6 or above in NAPLAN Spelling when tested in 2023.
- More than 85% of students to achieve above National Minimum Standard in NAPLAN Spelling when tested in 2023.

# Year 3 2023 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 2023.
- More than 20% of our year 3 students will achieve a score in band 6 or above in NAPLAN Grammar & Punctuation when tested in 2023.
- More than 85% of students to achieve above National Minimum Standard in NAPLAN Grammar & Punctuation when tested in 2023.

#### Year 3 2023 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 2023.
- More than 20% of our year 3 students will achieve a score in band 6 or above in NAPLAN Writing when tested in 2023.
- More than 85% of students to achieve above National Minimum Standard in NAPLAN Writing when tested in 2023.



#### NAPLAN YEAR 5 TARGETS 2023

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

#### Year 5 2023 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 2023
- More than 30% of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Numeracy when tested in 2023.
- More than 85% of students to achieve above National Minimum Standard in NAPLAN Numeracy when tested in 2023.
- More than 85% of students to show moderate or higher progress between NAPLAN 2021 and NAPLAN Numeracy 2023, N/A

# Year 5 2023 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 2023.
- More than 30% of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Reading when tested in 2023.
- More than 85% of students to achieve above National Minimum Standard in NAPLAN Reading when tested in 2023.
- More than 85% of students to show moderate or higher progress between NAPLAN 2021 and NAPLAN Reading 2023. N/A

# Year 5 2023 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 2023.
- More than 30% of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Spelling when tested in 2023.
- More than 85% of students to achieve above National Minimum Standard in NAPLAN Spelling when 2023, 91%

#### Year 5 2023 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 2023.
- More than 30% of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Grammar & Punctuation when tested in 2023.
- More than 85% of students to achieve above National Minimum Standard in NAPLAN Grammar & Punctuation 2023.

#### Year 5 2023 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 2023.
- More than 30% of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Writing when tested in 2023.
- More than 85% of students to achieve above National Minimum Standard in NAPLAN Writing when tested in 2023.
- More than 85% of students to show moderate or higher progress between NAPLAN 2023 and NAPLAN Writing 2023. N/A

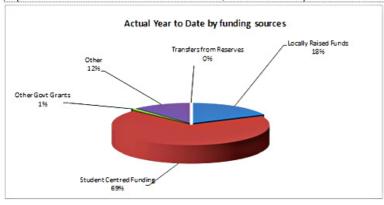


# **2023 PAT TARGET**

|         | Numeracy           | Reading            | Spelling           | Grammar &<br>Punctuation | Vocabulary Skills<br>(2020) |
|---------|--------------------|--------------------|--------------------|--------------------------|-----------------------------|
| PP      | Norm Median: 92.4  | Norm Median: 76.0  |                    |                          |                             |
|         | Actual Median:     | Actual Median:     |                    |                          |                             |
| PP-     | Norm Median: 93.2  | Norm Median: 87.1  | -                  | -                        | -                           |
| Year 1  | Actual Median:     | Actual Median:     |                    |                          |                             |
|         | Norm Growth: 0.8   | Norm Growth: 11.1  |                    |                          |                             |
|         | Actual Growth:     | Actual Growth:     |                    |                          |                             |
| Year 1- | Norm Median: 103.0 | Norm Median: 100.5 | Norm Median: 82.0  | -                        | -                           |
| Year 2  | Actual Median:     | Actual Median:     | Actual Median:     |                          |                             |
|         | Norm Growth: 9.8   | Norm Growth: 13.4  |                    |                          |                             |
|         | Actual Growth:     | Actual Growth:     |                    |                          |                             |
| Year 2- | Norm Median: 110.9 | Norm Median: 110.7 | Norm Median: 97.0  | Norm Median: 115.0       |                             |
| Year 3  | Actual Median:     | Actual Median:     | Actual Median:     | Actual Median:           |                             |
|         | Norm Growth: 7.9   | Norm Growth: 10.4  | Norm Growth: 15.0  |                          |                             |
|         | Actual Growth:     | Actual Growth:     | Actual Growth:     |                          |                             |
| Year 3- | Norm Median: 117.4 | Norm Median: 118.7 | Norm Median: 112   | Norm Median: 123.0       |                             |
| Year 4  | Actual Median:     | Actual Median:     | Actual Median:     | Actual Median:           |                             |
|         | Norm Growth: 6.5   | Norm Growth: 7.8   | Norm Growth: 15.0  | Norm Growth: 8.0         |                             |
|         | Actual Growth:     | Actual Growth:     | Actual Growth:     | Actual Growth:           |                             |
| Year 4- | Norm Median: 122.7 | Norm Median: 124.5 | Norm Median: 124.0 | Norm Median: 128.0       |                             |
| Year 5  | Actual Median:     | Actual Median:     | Actual Median:     | Actual Median:           |                             |
|         | Norm Growth: 5.3   | Norm Growth: 5.8   | Norm Growth: 12.0  | Norm Growth: 5.0         |                             |
|         | Actual Growth:     | Actual Growth:     | Actual Growth:     | Actual Growth:           |                             |
| Year 5- | Norm Median: 127.0 | Norm Median: 128.8 | Norm Median: 132.0 | Norm Median: 131.0       |                             |
| Year 6  | Actual Median:     | Actual Median:     | Actual Median:     | Actual Median:           |                             |
|         | Norm Growth: 4.3   | Norm Growth: 4.3   | Norm Growth: 8.0   | Norm Growth: 3.0         |                             |
|         | Actual Growth:     | Actual Growth:     | Actual Growth:     | Actual Growth:           |                             |

