

Tea Gardens Public School Annual Report



2016



3175

Introduction

The Annual Report for 2016 is provided to the community of Tea Gardens Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mark Clemson

Principal

School contact details

Tea Gardens Public School

Witt St

Tea Gardens, 2324

www.teagardens-p.schools.nsw.edu.au

teagardens-p.School@det.nsw.edu.au

4997 0286

Message from the Principal

My fifth year at Tea Gardens Public School has been rewarding and enjoyable. I have been extremely proud of the way our students have worked towards achieving their individual learning goals and doing their personal best.

Our students benefit from a very experienced group of teachers and staff, who throughout the year continue to be involved in quality evidence based professional learning to ensure all students are provided with quality learning experiences.

We are a proud community school and focus on rewarding and acknowledging those who follow our expectations and demonstrate a good work ethic.

This document provides a thorough summary of a very productive year of work.

I am very proud of all of our achievements and the work we do to support and improve the learning outcomes of our students along with the valuable work we do with our community.

With our school being a little isolated, we can miss opportunities afforded to students in Sydney or even in the suburbs of Newcastle. We continue to overcome these hurdles through providing a variety of activities organised by our dedicated staff. This year, we were fortunate to be involved in a plethora of activities and events including but not limited to:

- Positive Behaviour for Learning
- Media article submissions
- Young Leaders Day
- Grand Parents Day
- Drumbeat
- Koala Visit
- Gathang Language Sessions
- Scripture Services
- Newcastle Writers Festival
- Aboriginal Dance Workshop
- Author / illustrator Stig Wemyss visit
- Start Smart Financial Literacy
- Let's Stamp Out Bullying
- Lunch with the Stars
- Showcase Day
- School Concert

- Kindergarten Orientation
- Stewart House visit
- Mother's and Father's Day Breakfasts
- Christmas in July
- Ready, Set, Go Coalition collective impact
- Parent Workshops
- Great Aussie Bush Camp
- Snowy /Canberra excursion
- Science and Engineering workshops
- School carnivals in Swimming, Cross Country and Athletics
- Sporting endeavours in Cricket, Football, Netball, Golf, Touch Football and Rugby League
- School and Community band involvement
- ANZAC and Remembrance Day services
- NAIDOC Week celebrations
- L3– Early Stage 1 and Stage 1
- Targeted Early Numeracy
- Seven Steps to Writing Success
- Focus on Reading Training
- Reading Recovery
- Fundraising events
- Public Speaking
- Debating
- School Swim Program
- Banking
- Rotary Readers
- Red Cross Breakfast Club

The students are indeed fortunate to have these opportunities and still get to grow up in a wonderful idyllic location with beaches just around the corner and dolphins in the Myall River.

As we come to the end of our second year in a three year planning cycle, we are on track to ensure that Tea Gardens Public School is a place where quality teaching, quality learning and quality relationships exist and continually grow and flourish.

Mr Mark Clemson

Principal

School background

School vision statement

Tea Gardens Public School is committed to providing quality teaching and learning through an inclusive, challenging and balanced curriculum within a safe, positive learning environment. Students develop as respectful, responsible global citizens who value lifelong learning with a high level of community involvement.

School context

Tea Gardens Public School opened in 1888 and is located in the idyllic seaside town of Tea Gardens. Our school is at the heart of the township servicing the communities of Tea Gardens, Hawks Nest and surrounding areas. The school enjoys close ties with community groups and organisations many of which seek to develop stronger links with the school.

In February 2016, the school had an enrolment of 183 students in 8 classes K–6, including 32 Aboriginal students. School enrolment numbers can vary greatly from year to year, largely due to a high level of transience within the local community.

The school is a proud member of the Myall Learning Community which incorporates other schools including Booral, Bungwahl, Bulahdelah and Coolongolook. Our partnership within this Community of Schools and Collegial Leadership Networks provide professional learning opportunities leading to enhanced teaching and learning practices and better structures and procedures for student wellbeing.

The students and staff enjoy an attractive physical environment of wide open play areas, a rainforest area, native gardens as well as our own vegetable patch.

The school continues to pride itself on being a welcoming and friendly school which works in close partnership with parents, local businesses and the wider community.

Recently, Tea Gardens Public School achieved mixed results as demonstrated by NAPLAN. Emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students. Literacy programs including Language, Learning and Literacy commenced in 2014 achieving pleasing initial results.

Other features are our student parliament which has been in operation since 1988 and a junior band and a school and community band. Our Annual Easter Art & Craft Expo proudly celebrated its 39th year in 2016. Our sporting teams participate in the NSWPSA State Knockout competitions and a number of students represent the school at both regional and state levels.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, staff members at Tea Gardens Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at various whole school staff meetings and executive meetings throughout the year to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the school plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the School Excellence Framework. This ensured that our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum implementation and learning. There has been a strong focus across the school on undergoing professional learning in new syllabus documents. The school continued to deliver quality literacy and numeracy programs aimed at addressing individual learning needs for all students. As a result, targeted programs were clearly visible in all classrooms. Staff participated in professional learning to build consistency in teacher judgement and use that knowledge to develop substantive assessment tasks. The school implemented wellbeing programs with the launch of Positive Behaviour for Learning (PBL). This initiative has moved through the early development processes with adjustments and improvements continuing to transpire.

Positive Behaviour for Learning is providing an outstanding way to build a culture of personal best, respect and safety towards others. The Tell Them From Me Survey highlights that 80% of students indicated that they display positive behaviour at school and do not get into trouble for displaying inappropriate behaviour. Resilience within students has been developed through the instigation of the Drumbeat and lunch time Social Group sessions. Students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them. We have also successfully provided for the strong participation and contribution of our Aboriginal community in learning at the school through Gathang language sessions.

