

Tea Gardens Public School Annual Report



2017



3175

Introduction

The Annual Report for 2017 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

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Message from the Principal

The 2017 school year has been rewarding and enjoyable. I have been extremely proud of the way our students have worked towards their individual learning goals. Establishing Performance and Development Plans for every teacher has also led to improved teacher quality through a specifically targeted approach to teacher professional learning. We have continued to provide a challenging and balanced curriculum, where students have opportunities to be involved in a wide range of experiences such as public speaking, debating, sport, music, environmental and cultural studies.

Thank you to all of the teachers, non-teaching staff, school and administrative support staff for their professionalism, compassion, dedication and expertise in looking after, teaching and assisting our students to be safe, respectful learners who do their personal best. Without their dedication and expertise, developing the young minds of our future would not be possible. In 2017, we farewelled our two Assistant Principal's, Mr Weightman and Ms Maloney after long and distinguished careers within the department. We thank them for their efforts.

This year we spent a significant amount of time preparing for our next three year school plan. Using community, teacher and student feedback, we have developed a clear vision for our school. I am passionate about the vision we have for our school, its students and for our community in general and excited about continuing to move Tea Gardens Public School forward into the future, with high quality, evidence-based teaching, wellbeing and futures learning.

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 2017, the school had an enrolment of 176 students in 7 classes K–6, including 41 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.

Tea Gardens Public School was recognised by the Australian Curriculum, Assessment and Reporting Authority (ACARA) as achieving substantial gains between Year 3 and Year 5 based on 2015 NAPLAN results. 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, a junior band and a school and community band. Our Annual Easter Art & Craft Expo proudly celebrated its 40th year in 2017. 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.

Throughout the year, our teachers connected their Performance Development Plan to directions within the school plan. Links were made to elements of the School Excellence Framework and evidence was collected to support our judgements.

In the domain of learning we are delivering in the elements of **learning culture, wellbeing and curriculum**. We have strengthened our use of student performance measures and ensured that our student reports meet Department of Education requirements and include personalised descriptors of student's strengths and growth. The school has close relationships with the local pre-school, daycare centre, external organisations and local high schools making certain that student transitions were offered and promoted to students and families moving into Kindergarten and transitioning from Year 6 to Year 7. Improvements in attendance levels across a majority of year groups have been observed throughout 2017. Wellbeing across the school continues to be a focus with Positive Behaviour for Learning being embedded at a

universal level with teachers and other school staff explicitly communicating behaviour expectations across all school settings.

Our major focus in the domain of teaching has been training staff to implement evidence-based teaching practice. We have improved teaching methods in numeracy through the introduction of Taking Off with Numeracy (ToWN) and a refresher course in Targeting Early Numeracy (TEN) for staff. We also remain committed to Language, Learning and Literacy (L3). The collection of continuum data associated with these programs has ensured teachers have further developed their skills to collect and use assessment data to monitor achievements and identify gaps in learning, to inform planning. Our school collects and analyses internal and external assessment and school performance data that is reported to parents through interviews, bi-annual reports, newsletters, review meetings and the Annual Report. We plan to develop more comprehensive systems and engage in professional learning to build our skills in the analysis, interpretation and use of student progress and achievement data to strengthen this area. A school-wide approach to effective and positive classroom management is evident with support provided to teachers where needed, ensuring optimum learning. We are delivering in the area of **collaborative practice and feedback** and we aim to develop more explicit systems for collaboration and mentoring next year.

Tea Gardens Public School is delivering in the elements of **Educational Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes**. The leadership team monitors the implementation of syllabuses and associated assessment and reporting processes to ensure they meet New South Wales Education Standards Authority (NESA) and Departmental requirements. A variety of evidence supported our increased community engagement, with parents having the opportunity to engage in a wide range of school-related activities and provide feedback on school performance. Future priorities in the domain of leading are to strengthen our management systems and structures to develop effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

The whole school approach to positive behaviour management has continued to be implemented and further refined through our Positive Behaviour for Learning (PBL) programs in 2017. The PBL committee continued to develop and modify the expectations to ensure alignment with our updated School Discipline Policy. The PBL Committee have researched and gathered quotes for new and improved signage for display in both interior and exterior areas of the school environment. It is anticipated that this signage will be installed early next year.

The Tell Them From Me (TTFM) survey has indicated a 10% increase in the percentage of students (86%) who felt that the implementation of Positive Behaviour for Learning (PBL) was developing positive attitudes and behaviours in the classroom. The school garden has become a hive of activity at lunch times with our Aboriginal Engagement School Learning Support Officer (SLSO) taking charge of this project to assist the development of resilience, conflict management and interpersonal skills among students. The Buddy Seats continue to be used frequently by students during school breaks, in both the top and back playground areas. Staff, with support from the school P&C, have researched and are ready to purchase various large games for students to play outdoors during break times. This will enhance the painted playground games already in use and increase the number of opportunities for students to engage in social skill development.

In preparation for the introduction of the new Digital Technologies, and Science and Technology updated syllabus, the school employed a teacher with expertise in STEAM and digital technologies for the second semester. This allowed opportunities for the school to identify highly accomplished students and provide open-ended engagement activities to advance their thinking skills across various key learning areas.

