Tea Gardens Public School

Annual Report

2018

3175

Introduction

The Annual Report for **2018** 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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School background

School vision statement

Tea Gardens Public School is committed to providing high quality, evidence based teaching and learning within an inclusive, safe and positive learning environment. We uphold a strong partnership with the community to ensure that students develop as respectful, responsible global citizens of the future who value lifelong learning and strive to be their personal best.

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 other organisations.

In March 2018, the school had an enrolment of 182 students across 8 classes K–6 with 23% of our students identifying as Aboriginal. School enrolment numbers can vary from year to year, largely due to a high level of transience within the community.

Emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students.

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. Other features are our student parliament, which has been in operation since 1988, a school and community band, our Annual Easter Art and Craft Expo and our sporting teams who participate in the NSWPSSA State Knockout competitions with select students representing the school at both regional and state levels.

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 other collegial networks provides professional learning opportunities leading to enhanced teaching and learning practices and structures and procedures for student wellbeing. Positive Behaviour for Learning was introduced as part of the 2015–2017 planning cycle, developing whole school wellbeing processes that support all students so they can connect, succeed, thrive and learn.

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.

2018 saw the introduction of a new three year plan designed around a shared vision of providing high quality, evidence based teaching and learning within an inclusive, safe and positive learning environment. A vision where students develop as respectful, responsible global citizens of the future who value lifelong learning and strive to do their personal best. There are three foundational components in our school plan: high quality, evidence based teaching, Futures Learning and Wellbeing, that describe how we bring this shared vision to life at Tea Gardens Public School.

Our teachers and leaders have been embedding mentoring sessions to support the delivery of high quality, evidence based teaching as part of Strategic Direction 1. During these sessions, there has been a rugged focus on building staff capacity to analyse, evaluate and identify trends in data to inform teaching practice.

In Strategic Direction 2, we have been part of the Australian Curriculum, Assessment and Reporting Authority (ACARA) project to support the implementation of the new Science and Technology syllabus incorporating Digital Technologies. Our school was connected with a specialist to support the implementation of digital technologies. During the year, the digital technologies specialist conducted professional learning workshops with teachers and school leaders. These customised workshops developed teacher understanding of the new science and technology syllabus and built staff capacity to embed digital technologies more effectively across the curriculum.

Our comprehensive wellbeing strategy in Strategic Direction 3 is about making sure that every student is known, valued and cared for in line with the Premier's priorities. The implementation of Positive Behaviour for Learning across our school continued with permanent signage now in place to promote our core values of personal best, safety and respect.

In the domain of learning, our efforts across the school plan have seen the school move from delivering to sustaining and growing in the elements of wellbeing and curriculum. Declines in the overall attendance rates was noted from 92.5% in 2017 to 90.8% in 2018. Further work in the coming year is required within the school community to address attendance issues with individual students.

In the teaching domain, our current focus on the element of learning and development has ensured progression from delivering to sustaining and growing across a number of themes including: collaborative practice and feedback; coaching and mentoring and expertise and innovation.

We continue deliver in the Leading domain across all elements.

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

High quality, evidence–based teaching

Purpose

To create a high performance, collaborative school culture with a focus on evidence based, explicit teaching driven by thorough, systematic data collection and analysis to support student learning and improvement in teaching practice.

Overall summary of progress

During 2018 the leadership team at Tea Gardens Public School have been deeply engaging with the School's Excellence Framework to plot our current practices and identify aspirational goals for whole school improvement.

In our pursuit of evidencing growth from *delivering* to *sustaining and growing* in the areas of *data skills and use, assessment and effective classroom practice* and increasing students in the top two bands in NAPLAN reading, writing and numeracy by 15% in both years three and five, the school has committed to funding each member of our executive team for half a day each week to enable them to run mentoring sessions with the colleagues on their stage teams. During these mentoring sessions, staff members are provided with individualised professional learning experiences in response to their Performance and Development Plans.

This year there has been a strong focus on building staff capacity to analyse, evaluate and extrapolate student data to inform teaching practice as a result of the school's invitation to participate in the *Enhancing Data Skills and Use (EDS&U)* project run by the Centre for Educational Statistics and Evaluation (CESE).

The project has focused on improving whole school formative and summative assessment practices, with our core focus being on mathematics. During staff development days and mentoring sessions, teachers were provided with professional development in creating assessment tasks that enabled them to gain reliable information about student understanding and use the information gathered to form strategic grouping systems, ensuring that explicit teaching experiences were targeted to meet the individual needs of all learners. The staff have also been developing learning intentions and success criteria for each learning experience and have been clearly communicating these to the students to increase their ownership of their learning.