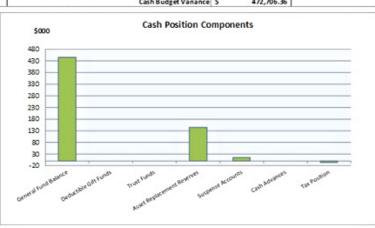


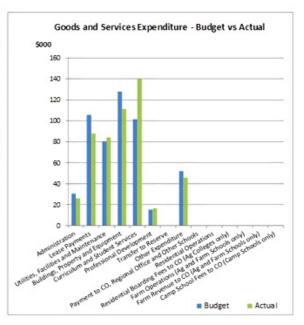
|    | Revenue - Cash & Salary Allocation                 |    | Budget     |    | Actual     |
|----|--|----|------------|----|------------|
| 1  | Voluntary Contributions                            | 5  | 9,000.00   | S  | 7,709.65   |
| 2  | Charges and Fees                                   | \$ | 51,192.80  | \$ | 43,365.34  |
| 3  | Fees from Facilities Hire                          | 5  | 38,700.00  | 5  | 26,450.00  |
| 4  | Fundraising/Donations/Sponsorships                 | \$ | 21,021.22  | \$ | 20,596.12  |
| 5  | Commonwealth Govt Revenues                         | \$ | -          | 5  | -          |
| 6  | Other State Govt/Local Govt Revenues               | \$ | 4,000.00   | S  | 6,407.96   |
| 7  | Revenue from Co, Regional Office and Other Schools | \$ | -          | 5  | -          |
| 8  | Other Revenues                                     | \$ | 74,980.91  | S  | 64,914.20  |
| 9  | Transfer from Reserve or DGR                       | \$ |            | \$ | -          |
| 10 | Residential Accommodation                          | s  |            | 5  |            |
| 11 | Farm Revenue (Agland Farm Schools only)            | 5  | -          | 5  | -          |
| 12 | Camp School Fees (Camp Schools only)               | S  | -          | S  | -          |
|    | Total Locally Raised Funds                         | \$ | 198,894.93 | \$ | 169,443.27 |
|    | Opening Balance                                    | S  | 410,977.37 | S  | 410,977.37 |
|    | Student Centred Funding                            |    | 376,135.52 | \$ | 376,032.92 |
|    | Total Cash Funds Available                         | S  | 986,007.82 | 5  | 956,453.56 |
|    | Total Salary Allocation                            | 5  | -          | 5  | -          |
|    | Total Funds Available                              |    | 986,007.82 | 5  | 956,453.56 |