The number of students in the top two proficient bands in NAPLAN, saw improvements from baseline data with a greater percentage of students in the Domains of Grammar and Punctuation, Numeracy and Writing, in Year Three, during 2017. Across the three year planning cycle, the average percentage achieved across all Year Three domains was greater than 2014 baseline data. The most consistent improvement was observed in Spelling with improvements in baseline data in both Year Three and Year Five averages. Declines were observed in other areas of Year 5 data. From NAPLAN data analysis sessions, middle band literacy students were identified and offered intensive support to enrich their skills in this area.

Solid connections continued to be formed with the Ready, Set, Go Collective Impact Coalition. Through this coalition early learning teachers were provided training to assist the effective transition of Aboriginal and Torres Strait Islander kindergarten students to 'big' school (SNAICC—Secretariat of National Aboriginal and Islander Child Care) which resulted in changes to the structure of the kindergarten transition program, and assisted in building stronger connections with the wider community. The Smith Family continued to support Aboriginal enrichment activities within our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Behaviour data highlights an improved ratio between recorded positive and negative incidents. 2014 baseline = 80% or 4/5 negative	Student rewards, badges and resources. \$4400	There has been a shift in how this improvement measure has been documented and managed. The teacher recording of negative behaviour has continued to be recorded on the Register of Individual Student Contact (RISC) but now also includes information from new playground folders being implemented as part of Positive Behaviour for Learning innovations. A further reduction in negative incidents of 11% was noted in comparing

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Behaviour data highlights an improved ratio between recorded positive and negative incidents. 2014 baseline = 80% or 4/5 negative		2016– 2017 data. A 47% reduction from 2014 baseline data. In 2017, a total of 3696 Guula tickets were provided to students – 3501 for Personal Best, 164 for Respect and 31 for Safety. In addition, 153 postcards were sent home recognising positive behaviours.
Increased student engagement as evidenced by an increase in the social / emotional outcomes in the Tell Them From Me Student Survey	Young Leaders Day \$1399 Author and Illustrator Visits \$682 Mathy Matt Performance \$805	Between the first and second survey conducted in 2017, increases in student engagement were observed with 52% of students participating in a high rate of extra-curricular activities. Positive increases between 2015–2017 survey result outcomes were observed especially in: <ul style="list-style-type: none"> • students valuing student outcomes 8% increase. • students with positive homework behaviours 15% increase.
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%	\$33074 Digital Technology, STEM resources.	Data from NAPLAN indicates improvements from baseline data with a greater percentage of students in the Domains of Grammar and Punctuation 25%, Numeracy 17.9% and Writing 40.7% in Year Three during 2017. Across the three year planning cycle, the average percentage achieved across all Year Three domains was greater than 2014 baseline data. The most consistent improvement was observed in Spelling with improvements in baseline data in both Year Three (40.7%) and Year Five (28.2%) averages.
All Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population (PLAN Data / NAPLAN)	Student resources \$1198 Gathang Language Sessions \$3000 Aboriginal SLSO \$13000	Year 5. In 2017, the average performance of our Aboriginal students in reading, was on par with the outcomes achieved by the broader student population. In numeracy, whilst the Aboriginal student performance is lower, the gap is closing. In Spelling and Grammar and Punctuation, Aboriginal students have outperformed the broader student population. The gap has widened in writing. Year 3. In Grammar and Punctuation, Aboriginal students have outperformed the broader population. In the other domains, our Aboriginal students did not achieve this goal.

Next Steps

Our commitment to Positive Behaviour for Learning will be seen in Strategic Direction 3 of the 2018–2020 School Plan – Wellbeing. Our next steps are to:

- Fully implement whole-school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.
- Track students positive growth of their social and personal capabilities on the ACARA Personal and Social capabilities continuum.
- Collect, analyse and use data to monitor and refine Positive Behaviour for Learning practices within the school.
- Broaden the use and implementation Personalised Learning Pathways (PLPs) across the school.

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 2017, 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. Seven additional teachers completed Connecting to Country training to enhance their understanding of Aboriginal students and their culture. Throughout the year, the principal undertook Art of Leadership training to further develop and refine the skills fundamental to effectively lead and manage the school.

The Performance Development Framework for teachers was fully implemented in 2017. Performance and Development Plans were developed in collaboration with stage supervisors to negotiate goals and identify professional learning needs aligned to Australian Professional Standards. The framework for non-teaching staff was also introduced in preparation for implementation in 2018.

100% of K–2 staff were trained in the evidence-based programs including Language, Learning and Literacy (L3) and Targeted Early Numeracy. All 3–6 staff participated in Taking off with Numeracy (TOWN) training.

During term one, our Teaching and Learning coordinator (three days per week) supported and built capacity among all teachers 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. From term two, our Teaching and Learning coordinator, returned to full-time teaching load in an executive capacity at the school.

Quality Teaching, Successful Students (QTSS) staffing allocation was used in part to support the work of our Teaching and Learning coordinator and to provide time for our leadership team to undertake observations and provide support as part of the Performance Development Framework.

Two teachers trialed the Numeracy learning progressions for the Department of Education, participating in professional learning and collegial discussions. Our school nominated to participate as a supplementary school in the implementation of the learning progressions trial for Literacy and Numeracy in 2018. The leadership team attended workshops to develop their understanding of these progressions to support all staff during the implementation process from 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of K–2 staff are trained in L3 and TEN and 2–6 staff in Focus on Reading and TOWN	\$1600 ongoing training	This has been achieved in L3, TEN and TOWN. Only Phase 1 of Focus on Reading was completed.
Staff demonstrate increased understanding and confidence in new syllabus curriculum implementation as evidenced through Performance Development Plan goal setting.	Teaching and Learning Coordinator \$38500 Professional Learning \$13591	All teachers achieved one or more professional goals and reported improvement in practice. 33 goals were set by 10 teachers with the majority being successfully achieved.