Our major focus in the domain of teaching has been training staff to implement evidence-based practice. We have improved teaching methods in literacy and numeracy through the implementation of Targeted Early Numeracy, MULTILIT, Reading Recovery, Focus on Reading and Seven Steps to Writing Success. The routine collection of continuum data associated with these programs has ensured teachers have further developed their skills in analysing and using student assessment data to understand the learning needs of students and to plan for future learning. In addition, a teaching and learning curriculum position was established three days per week to lead to improved collaborative practice, support teacher learning and enhance consistent teacher judgement.

Priorities in the domain of leading have been to develop transparent and inclusive processes for school planning and resource management. With each member of the executive leading a strategic direction team, there was an increased awareness from all staff of the purpose of each strategic direction in our school plan. A commitment to shared leadership and the development of leadership capacity is evident; all staff have purposeful roles based on professional experience and professional development goals. The school plan continues to reflect the values of the school community who share commitment towards the achievement of our strategic directions. Developing further ownership of the school plan through distributive leadership will continue to be a focus for next year.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Excellence in Student Learning and School Culture

Purpose

To enrich student learning through a differentiated curriculum facilitating students to become successful lifelong learners within a quality learning framework.

To develop a positive school culture, with students who can think critically, are tolerant, self-confident, resilient and collaborative.

Overall summary of progress

A whole school approach to positive behaviour management has continued to develop through the initial implementation in 2016 of Positive Behaviour for Learning (PBL). Following the launch in March 2016, the committee continued to seek advice by liaising with appropriate DoE personnel with input provided by all staff and community members. A fluid Scope and Sequence was developed with short lesson outlines and accompanying posters to allow consistency in delivery across all classrooms.

The Tell Them From Me (TTFM) survey indicated that the majority (76%) of students felt that the implementation of Positive Behaviour for Learning (PBL) was developing positive attitudes and behaviours across the school. Social groups were developed during the year to assist in building resilience, conflict management skills and interpersonal skills. Buddy seats were installed and are being used frequently by students during school breaks, in both the top and back playground areas. The purchase of expectation banners for display at the entrance to the school offer a visual reminder.

The whole school plan to implement the new syllabus documents for history, geography, science and technology has been fully implemented using an odd and even year cycle. All teaching and learning programs in these subjects are now based on the new syllabus outcomes, content, concepts, skills and understandings. Students are engaged in historical, geographical and scientific inquiry processes.

The number of students in the top two proficient bands in NAPLAN, saw improvements from baseline data with a greater percentage of students in all areas of NAPLAN in Year Three during 2016. The most significant increase was observed in Spelling with a 30.6% improvement in Year Three and a 4.1% increase in Spelling in Year 5 when compared against 2014 baseline data. Declines were observed in other areas of Year 5 data.

In 2016, the school continued to engage an Aboriginal Education Teacher, to assist Aboriginal students to further achieve both academically and to build better understandings of their cultural connections. A solid connection was formed with the Ready, Set, Go Collective Impact Coalition. Through this coalition, The Smith Family supported the shared development of programs such as Gathang Language sessions, Drumbeat and also led to changes in the structure of the Kindergarten transition program at our school.

Personalised Learning Pathway protocols were refined and continued to be formulated for each Aboriginal student and meetings were held with the parents of these students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Behaviour data highlights an improved ratio between recorded positive and negative incidents. 2014 baseline = 80% or 4/5 negative	<p>There has been a shift in how this improvement measure has been documented and managed.</p> <p>The teacher recording of negative behaviour has continued to be recorded on the Register of Individual Student Contact (RISC). A 38% reduction in the number of negative entries was observed in 2016 when compared with the 2015. The documentation of positive instances of behaviour has changed. Data is now kept on the number and type of Guula tickets being presented to students and also on who has received a Guula postcard. In 2016, a total of 3718 Guula tickets were provided to</p>	<p>\$5180 Aboriginal RAM Equity Funding</p> <p>\$1249 Socioeconomic Background Funding</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Behaviour data highlights an improved ratio between recorded positive and negative incidents. 2014 baseline = 80% or 4/5 negative	students–2608 for Personal Best, 844 for Respect and 266 for Safety. With 81 postcards being sent home during Term 4.	
Increased student engagement as evidenced by an increase in the social / emotional outcomes in the Tell Them From Me Student Survey	<p>Between the first and second survey conducted, increases in student engagement were observed in the following areas:</p> <ul style="list-style-type: none"> • 78% of students have positive relationships with their peers • 88% of students value education and its bearing on their future • 37% of students had positive homework behaviours • 52% of students were interested and motivated in their learning • 83% of students tried hard to succeed– personal best 	\$6070 Socioeconomic Background Funding
An increased percentage of students in Years 3 and 5 achieve in the proficient bands in NAPLAN in reading, writing, spelling and numeracy. 2014 Baseline data = Year 3 Reading 33.4%, Writing = 33.3%, Spelling= 33.4% and Numeracy 16.7%. Baseline data= Year 5 Reading 20%, Writing = 8.3%, Spelling= 20.9% and Numeracy 7.8%	<p>Information from NAPLAN indicates that the percentage of students in 2016 in the proficient bands were:</p> <p>Year 3</p> <p>Reading 48%, Writing 48%, Spelling 64% and Numeracy 20%. This data indicates growth in baseline data across all areas of testing.</p> <p>Year 5</p> <p>Reading 8%, Writing 4%, Spelling 25% and Numeracy 4%. This data indicates a decline in growth in all of the above learning areas with the exception of spelling which achieved a 4.1% increase.</p>	
All Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population (PLAN Data / NAPLAN)	<p>The performance of our Aboriginal students in the various aspects of NAPLAN testing was as follows:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Reading 33% in Band 3 and 67% in Band 4 • Writing 100% in Band 4 • Spelling 100% in Band 5 • Numeracy 33% in Band 3 and 67% in Band 4 <p>Year 5</p> <ul style="list-style-type: none"> • Reading 33% Band 3, 33% Band 4, 33% Band 5 • Writing 16.7% Band 3, 50% Band 4, 33.3 Band 5 • Spelling 100% Band 5 • Grammar and Punctuation 16.7% Band 3, 50% Band 4, 16.7 Band 6, 16.7% Band 7 • Numeracy 16.7% Band 3, 33% Band 4, 33 % Band 5, 16.7 Band 6 <p>The percentage of Year 5 Aboriginal students who achieved greater than or equal to the expected growth were as follows:</p> <ul style="list-style-type: none"> • Reading 16.7% • Spelling 50% • Numeracy 40% 	\$30687 Aboriginal RAM Equity Funding