The results from a recent satisfaction survey showed that:

- 93.8% parents agreed or strongly agreed that their child's teacher provides them with learning opportunities that are catered to their abilities.
- 87.7% parents agreed or strongly agreed that they understand how their child's results are used by teachers to develop personalised learning activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school is able to evidence growth from *delivering to sustaining and growing* in the elements of Assessments, Data Skills and Effective Classroom Practice within the Schools Excellence Framework.	Mentoring –$45 000– 1 day p/w to release AP and 1 day p/w to release teacher Assessment Costs (ICAS) $2800 $1500 Professional learning costs. Coordinator training.	In the element of *assessment* the school is *working towards delivering.* In the element of *data skills and use* the school remains at *delivering* in most themes but has progressed to *sustaining and growing* in the theme of *data literacy* and *data use in teaching..* In the element of *effective classroom practice* the school remains at *delivering* in most themes.
Increase the percentage of students in top two bands for reading, writing and numeracy by 15% from the averages attained during 2015–2017. Baseline Year 3: Reading 35.9%, Writing 39.7% and Numeracy 21.3%. Baseline	See above	During 2018, the following results have been achieved. **Year 3** • Reading 35.5% (0.4% decrease) • Writing 45.1% (5.6% increase) • Numeracy 22.6% (1.3% increase)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Year 5: Reading 14%, Writing 7.6% and Numeracy 6.5%.		Year 5 • Reading 23.8% (9.8% increase) • Writing 19% (11.4% increase) • Numeracy 25% (18.5% increase)

Next Steps

To continue to move towards *sustaining and growing* in *data skills and use* and *effective classroom practice* through the redevelopment of the school's programming and assessment & reporting policies.

To implement the *Enhancing Data Skills and Use* project with a focus on improving assessment practices in English.

To continue to improve feedback practices to enhance student involvement in their learning.

Strategic Direction 2

Futures Learning

Purpose

To facilitate futures learning through best practice pedagogies and systems which make effective use of digital technologies and enable students and staff to communicate, problem solve, collaborate, think critically and creatively.

Overall summary of progress

During 2018, building staff confidence and professional learning in the area of digital technologies has been paramount, to ensure staff are confident to teach the new Science and Technology syllabus in 2019. The Futures Learning team embraced this challenge, all committing to completing the Computer Science Education Research (CSER) Digital Technologies: Foundations course through the Massive Open Online Course (MOOC) from Adelaide University. Staff mentoring has provided a forum for collaborative discussion and planning throughout the year. DTiF pre–survey staff results indicated that in terms of staff preparedness to implement the new curriculum, 30% were unsure or worried and 70% of staff were excited. A follow up survey highlighted significant improvement with only one staff member unsure or worried (7.7%) about curriculum implementation with all other staff excited or confident to teach digital technologies. Opportunities for staff to get hands on experience with a range of digital technologies were provided throughout the year through digital sandpits and internal and external professional learning opportunities. In addition, as part of the Digital Technologies in Focus (DTiF) project, all teachers completed six hours of NSW Education Standards Authority accredited learning from Dr Shane Byrne, an ACARA Curriculum Officer and specialist in the area of digital technology. Follow up support was provided, with demonstration lessons being conducted across all classes within the school before parents were invited to attend a Digital Technologies showcase event to promote the new teaching and learning happening across the school setting.

Throughout the year, the students at Tea Gardens Public School undertook several internal and external assessment tasks including the ICAS Digital Technologies test and ACARA Digital Technologies in Focus survey to create a baseline of student knowledge, understanding and abilities in the area of Digital Technologies. This baseline data has provided staff with a clear starting point to plan and program so as to increase student skill levels in the effective use of technology for learning. DTiF pre–project survey results indicated algorithms as part of computational thinking as the most significant area of need for students in Year 2 (18%) and Year 4 (34%). In addition, abstraction / decomposition is an area requiring further development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students demonstrating active engagement with their learning using digital technologies.	1:1 device purchases $34268	Digital Technology sandpit and showcase days 83% of parents indicated that the school provides opportunities for their child in the use of digital technologies. Additional devices purchased to ensure 1:1 device allocation in the stage three learning environment. Through student Tell Them From Me survey responses, a 7% increase in the proportion of students using computers / tablets for school work every day was noted.
Increased teacher capacity and confidence in the effective use of technology as a tool to support student learning.	Digital technologies purchases–$1295 TPL costs $4000 Online TPL $1000	DTiF pre–survey staff results indicated that in terms of staff preparedness to implement the new curriculum, 30% were unsure or worried and 70% of staff were excited. A follow up survey highlighted significant improvement with only one staff member unsure or worried (7.7%) about curriculum implementation with all other staff excited or confident to teach digital technologies. The access to various digital technologies and the implementation of digital technology sandpits and connected professional learning opportunities have

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased teacher capacity and confidence in the effective use of technology as a tool to support student learning.		assisted in this progress. The Tell Them From Me survey – Eight Drivers of Student Learning: Technology did see a decline from a school average of 7.3 in October 2017 to 6.4 in November 2018.
Increased student skill levels in the effective use of technology for learning.	Assessment costs– See SD1	Testing and surveys undertaken to create a baseline of student knowledge, understanding and abilities in the area of Digital Technologies. This baseline data has provided staff with a clear starting point to plan and program so as to increase student skill levels in the effective use of technology for learning. DTiF pre–project survey results indicated algorithms as part of computational thinking as the most significant area of need for students in Year 2 (18%) and Year 4 (34%). In addition, abstraction / decomposition is an area requiring further development.

Next Steps

Our next steps include:

- Provide collaborative planning time for staff to integrate and embed digital technologies throughout the year
- Ongoing professional learning opportunities for staff
- Continue opportunities to experience evolving technologies through digital sandpits
- Building student capacity through the integration of digital technologies across all key learning areas
- Incorporate opportunities for STEMSHARE
- Host a new and improved "Digital Technologies Showcase event".