| 5000   |  |   |   |
|--|--|---|---|
| 80   |  |   |   |
| 70   |  |   |   |
| 60   |  |   |   |
| 50   | 1  |   |   |
| 40   | 1.   | _   |   |
| 30   | 1.   |   |   |
| 20   | Ш  |   |   |
| 10   |  | .   |   |
| 0 -  | ,  | , <b>II</b> , , <b>II</b> ,   | , , ,   |
| on the form of the | Feeth Hare strikely s | nue schools<br>net schools Revenue or O<br>Other Revenue or O<br>Other Revidential Accom-<br>later from Residential Accom-<br>free revenue (All and Far<br>n Revenue (All and Far<br>n Revenue School Far | off dation privil critical control of the control of the critical |
| KENE   | ■ Budget   | Actual  |   |

|    | Expenditure - Cash and Salary                      |    | Budget     |    | Actual     |
|----|--|----|------------|----|------------|
| 1  | Administration                                     | S  | 30,401.25  | s  | 25,968.32  |
| 2  | Lease Payments                                     | S  | 105,832.00 | S  | 87,816.29  |
| 3  | Utilities, Facilities and Maintenance              | S  | 80,424.00  | Ş  | 84,269.12  |
| 4  | Buildings, Property and Equipment                  | \$ | 127,942.00 | S  | 111,363.77 |
| 5  | Curriculum and Student Services                    | S  | 101,502.21 | S  | 140,221.34 |
| 6  | Professional Development                           | 5  | 15,100.00  | \$ | 16,332.96  |
| 7  | Transfer to Reserve                                | 5  | -          | 5  | -          |
| 8  | Other Expenditure                                  | 5  | 52,000.00  | \$ | 45,843.70  |
| 9  | Payment to CO, Regional Office and Other Schools   | 5  | 100.00     | S  | -          |
| 10 | Residential Operations                             | 5  | -          | 5  |            |
| 11 | Residential Boarding Fees to CO (Ag Colleges only) | 5  | -          | 5  |            |
| 12 | Farm Operations (Ag and Farm Schools only)         | 5  | -          | 5  |            |
| 13 | Farm Revenue to CO (Ag and Farm Schools only)      | 5  | -          | 5  |            |
| 14 | Camp School Fees to CO (Camp Schools only)         | 5  |            | 5  | -          |
| -  | Total Goods and Services Expenditure               | 5  | 513,301.46 | \$ | 511,815.50 |
|    | Total Forecast Salary Expenditure                  | 5  | -          | \$ | -          |
|    | To tal Expenditure                                 | 5  | 513,301.46 | 5  | 511,815.50 |
|    | Cash Budget Variance                               | 5  | 472,706.36 |    |            |





|   | Cash Position Components   |    |            |  |  |  |  |
|---|----------------------------|----|------------|--|--|--|--|
|   | Bank Balance               | 5  | 600,694.32 |  |  |  |  |
|   | Made up of:                |    |            |  |  |  |  |
| 1 | General Fund Balance       | \$ | 444,638.06 |  |  |  |  |
| 2 | Deductible Gift Funds      | \$ |            |  |  |  |  |
| 3 | Trust Funds                | \$ |            |  |  |  |  |
| 4 | Asset Replacement Reserves | S  | 145,200.00 |  |  |  |  |
| 5 | Suspense Accounts          | S  | 15,793.26  |  |  |  |  |
| 6 | Cash Advances              | 5  |            |  |  |  |  |
| 7 | Tax Position               | 5  | (4,937.00  |  |  |  |  |
| _ | Total Bank Balance         | 5  | 600,694.32 |  |  |  |  |



# **FUTURE DIRECTIONS**

- Introduction of a Manager Student Achievement and Support to provide staff with support in the areas of SAER and Mental Health
- Refining the SAER process to ensure all appropriate programs and strategies are utilised to ensure students needs are met.
- 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 in order to maximise the impact on students' learning.
- Maintain and improve the Information Technology within the school to ensure IT resources are available to complement teaching.
- Regular monitoring of all our students through the Assessment Meetings to ensure our students maintain continued progress.
- To ensure the students in the top percentiles educational needs are met, 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 refinement 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 and Associate Principals for specific areas Data and Assessment, Pastoral Care, Attendance, Coaching and Conferencing and Student Achievement and Support to provide a more targeted approach to these areas and to further define the Distributed Leadership Model.
- Ensure that the school environment is well main tained and improved to maintain the students and community's pride in the school.

**PRINCIPAL** 

TWO ROCKS PRIMARY SCHOOL

Elizabeth Wildish