Next Steps

- Review and implement school-wide system improvements based on updated Positive Behaviour for Learning Action Plan
- Formulate all Personalised Learning Pathways using the MGoals software platform
- Review and update the school Anti-bullying plan
- Engage a local Aboriginal School Learning Support Officer to assist Aboriginal students enhance their cultural identity and improve engagement and connectedness with learning.

Strategic Direction 2

Teacher and Leader Learning

Purpose

For the school leadership team, teachers and support staff to support a culture of high expectations and mutual accountability, meet the diverse needs of our students, and build a dynamic culture of innovation and best practice through ongoing quality professional learning and collegiality.

Overall summary of progress

During 2016, Tea Gardens Public School provided all staff with a range of quality professional learning opportunities to empower them to be active in maintaining current skills and knowledge. A majority of K–2 teachers continued to focus on training in Language, Learning and Literacy (L3) and Targeted Early Numeracy (TEN). These opportunities have resulted in seeing our school continue to build towards the goal of having all K–2 staff trained in these research based classroom interventions. Phase 1 of the Focus on Reading training for 3–6 staff and new K–2 staff was commenced but due to trained staff going on leave this training was not completed.

Our Teaching and Learning teacher (three days per week) supported and built capacity of staff K–6. The teacher provided demonstration lessons targeted to specific teacher needs, observations of classroom practice and provided feedback regularly and in a timely manner. To support consistency in judgement, the teacher also assessed students in K–2 every five weeks and collected data for analysis and provided feedback to teachers based on the data findings.

Quality Teaching, Successful Students (QTSS) staffing allocation further enhanced teacher and leader learning in 2016 with the allocation being provided to support staff with achieving their goals and allow time for observations as part of the Performance and Development Framework.

Additional staff were trained in Aboriginal Education leadership to enhance their understanding of Indigenous students and their culture. Our Aboriginal teacher was also engaged as an MGoals Project officer (one day per week) in the second semester to work across all Port Stephens schools in the Callaghan / Port Stephens network.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of K–2 staff are trained in L3 and TEN and 2–6 staff in Focus on Reading and TOWN	75% of K–2 staff are trained in Language, Learning and Literacy (L3). One staff member commenced new teacher L3 training during 2016. Early Stage 1 and Stage 1 teachers participated in TEN (Targeting Early Numeracy) TEN training or refresher training throughout the year. Year 3–6 staff commenced training in Focus on Reading (FoR). 82% of staff have embedded L3 and / or FoR into their regular teaching at least three times per week.	\$2625 L3–Literacy and Numeracy Funding \$1260 TPL Socioeconomic background funding
Staff demonstrate increased understanding and confidence in new syllabus curriculum implementation as evidenced through Performance Development Plan goal setting.	100% of teachers have a Performance Development Plan. All teachers set goals, completed mid–year reviews and participated in self reflection and evaluation of their professional goals as described in their Performance Development Plans. 91% of staff believe that involvement in professional learning has led to changes to their teaching and learning practices for learning in their classrooms.	\$43687 Socioeconomic background funding \$909 Aboriginal RAM Equity funding 0.136 QTSS Allocation

Next Steps

- Re-engage Teaching and Learning Coordinator for three days per week.
- Train and support a new Reading Recovery Teacher (2017–2018)
- Explicit systems for collaboration to allow teachers to work together within stages to plan units of work to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.
- Taking Off With Numeracy (TOWN) training for all 3–6 staff and interested K–2 staff.
- Increase number of stage meetings per term from three to four.
- School wide classroom observation strategy is implemented to ensure the provision of feedback, the modelling of effective practice and continual improvement in teaching practice.
- Mentoring and coaching support is provided to ensure the ongoing development of teachers requiring accreditation, early career teachers, aspiring and current leaders and teachers experiencing difficulty.
- Support all staff to develop the skills for the successful implementation of the Learning Management and Business Reform (LMBR)
- Provide Connecting to Country training to all teachers by the end of 2018.

Strategic Direction 3

Quality Community Relationships

Purpose

To engage and communicate with parents /carers and the wider community in order to strengthen the partnerships that exist where success is valued, a strong social conscience is developed and skills and opportunities to support student learning and wellbeing are shared.

Overall summary of progress

We have continued to work hard to engage and communicate with our parents and build stronger community relationships. Many benefits of this effort are evident in many aspects of our work including in classrooms, attendance and participation in events and at various sporting activities.

The “Skoolbag App” has continued to grow in popularity and use in 2016 with the number of users increasing from 52 users in March to 142 users by November. 94% of parents happy with the quality of the general communication offered by the school as evidenced in the Communication Evaluation and Satisfaction survey.

In collaboration with the school P&C, class parents were again engaged in 2016. Ongoing development of this role and its responsibilities needs to be further defined in 2017. Education week initiatives and other activities including Grandparents Day, Mother’s Day and Father’s Day breakfasts (combined total of 79 parents enjoying breakfast) and the School Concert were heavily promoted to increase parental participation.

Community organisations have an ongoing presence in the school. Frequent visitors include representatives from the local Red Cross and Rotary Clubs. In total, 1404 visitors signed into our school during the year, up 40% from 2015 figures.