Next Steps

We will maintain our commitment to developing staff capability in evidenced based practice through Strategic Direction 1 of the 2018–2020 School Plan – High quality, evidenced based teaching. To ensure that every student, every teacher, every leader and the school improves every year.

To do this, we will:

- embed a culture of data–informed decision making and evidence based teaching so that every student makes measurable learning progress.
- continue to implement Performance and Development Plans
- undertake professional learning and implement learning progressions K–6
- implement consistent school–wide practices for assessment to monitor, plan and report on student learning across the curriculum
- strengthen the use of student assessment data across the school to identify student achievements and progress, reflect on teaching effectiveness and inform future learning directions
- embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

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

Our community is important to us. We have continued to work solidly to engage and communicate with our parents and broader community. Our efforts continue to be rewarded with parents and community continuing to be involved in school events supporting student learning and wellbeing.

The "Skoolbag App" has continued to grow in popularity and use even further in 2017 with an additional 53% increase in app downloads over the past 12 month period.

Community organisations have an ongoing presence in the school. Frequent visitors include representatives from the Rotary and Red Cross Clubs. In total, 1512 visitors signed in to the school in 2017, a 7% increase and continuing the upward positive trend in this area.

Our school continues to be an active member of the Youyoong Aboriginal Education Consultative Group (AECG) with school representatives attending a majority of the meetings throughout the year. Our National Aborigines and Islanders Day Observance Committee (NAIDOC) celebrations included consultation and involvement of parents and our feeder high school.

153 Positive Behaviour for Learning postcards were sent home throughout the year, positively recognising student behaviour and achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Effective communication with all families as measured by improved levels of communication in annual school satisfaction surveys	Positive Postcards \$300	In terms of two-way communication with parents, improvements from 2016 were noted in the following: <ul style="list-style-type: none">• parents feel welcome when they visit the school• parents are well informed about school activities• written information from the school is in clear, plain language• the school's administrative staff are helpful when I have a question or problem• if there were concerns with behaviour, the teachers would inform parents immediately• parents are informed about children's social and emotional development.
Increased satisfaction ratings achieved across the period for each of the key stakeholders. Baseline data 2014 = Parents Average: 8.23/10	Admin staff costs \$14000	This target remains in progress. Baseline data was taken from other survey measures prior to the school undertaking annual Tell Them from Me surveys. The reliance on the Tell Them From Me survey alone does not give a reliable and clear indication of an increase or decrease in overall parent satisfaction due to the limited parent participation in the survey.
Increased participation and involvement of parents in the development of Personalised Learning Plans and in the coordination of NAIDOC	Cultural Activities and NAIDOC event \$9000	Our National Aborigines and Islanders Day Observance Committee (NAIDOC) celebrations included consultation and involvement of parents and our feeder high school. Volunteer numbers were consistent with 2015 baseline data. Active

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
activities. Baseline data =2015 involvement rates		involvement with our Aboriginal community continued to showcase and highlight the vibrant Aboriginal culture within our school. Personalised Learning Pathways (PLP's) development did not reach our 2015 baseline of 90% involvement. More formalised systems need to be employed in 2018 to improve participation rates in the development of the PLP's.

Next Steps

Our next steps include to:

- continue to explore other communication options which may be incorporated within the school community
- update and enhance the school website
- respond to feedback to ensure our learning community continues to grow and flourish
- promote the achievements of our 2018 –2020 school plan in the areas of high quality, evidence–based teaching, futures learning and wellbeing.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$39664 Aboriginal Education Funding:</p> <p>Aboriginal cultural language classes by Murrook Cultural Centre staff.</p> <p>SLSO time to support and improve senior Aboriginal student's behaviour, connection and engagement within school.</p> <p>Whole school celebrations and events.</p> <p>Connecting to Country training costs for staff.</p>	<p>Refer to Policy Requirements– Aboriginal Education section for impact statement and a description of the focus activities that included:</p> <p>Weekly Gathang Language lessons</p> <p>SLSO Support and staff cultural training</p> <p>Whole school events</p> <p>The MGoals platform was used to record, monitor and track Aboriginal student's personalised learning pathways.</p>
Low level adjustment for disability	<p>\$18010 fully expended</p> <p>LAST staffing allocation (0.9) \$91417</p> <p>Australian Government Funding to support students with disabilities</p>	<p>Flexible low level disability funding was used to employ SLSO staff to support teachers of students with additional learning and support needs.</p> <p>Additional funds were used to support Individual Education Planning, Review Meetings and the National Consistent Collection of Data.</p>
Quality Teaching, Successful Students (QTSS)	<p>Staffing allocation: 0.136 for semester one. 0.287 for semester two.</p>	<p>The allocation was combined with other staffing allocations to provide additional flexibility within the Teaching and Learning coordinator's instructional leader type role. In addition, the allocation provided increased opportunities for staff to engage in peer feedback and lesson observations.</p>
Socio–economic background	<p>\$126993 and 0.3 staffing allocation</p> <p>T&L Coordinator (Term 1)</p> <p>STEAM Teacher (Term 3–4)</p> <p>Additional SAO staffing allocation</p> <p>PBL, LMBR and STEAM Resource purchase</p> <p>Student Leadership Events</p> <p>Community building events (Mother's and Father's Day events)</p> <p>Student assistance funding for excursions, uniforms etc</p>	<p>Engagement of a Teaching and Learning Coordinator continued during term one for three days per week to support and build the capacity of staff in evidence based practice. All teachers worked collaboratively with the coordinator.</p> <p>Resources to promote the implementation of Positive Behaviour for Learning were purchased including badges and prizes.</p> <p>Additional funds were used to support student engagement and attendance at educational school events, excursions and school performances.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	113	96	87	83
Girls	101	90	91	93