Strategic Direction 3

Student Wellbeing

Purpose

To promote a positive, inclusive and collaborative school culture underpinned by the wellbeing values of safety, respect and personal best.

Overall summary of progress

This year has been a busy year reviewing our school wide Positive Behaviour for Learning (PBL) implementation with anticipation that we will be ready to move into classrooms in 2019. We purchased permanent signs to be displayed across the different settings within the school environment displaying expected behaviours. 82% of students indicate that they have positive behaviour at school.

The Benchmarks of Quality (BOQ) was undertaken midway through 2018 and indicated an overall adoption of the critical elements at 65%. Areas of strength noted in the BOQ included the PBL team and implementation. Further work around staff commitment, lesson planning for teaching expectations and reward / recognition systems is required.

The PBL committee surveyed staff on various aspects of the implementation of PBL and noted that 70% of staff needed to improve the delivery of their teaching of expected behaviours in the classroom. From this, staff members developed a program overview and lessons for each of the defined areas within the school. As part of our student leadership initiative our year 5 students have developed mini lessons to deliver to classes across the school to improve the continuity of lesson delivery. Data collected on student behaviour in the playground drives our PBL lesson for the following week. The PBL team worked solidly to source a software program to collect and interpret data collected on student behaviour. A new spreadsheet has been formulated ready for use in 2019 and this will enhance the school's ability to analyse and use valid and reliable feedback to monitor and refine whole school wellbeing and engagement. Additional social support is offered in the playground with school leaders running PBL games.

All students were plotted on the Personal and Social Capabilities Continuum to provide point in time judgements on their capabilities. The collection of this data will assist in identifying if, over time, tracked students demonstrate positive growth on the continuum. Refinements to the data collection have been identified and are required to ensure we only collect and capture relevant and significant information.

All students from K–6 participated in cultural enrichment activities. K–2 visited the Murrook Cultural Centre and 3–6 participated in activities locally on Worimi land. 90% of the school teaching staff have engaged in the Connecting to Country program.

In our goal of moving from *delivering* to *sustaining and growing* on the school excellence framework in wellbeing, our students were surveyed to see if they could identify a staff member to whom they could confidently turn for advice and assistance. 93% of students across the school were able to identify a staff member.

87.7% of parents agree and strongly agree that the teachers at our school take an interest in the emotional, social and physical wellbeing of their child.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All tracked students demonstrate positive growth of their social and personal capabilities as evidenced by data on the ACARA Personal and Social capabilities continuum.	$5000– Boys Education	During 2018, a template was developed and all students were plotted on the continuum to provide baseline data to support the evidence of positive growth over the next two years. A Boys Education initiative was trialled during term four to develop student engagement, resilience, improve social skills and address emotional needs of 'at risk' students.
Effective implementation of Positive Behaviour for Learning (PBL) improves from 2017 baseline.	Signage $5000 $1000 lesson creation	Signage purchased. In 2017, 50% of staff taught expectations. To increase this in 2018, year 5 leaders delivered

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Effective implementation of Positive Behaviour for Learning (PBL) improves from 2017 baseline.	$1500 course and release costs	weekly mini lessons across the school. During 2018, 132 Positive planning place referrals were received compared to 51 in 2017. Upon investigation, the increase in the level of referrals may be attributed to staff being more consistent in responding to inappropriate behaviour. During 2018, 2 staff members have received training to assist staff in moving PBL delivery inside the classrooms. 6585 Guula tickets were provided to students in 2018. This is an increase of 78% from the number of positive acknowledgements provided in the previous year where 3696 Guula's were given out. 85% of students received the school Diamond Award for positive behaviour in 2018.
The school is able to evidence growth from *delivering to sustaining* and *growing* in the element of *Wellbeing* in the School Excellence Framework.	$500 casual costs	As part of ensuring all students are known, valued and cared for, all students were surveyed to identify a staff member to whom they can confidently turn for advice and assistance at school. 42% of students identified their own teacher, 51% identified a teacher other than their own and 7% of students were unable to identify any teacher. 87.7% of parents agree and strongly agree that the teachers at our school take an interest in the emotional, social and physical wellbeing of their child.

Next Steps

Our next steps include:

- Continue to monitor students' progress on the personal and social capabilities continuum
- Improve data systems to record both positive and negative behaviour in order to identify students and place measures on how to improve and support students behaviour needs
- Use data effectively to monitor positive and negative behaviour to support students
- Develop expected behaviour matrix for in classroom setting and begin implementing PBL
- Professional learning for all staff around the wellbeing framework
- Improved strategies to celebrate positive behaviour and attendance through the school's fast and frequent reward system
- Develop improved systems to monitor the distribution of Guulas to provide information about consistency across the school
- Appointment of an Assistant Principal Wellbeing to proactively support 'at risk' students
- All staff trained in the Management of Actual and Potential Aggression (MAPA).