Relationships with the Aboriginal community continued to develop. Our school continued its affiliation with the Youyoong Aboriginal Education Consultative Group (AECG) and representatives have attended all meetings held throughout the year. One meeting was successfully held here at school. In addition, National Aborigines and Islanders Day Observance Committee (NAIDOC) celebrations were attended by a large number of parents. Aboriginal students involved in planning and coordination of aspects of the celebrations including food tasting, face painting, class activities and dance groups. Our celebrations were also supported by students and staff from Hunter River High and Bulahdelah Central School. The community were actively consulted in planning and implementing NAIDOC celebrations and other significant events.

The Positive Behaviour for Learning postcards were implemented during Term Four. Anecdotally, parents and students have indicated a positive response to these postcards.

Parent information sessions on Literacy and Numeracy were implemented and were well–received by parents who were in attendance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Effective communication with all families as measured by improved levels of communication in annual school satisfaction surveys	94% of parents happy with the quality of the general communication offered by the school. The various communication strategies employed by the school all were ranked in order as follows: <ul style="list-style-type: none">• Skoolbag App• Friday Assemblies• Weekly Newsletter• Calendar of Events• Information Meetings• E–News• Semester Reports• Meetings with the teacher• School Website• General Information notes• Office Communication	Nil

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Effective communication with all families as measured by improved levels of communication in annual school satisfaction surveys	<ul style="list-style-type: none"> • Communication Cards • Local Media Articles • Class Parent Initiative • School Email Contact Parents indicated their overall satisfaction with all the strategies listed.	
Increased satisfaction ratings achieved across the period for each of the key stakeholders. Baseline data 2014 = Parents Average: 8.23/10	In 2016, all parents were again invited to complete the <i>Partners in Learning Survey</i> from The Learning Bar. An improved survey response rate from 2.16% to 5.57% ensured that 2016 data was released. The average satisfaction rating for recommending our school to others from these respondents was 6/10.	\$6662 Socioeconomic Background Equity funding.
Increased participation and involvement of parents in the development of Personalised Learning Plans and in the coordination of NAIDOC activities. Baseline data =2015 involvement rates	All parents / carers of Aboriginal students received a phone call to invite them for individual meetings to enable the successful three-way partnership in formulating Personalised Learning Pathways (PLPs). We were able to create 30 of our 33 students PLPs with active face to face parental input into the process.	\$1964 Aboriginal background funding

Next Steps

- Lead staff attend training in Communicating and Engaging with your Community and Consultative Decision Making.
- Develop and implement an action plan to enhance communication and engagement.
- Explore other communication options for incorporation within the school community.
- Ensure further opportunities are made available for the community to engage in learning about the school vision and current teaching practices along with opportunities to provide feedback and ideas for future planning.
- Encourage an increased number of staff to prepare articles for submission in a variety of formats (website, local newspapers and newsletter).
- Add Aboriginal Education Consultative Group meeting dates and locations to the school newsletter to encourage increased parental attendance.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>An Aboriginal education teacher was engaged to help students achieve their Personalised Learning Pathway goals through providing academic, cultural and wellbeing support to students. Cultural activities were sought and supported through direct consultation with Youyoong AECG and Worimi Land Council's Murrook Cultural Centre, which were aimed at improving engagement, behaviour and the learning outcomes of Aboriginal students.</p> <p>The teacher provided support to other staff in incorporating an Aboriginal perspective across all Key Learning Areas (KLA's), and worked towards ensuring our school is supporting the goals of the Department's Aboriginal Education policies.</p> <p>An additional Reading Recovery allocation was also provided to targeted students.</p>	\$38797 utilised across the three strategic directions.
Low level adjustment for disability	<p>A School Learning Support Officer was engaged allowing for intensive support for identified students on Personalised Learning and Support Plans.</p> <p>Active Learning and Support files are used to maintain records and evidence of intervention and impact on learning outcomes.</p> <p>Additional funds were used to support Individual Education Planning, Review Meetings and the National Consistent Collection of Data.</p>	\$11815
Quality Teaching, Successful Students (QTSS)	<p>The allocation was combined with other staffing allocations to provide additional flexibility within the teaching and learning role. In addition, the allocation provided increased opportunities for staff to engage in peer feedback and lesson observations.</p>	0.07 allocation (Semester 1), increasing to 0.136 (Semester 2).
Socio-economic background	<p>Engagement of a Teaching and Learning Coordinator for three days per week to support and build the capacity of staff. All teachers engaged and worked collaboratively with the coordinator.</p> <p>Resources to promote the implementation of Positive Behaviour for Learning were purchased including banners and mascots.</p> <p>Additional funds were used to support student engagement and attendance at school initiatives such as performances and excursions and the purchase of required resources.</p>	\$58576 utilised across the three strategic directions.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	119	113	96	87
Girls	106	101	90	91

Student enrolment figures have been in steady decline after enrolment numbers peaked in 2010.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.9	92.6	94	92.2
1	92.1	93	92.9	90.5
2	92.9	91.9	92.1	93.4
3	92.3	93.7	93.5	92.6
4	95.4	94.8	92.3	91.5
5	91.2	93.5	90.5	91.3
6	90.5	91	91.8	92.7
All Years	92.6	92.9	92.4	92
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Our attendance rate of 92% is consistent with rates achieved over the past three years. The school attendance rate is 2% below the state average for attendance.

Attendance is monitored monthly at our Student Wellbeing meetings. Phone contact and written correspondence is also used to address attendance issues. The Home School Liaison Officer (HSLO) and Aboriginal School Liaison Officer (ASLO) review school attendance with the School Principal to support

improved attendance.

Class sizes

Class	Total
ADUKI BEANS	19
CHICKPEAS	22
MUNG BEANS	22
SPROUTS	20
RATTLESNAK	26
BUTTER BEANS	25
WATTLE	24
SNAP BEANS	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.64
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration & Support Staff	2.12
Other Positions	0.37

*Full Time Equivalent

Tea Gardens Public School employs one Aboriginal teacher. Our school enjoys a close relationship with the Youyoong Aboriginal Education Consultative Group.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

The school received \$13526 for Professional Learning in 2016. Funds were used to support professional learning and development for both teaching and non-teaching staff to meet the needs of students, the priorities of the school and performance and development plans..