Due to the stabilisation of enrolment numbers over the past three years, seven classes were formed in 2017.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.6	94	92.2	94
1	93	92.9	90.5	90.9
2	91.9	92.1	93.4	93.4
3	93.7	93.5	92.6	93.3
4	94.8	92.3	91.5	93
5	93.5	90.5	91.3	92.3
6	91	91.8	92.7	89.9
All Years	92.9	92.4	92	92.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Attendance is monitored at least twice each term by the Learning and Support Team. Teachers follow up concerns through regular communication in writing and by telephone. The Home School Liaison Officer and Aboriginal Community Liaison Officer also work closely with the school staff and a number of our families to ensure the best possible outcomes are achieved.

Class sizes

Class	Total
FOOTPRINTS	21
TRAVELLERS	17
MALLEE	24
ATMOSPHERE	25
GIBBER	30
BOULDERS	27
GLOBETROTTERS	26

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	6.03
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.12
Other Positions	0

*Full Time Equivalent

There are two Aboriginal staff members currently employed at Tea Gardens Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	14

Professional learning and teacher accreditation

In 2017, professional learning was given high priority. The school received \$13591 for Professional Learning. Funds were used to support professional learning for both teaching and non-teaching staff to meet the learning needs of students, priorities within the school plan, compliance training and performance and development plans.

Five school development days were conducted. These days were used to strengthen collaborative planning between teachers, for new syllabus implementation and other mandatory training including Child Protection, Code of Conduct, Anaphylaxis and CPR.

Staff continue to be 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. Non teaching staff commenced this process in 2017.

One temporary staff member completed their maintenance at proficient level in 2017.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	306,436
Global funds	197,764
Tied funds	287,040
School & community sources	42,931
Interest	4,008
Trust receipts	26,487
Canteen	0
Total Receipts	558,230
Payments	
Teaching & learning	
Key Learning Areas	6,233
Excursions	16,362
Extracurricular dissections	14,628
Library	787
Training & Development	401
Tied Funds Payments	224,573
Short Term Relief	31,404
Administration & Office	34,319
Canteen Payments	0
Utilities	20,897
Maintenance	15,404
Trust Payments	28,016
Capital Programs	0
Total Payments	393,024
Balance carried forward	471,642

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	495,054
Appropriation	472,974
Sale of Goods and Services	4,703
Grants and Contributions	17,001
Gain and Loss	0
Other Revenue	0
Investment Income	377
Expenses	-166,589
Recurrent Expenses	-166,589
Employee Related	-107,358
Operating Expenses	-59,231
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	328,465
Balance Carried Forward	328,465

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Tea Gardens Public School finance team meets each term to ensure the accuracy, reliability and integrity of accounting and financial administration.

The Finance in Schools Handbook is used to support the school in complying with the Public Finance and Audit Act 1983. The school moved over on to the Learning Management Business Reform (LMBR) system during term three. Significant professional learning was undertaken this year by the administration staff and principal to develop a solid understanding of the integrated administration system provided by the introduction of LMBR, focusing on the Human Resource budget tool and the Electronic Financial Planning Tool (eFPT).

The intended use of funds available from 2017 is to replace aging interactive whiteboard equipment,

Positive Behaviour for Learning signage, overall office improvements and a technology upgrade in the school hall.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,360,653
Base Per Capita	27,203
Base Location	21,866
Other Base	1,311,584
Equity Total	306,556
Equity Aboriginal	39,664
Equity Socio economic	157,465
Equity Language	0
Equity Disability	109,426
Targeted Total	66,100
Other Total	65,027
Grand Total	1,798,336