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$52565 Aboriginal Education Funding: Aboriginal cultural language classes by Murrook Cultural Centre staff. SLSO time 3 days per week to support and improve transition of Aboriginal student's, connection and engagement within school. Whole school celebrations and events. Connecting to Country training costs for staff.	Refer to Policy Requirements– Aboriginal Education section for impact statement and a description of the focus activities that included: Weekly Gathang Language lessons SLSO Support and staff cultural training Whole school events The MGoals platform was used to record, monitor and track Aboriginal student's personalised learning pathways.
Low level adjustment for disability	$26855 Low Level Adjustment for Disability LAST staffing allocation (0.7) $72879	Flexible low level disability funding was used to employ SLSO staff to support teachers of students with additional learning and support needs. Additional funds were used to support Individual Education Planning, Review Meetings and the National Consistent Collection of Data.
Quality Teaching, Successful Students (QTSS)	$29880	The QTSS allocation was combined with other staffing and equity allocations to provide additional flexibility within the Assistant Principal's roles to undertake weekly mentoring sessions with staff. In addition, the allocation provided increased opportunities for staff to engage in peer feedback and lesson observations.
Socio–economic background	$123498 and 0.3 staffing allocation Assistant Principal / Staff Release time for mentoring Additional SASS staffing allocation Positive Behaviour for Learning and Futures Learning Resource purchases Student Leadership Events Community building events (Mother's and Father's Day events) Student assistance funding for excursions, uniforms etc	Release provided for Assistant Principal and class teachers for mentoring to support and build the capacity of staff in evidence based practice. All teachers worked cooperatively with their supervisor. Resources to promote the implementation of Positive Behaviour for Learning were purchased including certificates and prizes. Additional funds were used to support student engagement and attendance at educational school events, excursions and school performances e.g author and illustrator visits.
Support for beginning teachers	$13786	One new graduate temporary teacher was supported through regular professional learning and a formal mentoring program during 2018.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	96	87	83	95
Girls	90	91	93	92

Eight classes were formed in 2018 due to an increase in enrolments from 2017. The transient nature of our student population continued in 2018. During the first term we welcomed 49 new students, 33 of whom commenced Kindergarten and 16 other students were welcomed in other classes. At the same time, we had 12 students leave our school.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94	92.2	94	91.3
1	92.9	90.5	90.9	89.9
2	92.1	93.4	93.4	88.5
3	93.5	92.6	93.3	92.1
4	92.3	91.5	93	94.4
5	90.5	91.3	92.3	88.2
6	91.8	92.7	89.9	89.2
All Years	92.4	92	92.5	90.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attendance is monitored three times 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. Information about the importance of attendance is distributed and communicated through newsletters and on the website.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.18
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	2.12

*Full Time Equivalent

Tea Gardens Public School engaged an Aboriginal School Learning and Support officer during 2018.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	84
Postgraduate degree	16

Professional learning and teacher accreditation

Professional learning at Tea Gardens Public School is intentionally aligned to the 2018–2020 School Plan, the priorities of the NSW Department of Education and the professional needs of teaching and non–teaching staff. In 2018, the school received $14946 for Professional Learning*.*

Opportunities were varied– collaborative and individual, online and face to face, both formal and informal and included:

- Attendance at seminars and courses
- Leadership meetings and programs
- Conferences and network meetings
- Observation of practice
- Critical reflection.

In 2018, significant professional learning included the

following:

- Connecting to Country (5 staff)
- Positive Behaviour for Learning Conference (2 staff)
- Collegial Leadership Network (1 staff member)
- Effective Reading in the Early Years (1 staff member)
- Beginning teacher workshop (1 staff member)
- Anti–Racism Contact Officer (1 staff member)
- Management of Actual and Potential Aggression (3 staff)
- Oliver Library (1 staff member)
- Primary Principal's meetings (1 staff member)
- Quality Teaching Rounds workshops (2 staff)
- Reading Recovery (1 staff member)
- SLSO Literacy (1 staff member)
- SLSO Numeracy (2 staff)
- Digital Technologies: Foundations (3 staff)
- Using Data with Confidence (All teachers)
- Code of Conduct (All staff)
- Child Protection (All staff)
- Learning Progressions (All teachers)
- Consultative Decision Making (1 staff member)
- NSW English K–10 syllabus and the National Literacy Learning Progression (All teachers)
- SAM /SAO SASS Conference (5 staff)
- InteractED (1 staff member)
- Accidental Counsellor
- Digital Technologies in Focus (All teachers)
- EfPT (2 staff)
- Engaging with SCOUT reports (All teachers)
- Enhancing Data Skills and Use (All teachers)

Five school development days were conducted. These days were used to strengthen collaborative planning between teachers, for new syllabus implementation as part of the Digital Technologies in Focus project,enhancing data skills, using data with confidence and other mandatory training including Child Protection, Code of Conduct and Anaphylaxis.

All staff demonstrate personal responsibility for maintaining and developing their professional practice, using the Australian Professional Standards for teachers as a reference point for improvement of pedagogy. All staff were supported in their attainment of professional goals and accreditation requirements.