L3, Focus on Reading and TEN training remained a strategic priority in 2016.

Five school development days were conducted. These days were used for mandatory training including Child Protection, Code of Conduct, Emergency Care, Anaphylaxis and CPR. Time was also allocated to Focus on Reading and new syllabus implementation.

Staff are supported at all levels of their career through a structured cycle of performance and development. Every teacher has a Performance and Development Plan and all teachers engaged in planning their own professional development to improve performance.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	204 222.14
Global funds	174 466.41
Tied funds	249 341.81
School & community sources	71 404.13
Interest	5 463.99
Trust receipts	26 795.81
Canteen	0.00
Total income	731 694.29
Expenditure	
Teaching & learning	
Key learning areas	5 442.94
Excursions	37 585.09
Extracurricular dissections	14 234.36
Library	1 017.06
Training & development	2 542.36
Tied funds	234 010.36
Short term relief	33 721.82
Administration & office	38 388.20
School-operated canteen	0.00
Utilities	25 924.75
Maintenance	7 194.90
Trust accounts	25 196.13
Capital programs	0.00
Total expenditure	425 257.97
Balance carried forward	306 436.32

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

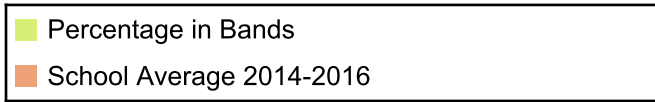
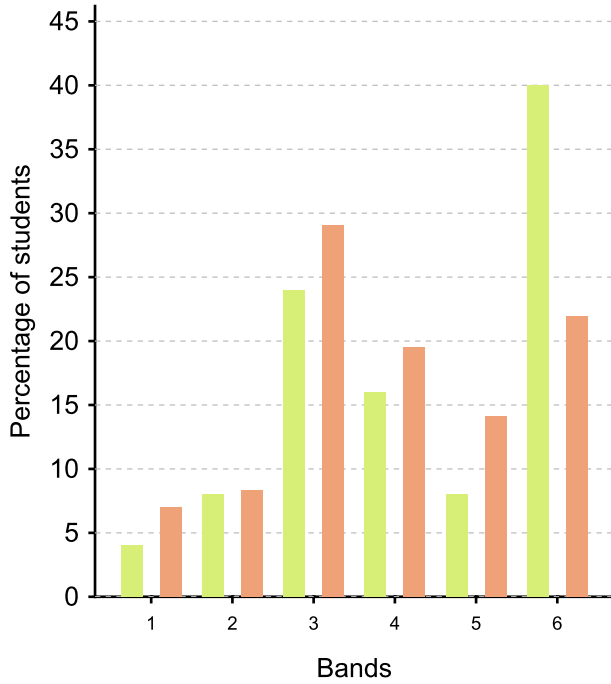
School performance

NAPLAN

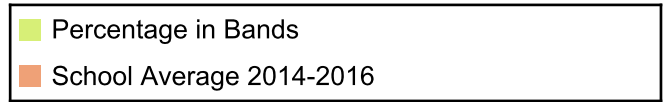
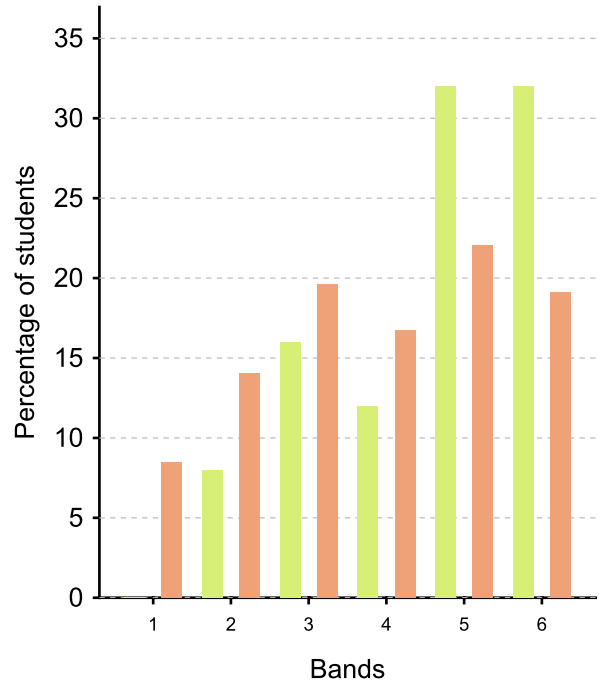
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3 students performed well in all Literary aspects of the NAPLAN assessments with 99% of students achieving the National Minimum Standards. In Year 5, 83% of students are achieving the National Minimum

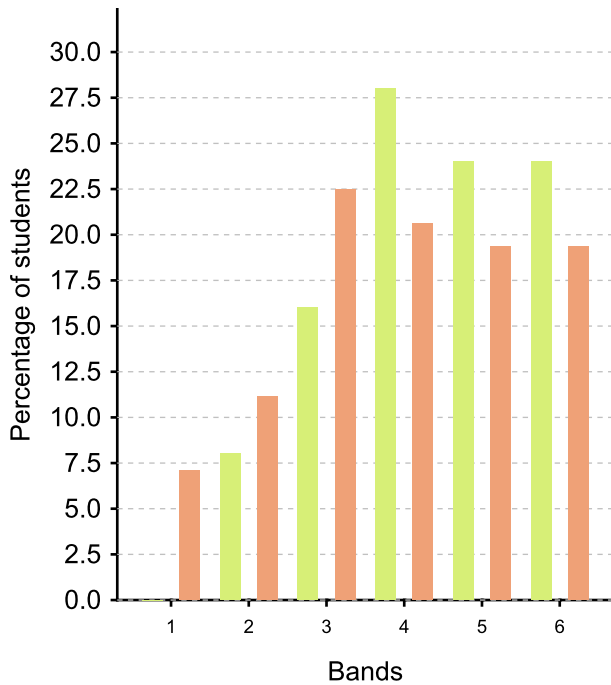
Percentage in bands:
Year 3 Grammar & Punctuation