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

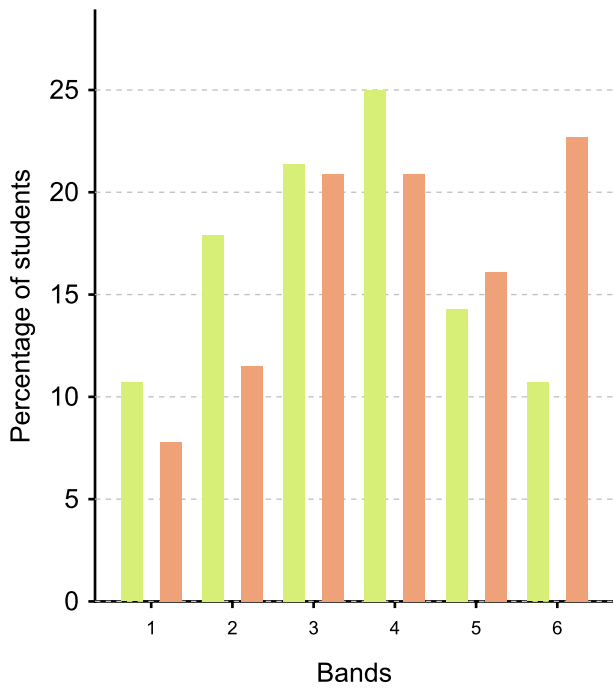
School performance

NAPLAN

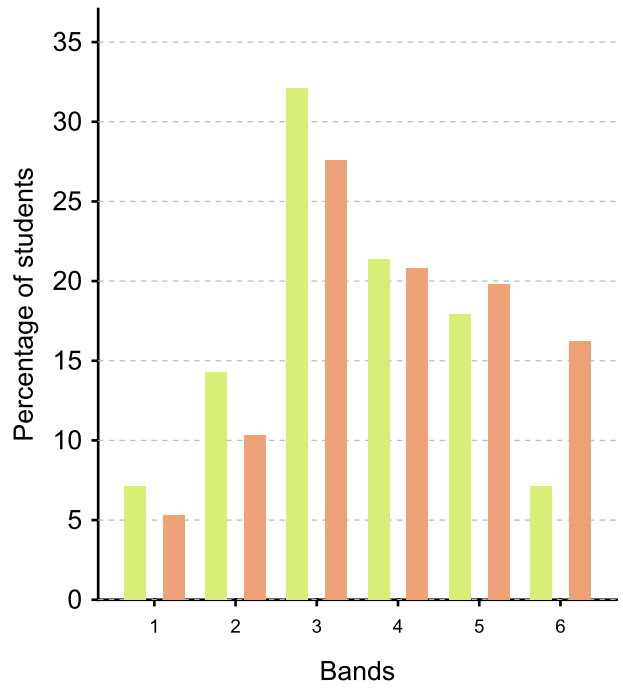
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

2017 NAPLAN results highlighted mixed success in external testing. 41% of students in Year 3 writing, 25% in reading and grammar and punctuation and 32% in spelling are in the proficient bands of NAPLAN testing. In Year 5, the percentage of students in the proficient bands included 4.5% in writing, 9.5% in reading, 4.8% in grammar and punctuation and 28.6% in spelling. An increase of 2.5% of students gaining proficiency in spelling was observed between year 3 (26.1%) and year 5 (28.6%) during NAPLAN testing 2015–2017.

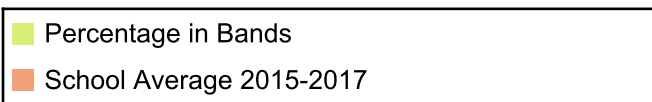
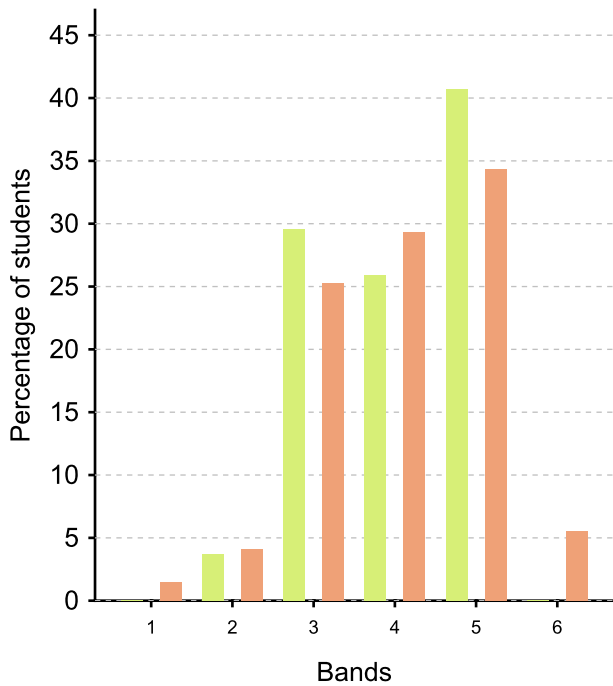
Percentage in bands:
Year 3 Grammar & Punctuation