One temporary staff member completed their maintenance at proficient level in 2018.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	328,465
Revenue	2,139,148
Appropriation	2,034,298
Sale of Goods and Services	10,049
Grants and Contributions	90,505
Gain and Loss	0
Other Revenue	0
Investment Income	4,296
Expenses	-2,044,100
Recurrent Expenses	-2,044,100
Employee Related	-1,747,339
Operating Expenses	-296,762
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	95,047
Balance Carried Forward	423,512

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. Professional learning was undertaken again this year to develop a sound understanding of the integrated administration system provided after the introduction of LMBR, focussing on the HR budget tool, SAP and the Electronic Financial Planning Tool (eFPT).

The intended use of funds available from 2018 is to engage additional staffing to support wellbeing and learning initiatives, continue updating the technology available in the school, top playground refurbishment and flagpole replacement, library furniture upgrades, global key replacement and security upgrades, yarning circle, mural design and other marketing initiatives.

Financial summary equity funding

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

	2018 **Actual** ($)
Base Total	1,416,842
Base Per Capita	34,033
Base Location	21,574
Other Base	1,361,234
Equity Total	307,031
Equity Aboriginal	52,565
Equity Socio economic	154,732
Equity Language	0
Equity Disability	99,734
Targeted Total	72,576
Other Total	63,077
Grand Total	1,859,525

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.
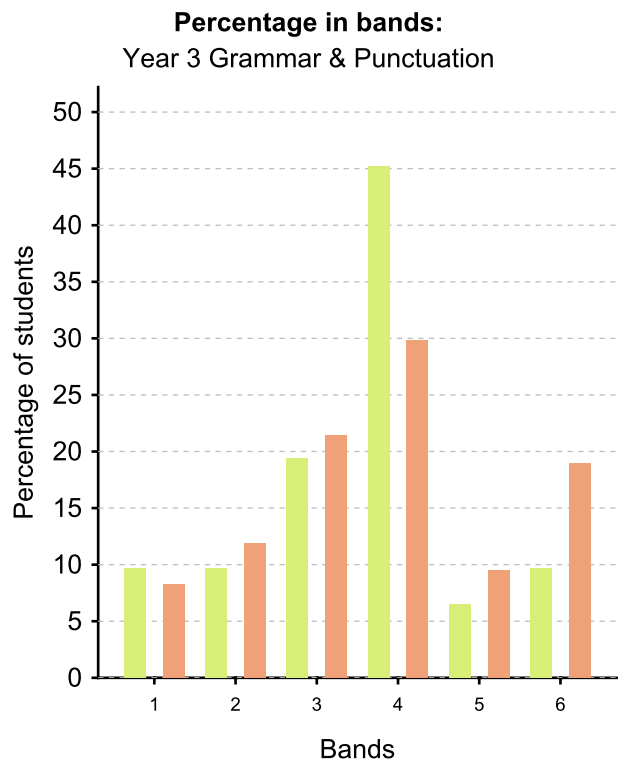
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.
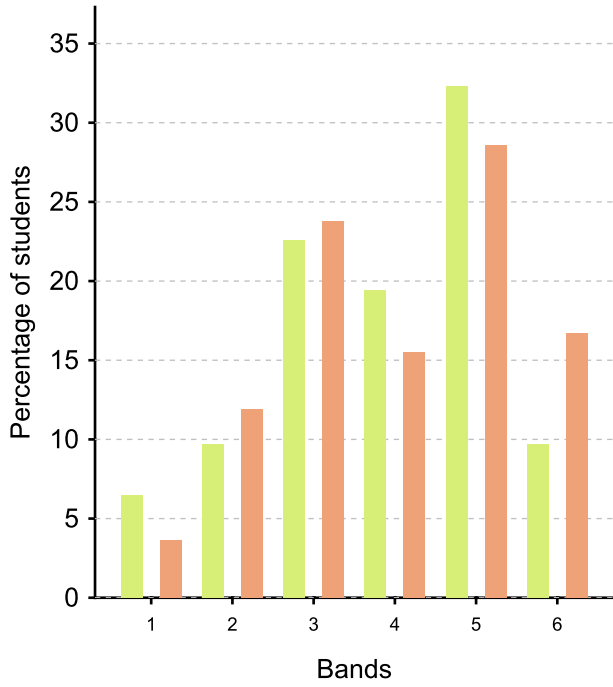
2018 NAPLAN testing

Year 3 students performed well in the writing aspect with 45.2% in the proficient (top two bands). This result was on par with the results achieved across all DOE schools. In reading 35.5% and in spelling 41.9% of students achieved proficient level. A reduction in the number of students achieving proficiency was observed in grammar and punctuation with only 16.1% of

students achieving in the top two bands.