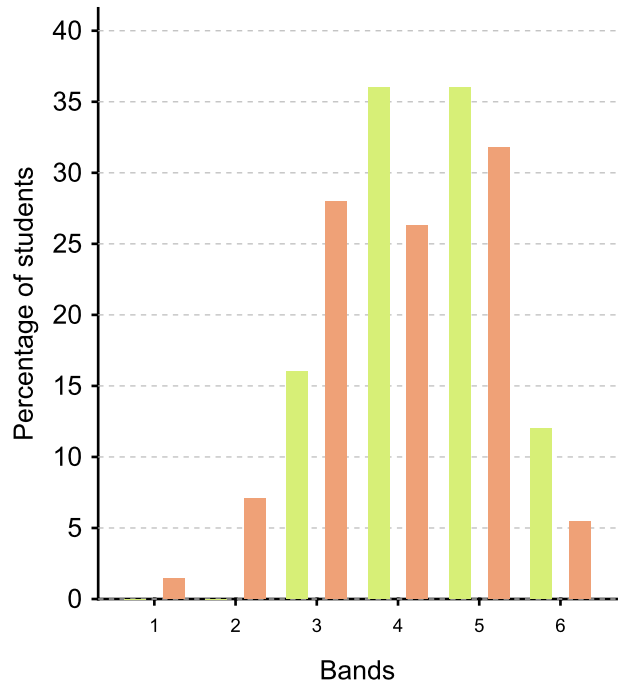
Percentage in bands:
Year 3 Spelling



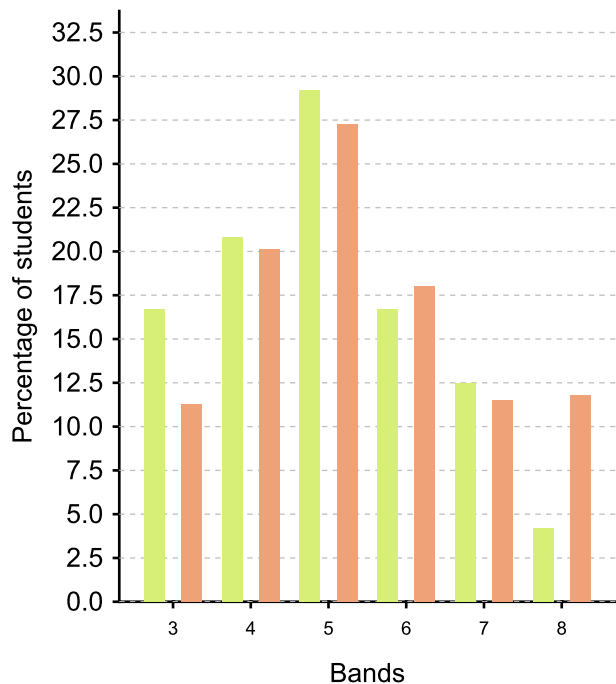
Percentage in bands:
Year 3 Reading



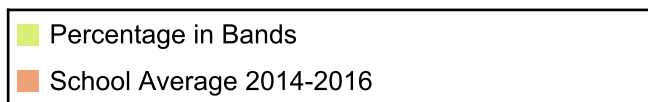
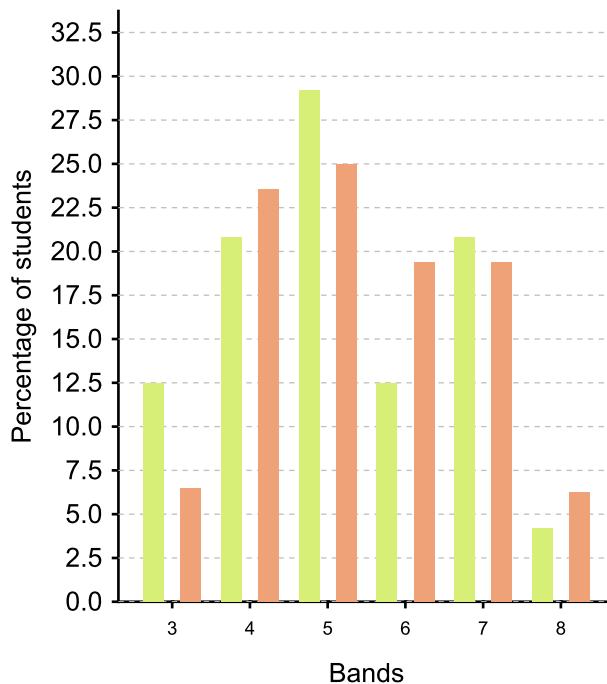
Percentage in bands:
Year 3 Writing



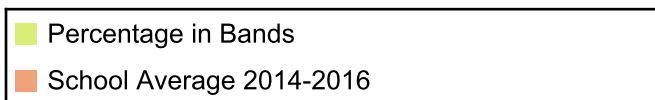
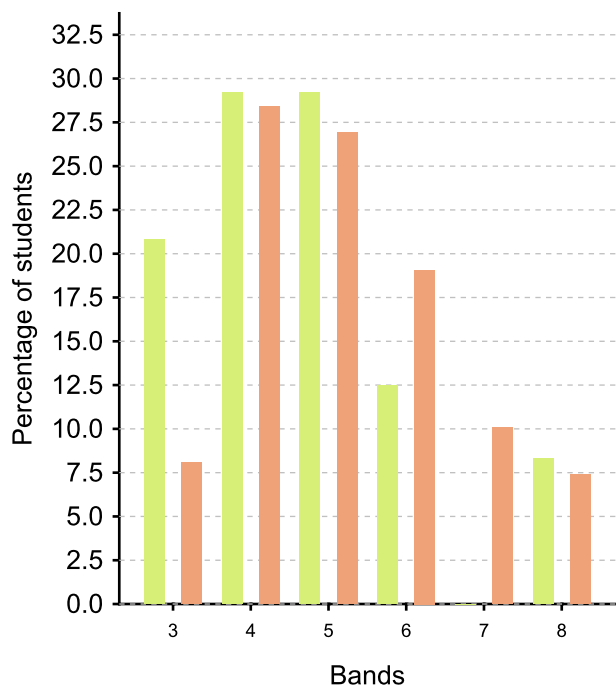
Percentage in bands:
Year 5 Grammar & Punctuation



