Owen Primary School
2017 Annual Report
to the School Community

Government
of South Australia

Department for Education
and Child Development

Owen Primary School Number: 325

Partnership: Lower Mid North

Name of School Principal: Liam Whitwell
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Name of Governing Council Chair: Andrew Parker
_____

Date of Endorsement: 20/2/2018
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School Context and Highlights

Owen Primary School is a small rural school situated 72km north of Adelaide in the Adelaide plains of South Australia. The school familial background consists of a rural farming community as well as local residents who reside and work in the town and nearby areas. Establishing, developing and maintaining meaningful interactions with families, school and the community is a focus.

Staff at Owen Primary School believe that every child can achieve and the school strives for continuous improvement in service and performance, whilst being accountable, responsive and innovative in order to raise expectations. The school has a strong focus on monitoring student learning outcomes and supporting every individual student's learning growth as evidenced by student learning outcome data. There is strong parent and community interest in, and support of all aspects of school life at Owen Primary School.

Since 2015 all staff have been part of the Visible Learning journey with a major focus being on feedback and in particular staff giving more effective and efficient feedback to students as well as students learning to give themselves and fellow peers effective feedback about their learning. The ultimate goal is to have all staff and students able to give each other feedback about each other's teaching and learning. The school is working on making sure all learning intentions and success criteria are clear and ensuring that all classrooms are a safe environment that allows students to be able to engage in this feedback process.

Student voice is heard through our Student Representative Council and this council is elected by their peers.

2017 Highlights include high quality NAPLAN and PAT results, hosting of the Gilbert Valley Swimming Carnival, a successful External School review, and representation by numerous students Owen Primary School in numerous SAPSASA events. We had a number of visitors to the school running educational sessions, Owen Primary became part of the ESchools program meaning from 2018 onwards we will have a sister school in Indonesia. The SRC, Governing Council and Parents and Friends were actively involved in fundraising for the school benefiting the students education and the schools resources. This included a number o working bees and changes to the school.

Governing Council Report

The Governing Council has had a busy year. The band of enthusiastic volunteers has been responsible for a number of improvements. Together with new Principal Liam Whitwell, a few parents spent a day painting the entrance foyer, and part of the office. It was felt this was important as a parent's first impression is made in the front of house, when checking out their new school.
Governing council along with parents and friends, has started a nature play area in the sand pit area, along with some help from the Owen Men's Shed.
The sport program instigated by parents in the Governing council has continued, it has proved popular with students and parents. It has also enabled upgrading of sporting equipment. In particular Ed Cay who originally came across this program is to be congratulated .
We also hosted the Small Schools Swimming Carnival this year and though not winning either this or the Sports day student participation is up and students are enjoying being active .
The primary school was also heavily involved with the Adelaide Plains CWA Plains on the Plate last year having the event held on school grounds and also running several stalls. The event received the state award for community event of the year
The upgrades to the garden area at the school entrance, has also well established now and has given the school quite a lift.
The biggest disappointment remains the problems associated with the BER building. After costly investigation it has been found that storm-waterr piping was never glued together and a very expensive sump pump was never connected or installed and switched on. Governing council constantly queried costings and workmanship on this building and were reluctant to sign off on the project. Now five years on there is no comeback on the builders of this overpriced project.
We have an excellent pool of staff and SSO's at present and Liam has bought a fresh suite of ideas with him as he settles into his role at Owen.
After 16 years on Governing Council I farewell my position as I no longer have any children at Owen Primary. I wish next year's Governing council all the best and expect them to build on a successful school community.

Andrew Parker
2017 Chairman

Improvement Planning and Outcomes

NAPLAN testing showed Owen PS as a whole achieving or exceeding national average in all but one test. Our PAT Math and Reading results were also fantastic with a number of year levels achieving nearly two years' growth and over 90% of students achieving the DECD standard but more importantly all students recorded growth compared to 2016. Our Running Records, Literacy Pro, I Can Do Maths and SAST data are on target for achieving our school's goals and great growth has been seen in these areas.