In Year 5, a larger proportion of students achieved proficient level in grammar and punctuation, reading and writing when compared with 2015–2017 school averages in these testing aspects.
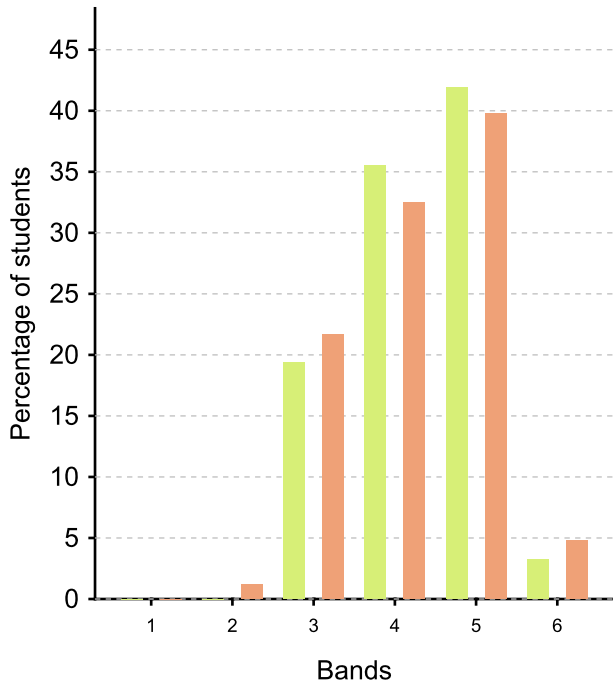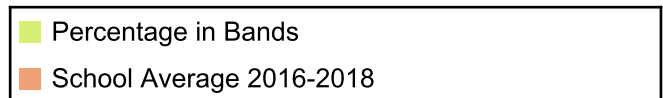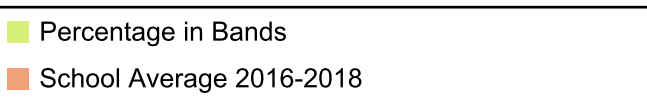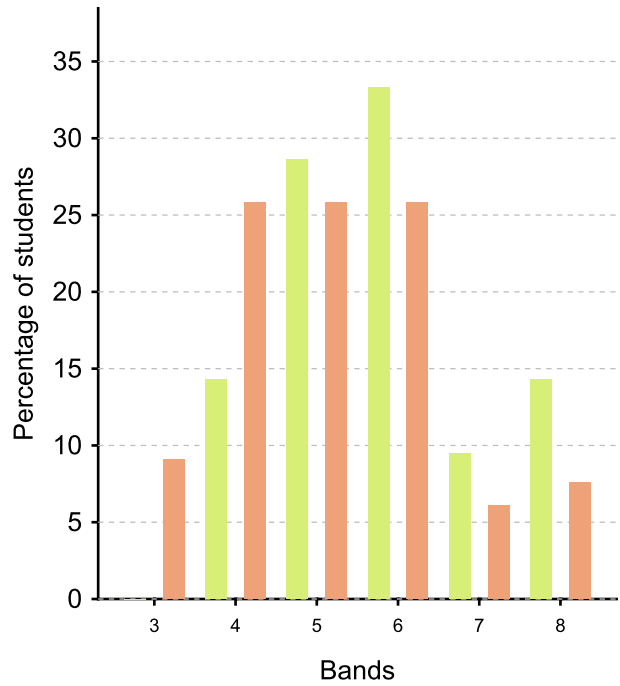
Percentage in bands:
Year 3 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 3 Reading

Legend:
- Percentage in Bands
- School Average 2016-2018
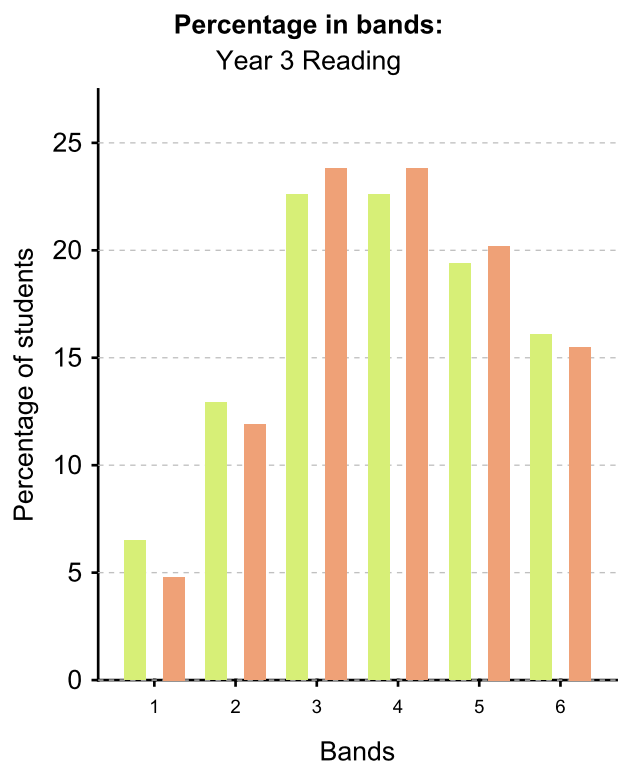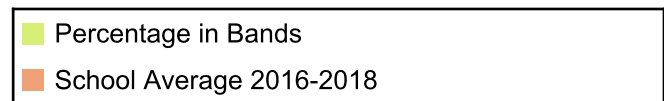
Percentage in bands:
Year 3 Spelling