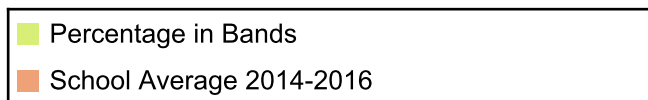
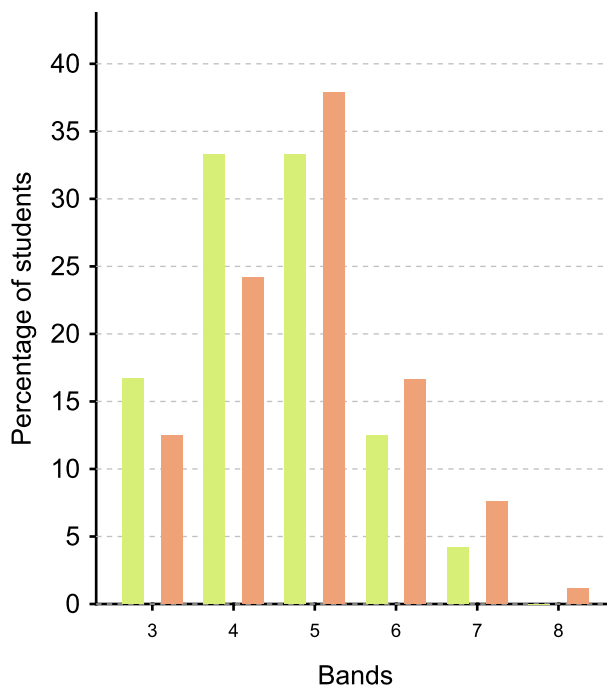
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

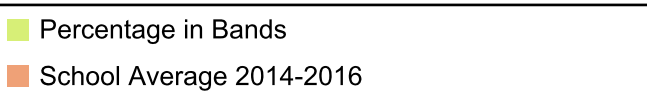
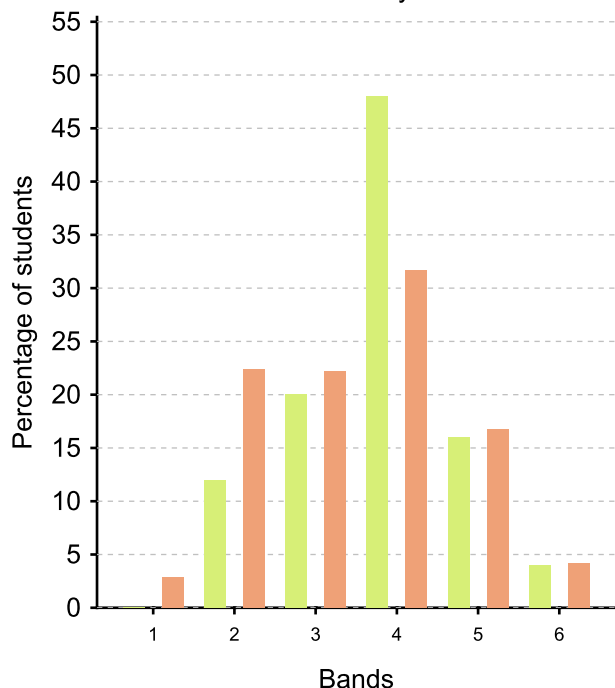


Percentage in bands:
Year 5 Writing

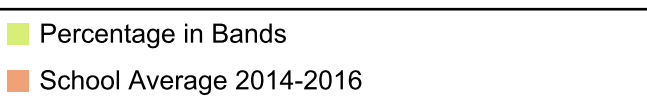
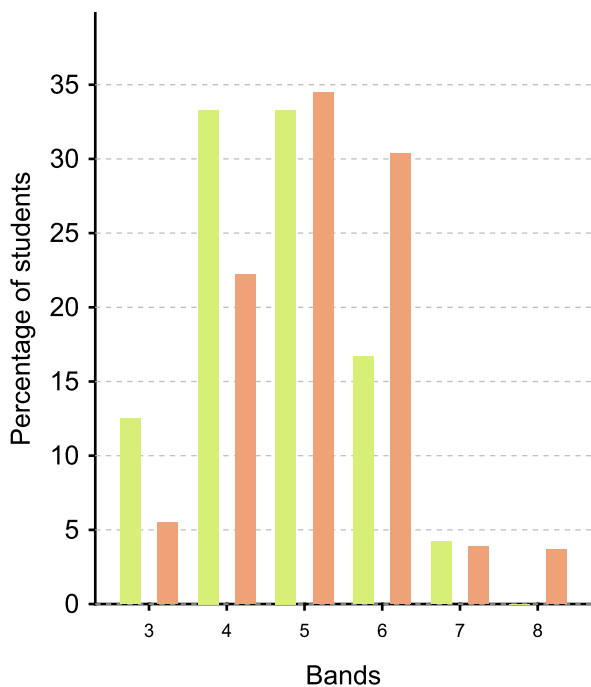


Year 3 students performed well in all Numeracy aspects of the NAPLAN assessments with 100% of students achieving the National Minimum Standards. In Year 5, 88% are achieving the National Minimum Standards.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

As part of the Premier's Priorities we are required to report on student performance for the top two NAPLAN bands in reading and numeracy. In Year 3 Reading 48% of students were placed in the top two bands. In Year 3 Numeracy 20% of students were placed in the top two bands. In Year 5 Reading 8% of students were placed in the top two bands. In Year 5 Numeracy 4% of students were placed in the top two bands. Our Aboriginal students are under-represented in the top two NAPLAN bands. We are endeavouring to increase the proportion of all students in the top two bands through the utilisation of funding to support our key initiatives and school priorities.