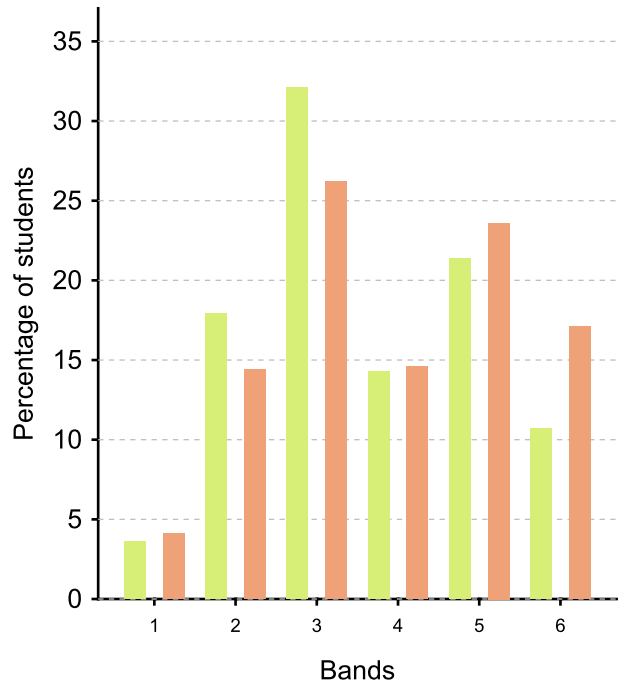
Percentage in bands:
Year 3 Reading



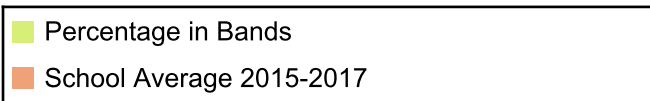
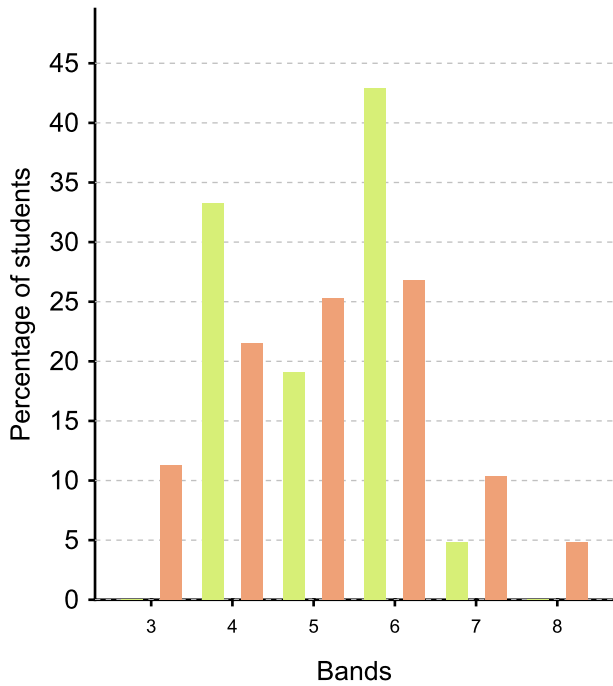
Percentage in bands:
Year 3 Writing



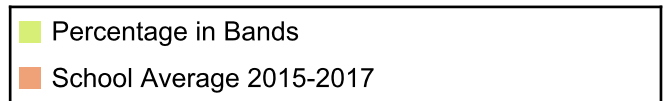
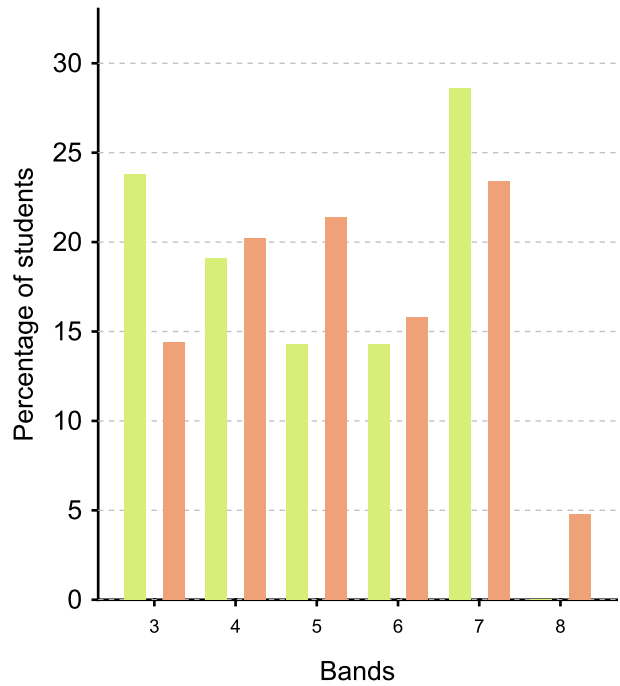
Percentage in bands:
Year 3 Spelling



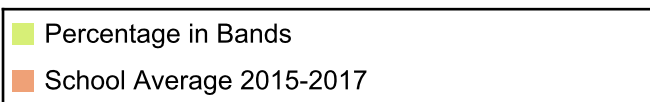
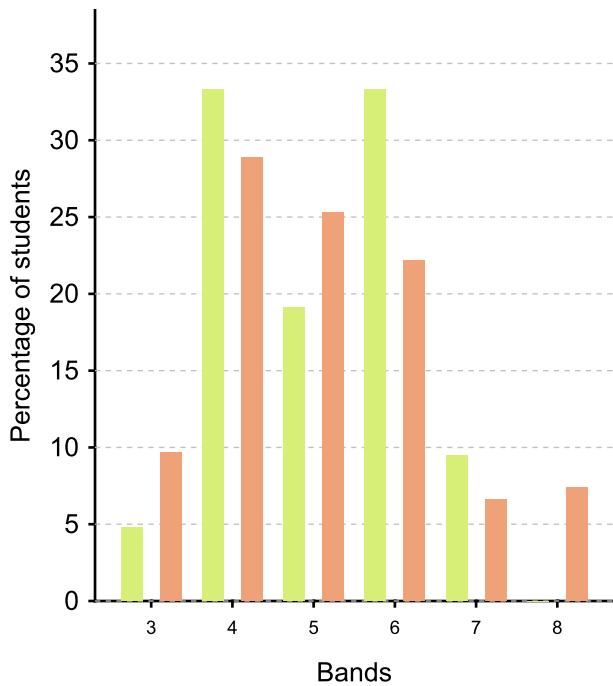
Percentage in bands:
Year 5 Grammar & Punctuation