Percentage of students

Bands

- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage of students

Bands

- Percentage in Bands
- School Average 2016-2018
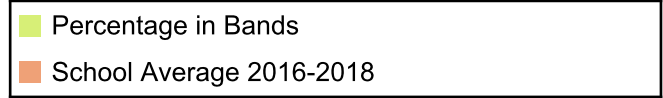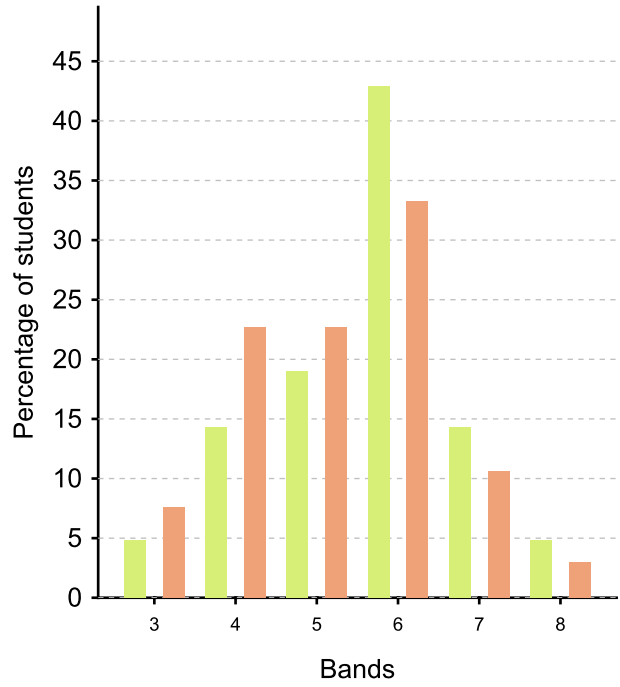
Percentage in bands:
Year 3 Writing