Parent/caregiver, student, teacher satisfaction

In 2016, students completed two *Tell Them From Me* surveys, teachers completed the *Focus on Learning* survey and parents and carers completed the *Partners in Learning* survey.

Parents

Our parent survey was positive and offered us an insight into how parents feel about their engagement with the school and our school programs. Some of the particular highlights from the survey were in the following areas:

- I can easily speak with the school principal
- I am well informed about school activities
- Teachers listen to the concerns I have
- Reports on my child's progress are written in terms I understand
- Teachers show an interest in my child's learning
- My child is expected to do his or her best work
- School staff take an active role in making sure all students are included in school activities

Parents also support learning at home and showed strong support for positive behaviour at our school.

Areas for development included:

- customer service improvements
- making parents feeling welcome when they visit the school
- informing parents about their child's social and emotional development
- helping prevent bullying

For the respondents to this survey, the satisfaction rating for recommending our school to others was 6/10.

Teachers

Teachers were surveyed on the eight drivers of student learning.

Areas of strength were:

- Learning Culture 7.4
- Data Informing Practice 7.5
- Teaching Strategies 7.7
- Inclusive School 7.8

Areas for development included:

- Parent Involvement 7.2
- Improved collaboration 6.8
- Leadership 6.6
- Technology 6.2

Students

Students from Year 4, 5 and 6 completed the online 'Tell Them From Me' in term one and again in term four. Key findings from the term 4 survey include:

- 78% of students felt they had positive relationships and have friends who they can trust and who encourage them to make positive choices.
- 88% of students value school outcomes and believe that education will benefit them personally and economically in the future.
- 80% of students indicated that they display positive behaviour at school and do not get into trouble for disruptive or inappropriate behaviour.

Areas for development included:

- The development of positive homework behaviours
- Increasing interest and motivation in learning
- Building a positive sense of belonging
- Participation in extracurricular activities.

Policy requirements

Aboriginal education

Tea Gardens Public School is working to ensure all staff have a thorough understanding of our responsibilities in relation to the Department of Education's (DoE) Aboriginal Education Policies and Guidelines, as well as The Partnership Agreement between the DoE and the NSW Aboriginal Education Consultative Group Inc. (NSW AECG) which is founded on the principles of respect, commitment, collaboration and accountability, in order to improve educational and training outcomes for Aboriginal learners.

At Tea Gardens Public School, we are working towards implementing these policies in full – supporting the process of school transformation and the development of positive partnerships, that lead to improved student engagement and outcomes for all students and Community.

As members of the Youyoong AECG, we have been privileged to be provided with the opportunity to develop mutually respectful relationships. This enables collaboration that enhances the relationships between our school and the community.

This year we have organised meetings with parents, community members and staff, to better understand their needs and wants in relation to the education of their children to inform, plan and implement relevant local events.

The relationships formed, resulted in attendance of parents and communities at these meetings growing significantly. These parents and carers now feel comfortable to approach our staff, both in and out of

school, to share successes and any concerns about their child's education. They also share the successes and gains that their child has made even after they move on to high school.

The Aboriginal Education Team identified the need for a review of the Personalised Learning Pathway process including the need for an authentic, ongoing, cyclic process, that can be constantly reviewed and updated to ensure that realistic and achievable short and long term goals are set and achieved. Utilising our Aboriginal Education Teacher's extensive knowledge of MGoals, we delivered an effective tool for creating student centered goals that enabled the input of parents, teachers and community to provide support in achieving individualised outcomes.

Through implementing the MGoals program collaboratively across all schools within the Youyoong AECG, we have;

- enhanced continuity and authenticity of PLPs
- ensured a smoother journey between transition periods especially from year to year and primary to high school
- encouraged broader community engagement and ownership of student's educational goals

In line with the "The National Aboriginal and Torres Strait Islander Education Strategy", we are committed to ensuring that, All Aboriginal and Torres Strait Islander children and young people achieve their full learning potential, are empowered to shape their own futures, and are supported to embrace their culture and identity as Australia's First Nations peoples.

Multicultural and anti-racism education

Tea Gardens Public School recognises and supports the cultural diversity of our school community and aims to meet the educational and welfare needs of students and their families.

Our school provides a multicultural education program across the curriculum promoting anti-racism and community harmony, intercultural understanding and positive relationships between students from all cultural backgrounds.

Students in Years 3 to 6 competed in the annual Premier's Multicultural Perspectives Public Speaking Competition. Students presented their perspective on multicultural issues in front of their peers. This public speaking opportunity highlights our student's understanding and appreciation of living in a multicultural society. The competition heightens awareness of Multicultural issues globally whilst developing students' public speaking skills. One of our students proudly represented our school in the regional final of the competition.

At Tea Gardens Public School, we understand that culture is both complex and dynamic. We appreciate that culture is not the same as identity although can influence perspectives and identities. We understand that culture can be expressed in a variety of ways and does not define people. Staff acknowledge that culture

can include ways of behaving, thinking, valuing and being in the world.

At Tea Gardens Public School, we are fortunate to offer a number of opportunities to learn about different cultures including Aboriginal cultural activities throughout the year as well as Japanese cultural club which was instigated at lunchtimes providing additional opportunities for students to learn about Japanese culture.

All staff ensure stereotypes are not promoted. The school has an anti-racism officer who deals with instances of racism. The training of an additional anti-racism officer is planned during the coming year.