In 2017 we continued our Visible Learning journey. This included two student free days as a whole partnership. These days allowed staff to work with numerous sites to continue to develop our understanding of Visible Learning in particular feedback. These days focussed on Learning Intentions and Success Criteria and how ensuring all lessons include these will help all types of feedback. These days gave examples of how Learning Intentions and Success Criteria work and gave us as a staff an opportunity to come up with an agreement that we would try for the next term. We all agreed to ensure that success criteria and learning intentions be in Numeracy and as a result we had numerous displays of these around all class rooms. Students became more aware of the aim of the lesson and teachers could receive instant feedback if the lessons was successful. In 2018 we are continuing with this idea but with the hope that we can develop this even further in more than one subject. The use of Rubrics will become part of the focus and ensuring that as students develop we can also allow students to provide feedback to peers as well as to their teachers. In 2018 after reflecting on 2017 we believe that we do a number of valuable extra curricula activities or extra sessions at OPS. Staff have committed to seek feedback on these activities to ensure that they are as beneficial as we believe. Sometimes we do things because we always have and staff believe we need to ensure that things are actually having an educational benefit and not just habit.

In 2017 we worked on comprehension in particular questioning and this will continue in 2018. Students have progressed in this area and this is evident in the numerous data set gathered. We still need to continue this journey to ensure that students understand what a question is seeking to ensure all students can show their true understanding and not just be confused by the question. Students have shown growth in this area but still require greater guidance in 2018.

In-depth analysis of PAT M data has shown that although students are reaching the DECD target in this test most students in our partnership are having difficulty with number questions. As a whole we are going to focus our resources into this particular area and ensure that we have quality tasks, teaching methods, resources and time based around this important area. Getting the basic areas right first is a really important concept that needs to be autonomous to ensure students can have success in all areas of their lives. As a staff and partnership we are going to spend a lot of time on preparation on task designs to ensure that we are allowing students to have the best chance of reaching their potential.

External school review was a successful process with a lot of positive feedback received.
The three recommendations included;
1- Raise student achievement by collaboratively designing learning tasks that regularly engage students opportunities to develop and use higher order thinking for deeper learning and learning transfer.
2- Develop students as evaluators by strengthening the feedback culture, so that it is formative and includes feedback from teachers to students, students to students and students to teachers.

Performance Summary

NAPLAN Proficiency

The DECD Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for Reading and Numeracy.
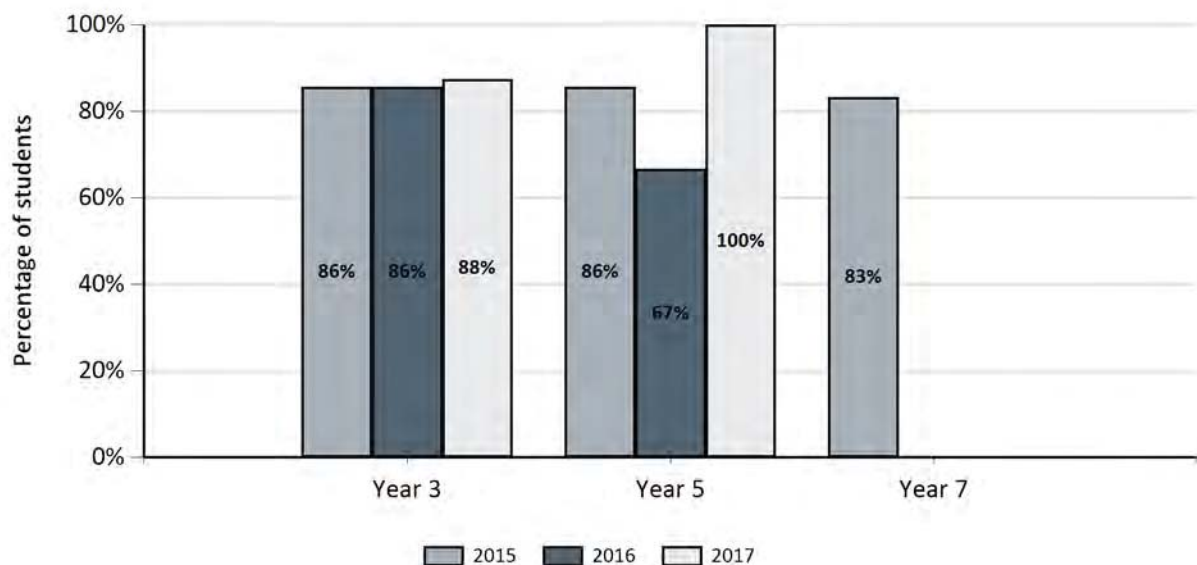
Reading
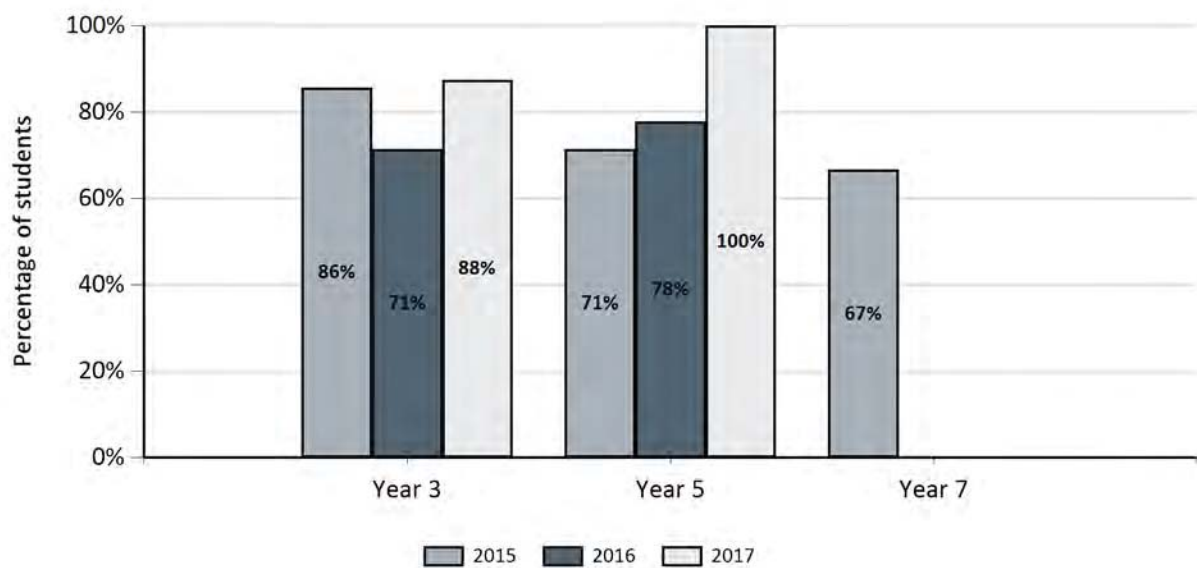
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