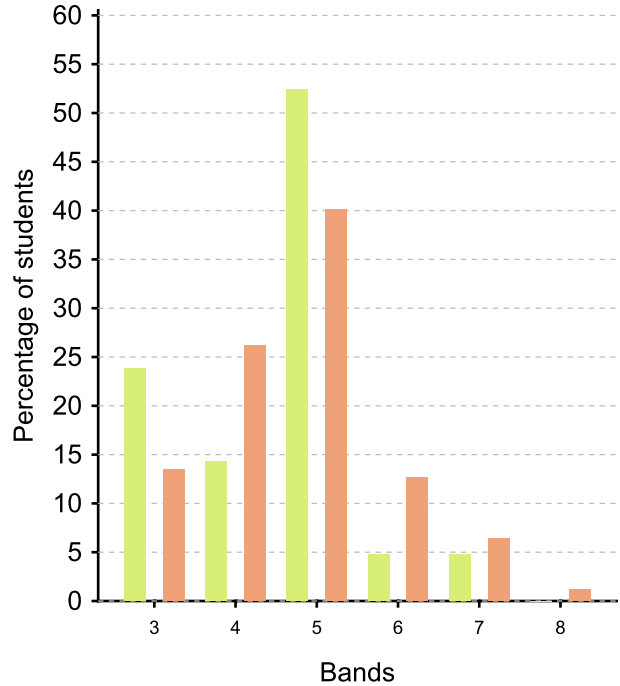
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

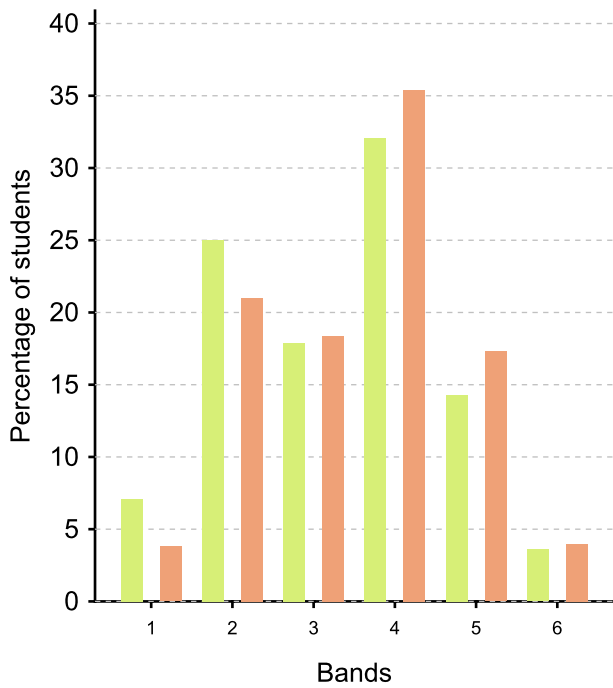


Percentage in bands:
Year 5 Writing



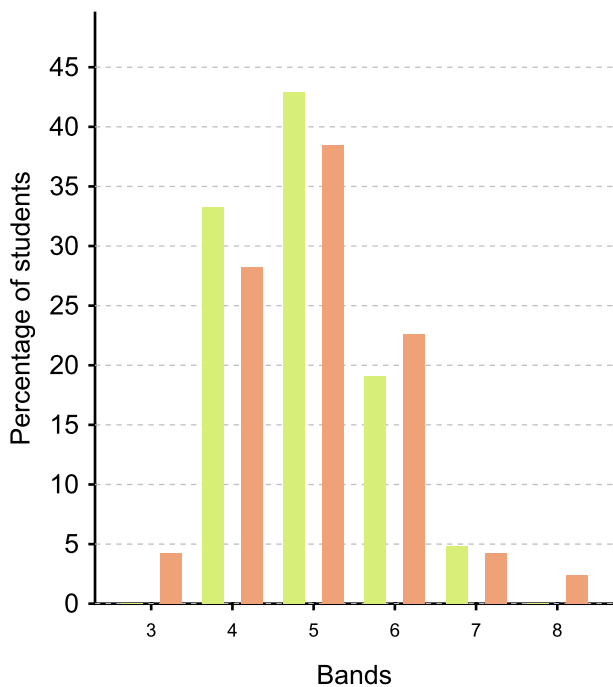
In numeracy testing, 17.9% of Year 3 students were in the proficient bands of NAPLAN testing. In Year 5, this percentage reduced to 4.8%.

Percentage in bands:
Year 3 Numeracy



a greater percentage of students in the Domains of Grammar and Punctuation, Numeracy and Writing in Year Three during 2017. Across the three year planning cycle, the average percentage achieved across all Year Three domains was greater than 2014 baseline data. The most consistent improvement was observed in Spelling with improvements in baseline data in both Year Three and Year Five averages. Declines were observed in other areas of Year 5 data. From NAPLAN data analysis sessions, middle band literacy students were identified and offered intensive support to enrich their skills in this area. An increase of 7.14% of Aboriginal students in the top two bands was noted in comparing 2016 data.

Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The number of students in the top two proficient bands in NAPLAN, saw improvements from baseline data with

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017, the school sought opinion about the vision for our school, areas of strength and areas for development as it enters the next three year planning cycle.

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.

Student Engagement – Perspectives of Parents: Partners in Learning Survey.