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

NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	33%	*	25%
Middle progress group	67%	*	50%
Lower progress group	0%	*	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	50%	*	25%
Middle progress group	50%	*	50%
Lower progress group	0%	*	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

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

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	8	8	5	3	63%	38%
Year 3 2015-17 Average	7.3	7.3	4.0	2.3	55%	32%
Year 5 2017	6	6	3	3	50%	50%
Year 5 2015-17 Average	7.3	7.3	2.0	1.3	27%	18%
Year 7 2017	*	*	*	*	*	*
Year 7 2015-17 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

School Performance Comment

We had many students achieve personal learning goals and other academic achievements. Our Year 3's,5's and 7's underwent NAPLAN testing and achieved fantastic results with Owen PS as a whole achieving or exceeding national average in all but one test.. Our PAT Math and Reading results were also fantastic with a number of year levels achieving nearly two years' growth and over 90% of students achieving the DECD standard but more importantly all students recorded growth compared to 2016. Our Running Records, Literacy Pro, I Can Do Maths and SAST data achieved our school's goal of 90% reaching upper levels and great growth has been seen in these areas.

Individual growth between 2016 and 2017 was the major focus and 95% of our students have made one years growth or greater. We have a high percentage of students that had between 1.5 - 2 years growth in a number of data sets. We have also had a number of students that had not show growth in 2016 who did so in 2017. OPS has high expectations and are happy to say nearly all these goals were achieved. In Running Records we had 90% of all students get to Level 8 by the end of reception, Level 18 by the end of Year 1, 25 by the end of Year 2 and Level 30 by the end of Year 3 with fluency and comprehension. We aim for 90% of year 5 and 7 students to achieve medium to upper growth between their previous and recent tests. In 2017 this was achieved and real growth in all students was high. In PAT we have a goal of 90% of students reached the DECD SEA. What was also pleasing is that over 95% of our students made at least one years growth. So even those that didn't make the SEA achieved one years growth for one year of schooling.