The Partners in Learning survey is based on a questionnaire covering aspects of parents' perceptions of their children's experiences at home and school. Only six parents participated offering limited reliability of the data.

In terms of two-way communication with parents, improvements from 2016 were noted in

- inclusive school (6.3),
- safety at school (6.1) and
- parents are informed (6.3)

Areas where declines were observed from 2016 included:

- parents feel welcome (6.0)
- school supporting learning (6.6)
- School supports positive behaviour (6.8) and
- parents support learning at home (5.6)

From the six parents in the school who participated in the Tell Them from Me survey, the satisfaction rating for recommending our school to others was 4/10.

Parent Phone Survey and Community Election Day Survey

The random phone survey conducted to support our planning for 2018–2020 was a far more successful strategy for parent and community feedback. This knowledge will guide us for future evaluations and surveys.

Parents highlighted that Tea Gardens Public School was a great school, supported by great staff. Areas for future consideration included: school fencing and more practical activities. Communication with teachers was noted by different respondents as an area of strength and for others as an area for development. Further investigation is required in this area.

Overwhelmingly, parents feel that a continued focus on English and Mathematics are among the most important learning goals for their children. In addressing this, the school intends on supporting students in these areas as part of Strategic Direction 1 – High quality, evidence-based teaching.

Through survey, parents indicated that to better engage their children, learning activities needed to be fun,

include more outdoor activities and sport and incorporate Science, Technology, Engineering and Mathematics (STEM). Our school's 2018–2020 school plan supports the development of these ideals through Strategic Direction 2 – Futures Learning.

Student Engagement – Perspectives of Teachers: Focus on Learning Survey

The Focus on Learning survey is a self-evaluation tool for schools, related the eight drivers of student learning and the dimensions of classroom and school practice. These elements are outlined below, which are scored on a ten-point scale.

- Leadership 7.4 (NSW Norm 7.1)
- Collaboration 7.7 (NSW Norm 7.8)
- Learning Culture 8.0 (NSW Norm 8.0)
- Data Informs Practice 8.0 (NSW Norm 7.8)
- Teaching Strategies 8.0 (NSW Norm 7.9)
- Technology 7.3 (NSW Norm 6.7)
- Inclusive School 8.6 (NSW Norm 8.2)
- Parent Involvement 7.4 (NSW Norm 6.8)
- Challenging and visible goals 7.6 (NSW Norm 7.5)
- Planned Learning Opportunities 8.0 (NSW Norm 7.8)
- Quality Feedback 7.4 (NSW Norm 7.3)
- Overcoming Obstacles to Learning 8.1 (NSW Norm 7.7)

2017 teacher survey results highlighted improvement in all areas when compared to the 2016 survey results.

Student Engagement – Perspectives of Students: Tell Them From Me Survey

The Tell Them From Me surveys measured indicators based on the most recent research on classroom and school effectiveness. Students in years 4, 5 and 6 completed the survey in term one and again in term four. Key findings from the term four survey include:

- The percentage of students who are victims of bullying at our school is 11% lower than the NSW Government norm
- 77% of students felt they had positive relationships and have friends who they can trust and who encourage them to make positive choices
- 84% valued schooling outcomes
- 29% had positive homework behaviours
- 72% had positive behaviour
- 56% were interested and motivated
- 73% tried hard to succeed
- 33% of students had a score in the desirable quadrant for skills–challenge, with high skills and high challenge.

Policy requirements

Aboriginal education

Aboriginal education was again a focus in 2017. A number of enrichment activities were held throughout the year.

Reconciliation Week was celebrated, with students participating in activities in class time. Our National Aborigines and Islanders Day Observance Committee (NAIDOC) celebrations included consultation and involvement of parents and our feeder high school. For NAIDOC, students participated in a whole day of activities culminating with a K–6 story telling and dance performance with Paul Callaghan, a local Worimi man.

As part of the Smith Family Ready, Set, Go Coalition, and with the endorsement of the school P&C Association, all students in K–6 attended a cultural enrichment day at Murrook Cultural Centre. The students experienced a smoking ceremony, boomerang throwing, bush tucker identification and other age appropriate cultural experiences. Senior Aboriginal students were also offered the opportunity to participate in an overnight program at Taronga Zoo. The students participated in an Aboriginal education program at the zoo which increased their knowledge about Indigenous culture within the local area.

An Aboriginal School Learning Support Officer (SLSO) was engaged during semester two to support senior students with engagement and behaviour support.

Weekly Gathang Language lessons continued for our Aboriginal students. Acknowledgment of Country in the local Gathang language is incorporated into 100 percent of assemblies and special events throughout the year.

The MGoals platform was used to record, monitor and track Aboriginal student's personalised learning pathways in 2017. A goal for 2018 is to extend the use of this platform.

Multicultural and anti-racism education

Tea Gardens Public School recognises the need to focus on multicultural education as part of all curriculum areas. Multicultural perspectives, with a focus on Asia, and Australia's engagement in the region, are included in teaching and learning programs. Culturally inclusive classrooms and school practices encourage understanding of diversity, racism, culture and multicultural society.

6% of our students attend school with a language background other than English, representing 10 language backgrounds.

During term four, our trained Anti–Racism contact officer took up a position at another school. An additional staff member will need to be trained during 2018 to support our commitment to the elimination of racial discrimination.