Attendance

Year level	2014	2015	2016	2017
Reception	90.7%	95.8%	94.4%	97.4%
Year 1	96.8%	88.6%	95.7%	85.5%
Year 2	95.1%	94.3%	86.9%	93.8%
Year 3	94.0%	91.8%	96.9%	81.4%
Year 4	96.2%	93.0%	96.4%	96.7%
Year 5	94.4%	88.4%	94.8%	90.7%
Year 6	94.2%	95.0%	92.7%	92.6%
Year 7	95.1%	93.1%	96.0%	85.3%
Total	94.3%	92.2%	93.8%	90.5%

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

Attendance Comment

attendance in 2017 is down compared to the past 4 years. Although this was disappointing three major factors need to be taken into account. The first is a case of influenza B going through the school, this affected 95% of the families and as a result students being away if they had any symptoms. The second was exemptions, we had a number of students with exemptions for various reasons in 2017. Families did the right thing but it is reflected in the attendance data.

Behaviour Management Comment

In 2017 we only had one internal suspension. Although this was the case we had a number of exits and minor bullying and harassment issues. Student behaviour management is dealt with quickly and parent support is very high. Behaviour management is only a small part of Owen Primary School on a day to day basis.

Client Opinion Summary

Feedback in general from all that returned the surveys was really positive. This ranged from the leadership of the school, teaching expectations, feedback provided, dealing with concerns, behaviour managements and the school looking for ways to improve the school. In general between 80-95% of the surveys returned stated that they believed the school was performing strongly in these areas. It was concerning to hear that some students don't feel safe at school and this will be addressed in 2018. Feedback from parents also said that we need to improve our communication in 2018 and get notes out earlier which is feedback that will be taken on board. One parents also stated that she would like to see more time and effort put into extension of kids and this has also been noted and will be put into place in 2018 as will the concern that one parent had that behaviour management was not consistent. All parent feedback has been well received and will be used to make Owen a better school in 2018.

Staff were all happy about the way the school year went in 2017. Staff have come together at the end of 2017 and the following things have been addressed to ensure that 2018 is another successful year. We have made our PD focus as specific as possible and will seek a opportunity to visit a school that is further along the feedback journey to ensure that we develop in this area. We have also made our improvement plan for 2018 more specific to ensure we focus on less and get better at this. All staff would also like to see continued improvement in facilities such as painting and continued changes to the office area.

Students stated that they were very happy with how teachers and leadership were operating. as stated above it was a concern to notice that 4 students did not feel safe at school and this will be addressed in Week 1 of 2018. Feedback from students to make the school a better place included ensuring that the whole school voted on SRC members, painting of classrooms, improved playground and sports equipment, new printer and ensuring that students play appropriate games at lunch and make an effort to pick up rubbish.

All feedback has helped plan for 2018 and is greatly appreciated.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	11	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

All required staff, volunteers and contractors have the required/ relevant history screenings.

Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	15
Post Graduate Qualifications	1

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

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

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	4.4	0.0	2.6
Persons	0	5	0	8

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

Financial Statement

Funding Source	Amount
Grants: State	5282.14
Grants: Commonwealth	5700.00
Parent Contributions	15,942.00
Fund Raising	7853.17
Other	851593.56

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

2017 School Annual Report: Tier 2 Funding Report*

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

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	NA	NA
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	One on one support for our students with ESL.	Improvements in literacy and speech for this student.
	Improved Outcomes for Students with Disabilities	SSO hours and intervention support. One on one support and group interventions were put in place. Resources and programs sourced and used to help the appropriate students.	Individual growth in these students was evident.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Rural and Isolated students money was used to either source incursions or allow students to go on excursions which were linked to the curriculum such as 'Mr Stink', the zoo, living safely with pets, Indonesian performance and many others. Numeracy and literacy funding was used to fund intervention and extension programs. Training and development of staff and programs such as mathletics, Literacy Pro and others. Australian curriculum funding was used to release teachers to work with other staff within our partnership to form PLC's. Staff would then work in these PLC's to for tasks, plan units of work and ensure AC requirements were being met.	Individual student growth was evident by all students by at least one year for one year of learning by all students and others exceeded this.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	NA	NA
	Better Schools Funding	Used to release staff for Training in areas of student resilience and also PLC's	all data shows high individual growth in 90% of the students
Other Discretionary Funding	Specialist School Reporting (as required)	NA	NA
	Improved Outcomes for Gifted Students	NA	NA
	Primary School Counsellor (if applicable)	This money was used to help support our intervention program and it also allowed us to release staff to train in the area of building student resilience.	Hard to measure but we believe we have seen improvements in student reliance.