Percentage of students

Bands

- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Reading

Percentage of students

Bands

- Percentage in Bands
- School Average 2016-2018

Tea Gardens Public School 3175 (2018) Printed on: 31 May, 2019

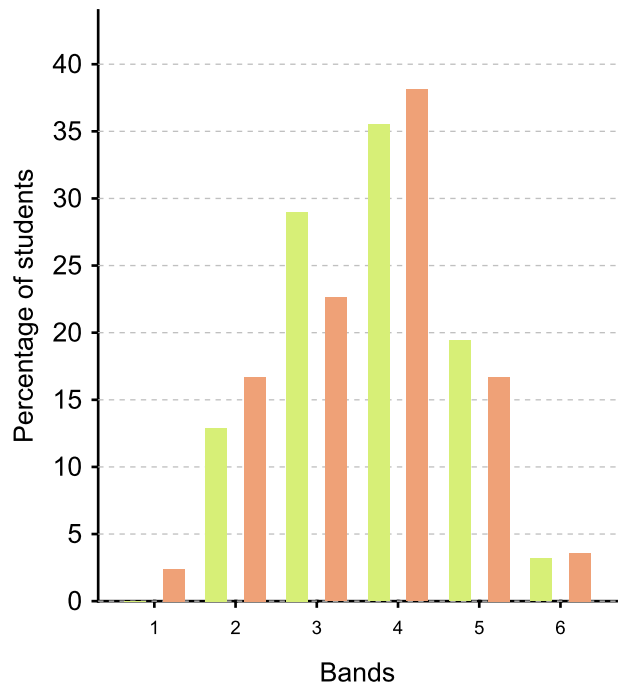## Percentage in bands:
Year 5 Spelling

Legend:
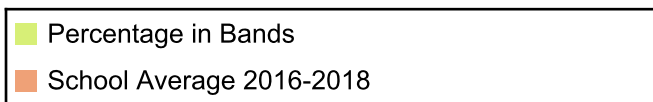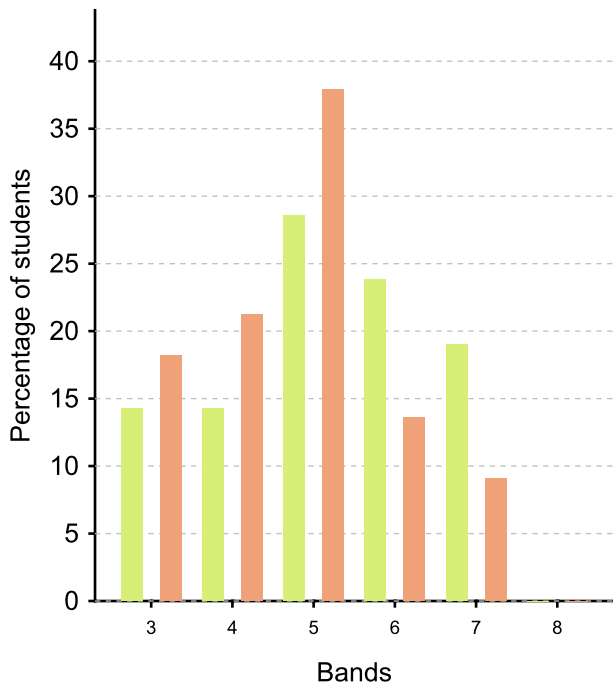- Percentage in Bands
- School Average 2016-2018
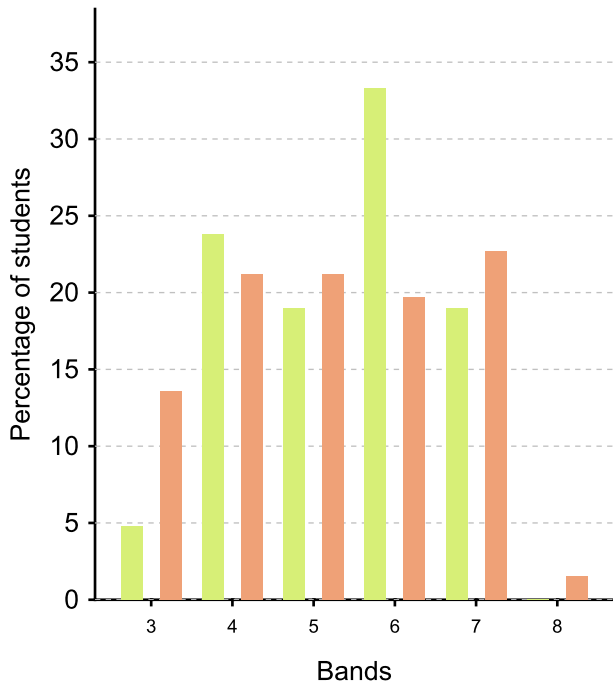
In numeracy testing, 22.6% of Year 3 students were in the proficient bands of NAPLAN testing. In Year 5, 25% of students achieved proficiency. This equates to a 20.2% increase from the level of attainment achieved by our students from last year's testing.
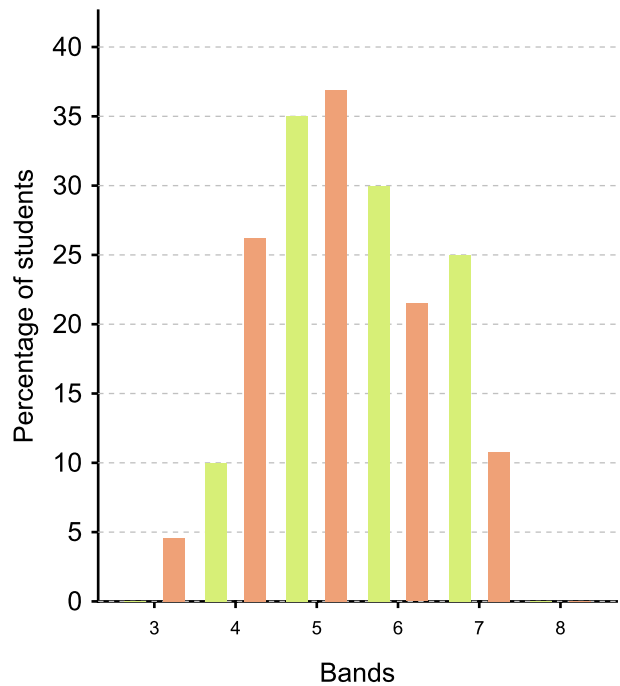
Percentage in bands:
Year 3 Numeracy

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Writing

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Numeracy

Legend:
- Percentage in Bands
- School Average 2016-2018

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 Premier's Priorities: *Improving education results* is to increase the proportion of NSW students in the top two NAPLAN bands by 8% by 2019. Results for Tea Gardens Public School in 2018 are:

- In Reading – 35.5% of students in Year 3 are in the top two bands, a 0.4% decrease from 2015–2017 average.
- 23.8% of students in Year 5 are in the top two bands, a 9.8% increase from 2015–2017 average.
- In Numeracy – 22.6% of students in Year 3 are in the top two bands, a 1.3% increase from 2015–2017 average.
- 25% of students in Year 5 are in the top two bands, a 18.5% increase from the 2015–2017 average.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. 65 parent / community satisfaction surveys were returned in 2018, which provided the school with invaluable information. The satisfaction survey completion rate was a significant increase from the total of 6 completed the year prior. In 2018, the school sought opinion about our progress in our strategic directions in high quality, evidence–based teaching, futures learning and wellbeing.

Highlights of the parent satisfaction survey included:

- 94% of parents agreed that teachers provided their children with learning opportunities that catered to their ability.
- 88% of parents indicated that they understood how their children's results were used by teachers to develop personalised learning activities.
- 83% of parents indicated that the school provided opportunities to engage with digital technologies
- 75% of parents felt that technology was used in a meaningful way to enhance learning and engagement.
- 77% of parents feel comfortable in assisting their child with educational technologies.
- 88% of parents indicated that our teachers take an interest in the emotional, social and physical wellbeing of their child.
- In terms of Tea Gardens Public School's core values of safety, respect and personal best over 90% of parents indicated that their children followed these values whilst at school however, parents highlighted that 78.5% children displayed respect in the home setting.
- The overall satisfaction rating for recommending our school to others was 9.12/10.

In terms of where our parents saw our school's strengths, these could be generalised as follows:

Students feel safe and happy in a small community environment where staff are supportive and cater to the individual needs of students. The school focuses on respect and positive relationships which has improved the school culture.

Our students completed two Tell Them from Me surveys and our teachers completed the Focus on Learning survey.

Student Engagement – Perspectives of Teachers: Focus on Learning Survey

The Focus on Learning survey is a self–evaluation tool for schools, related to 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 7.9 (NSW Norm 7.1)
- Collaboration 7.3 (NSW Norm 7.8)
- Learning Culture 7.5 (NSW Norm 8.0)
- Data Informs Practice 7.3 (NSW Norm 7.8)
- Teaching Strategies 7.4 (NSW Norm 7.9)
- Technology 6.4 (NSW Norm 6.7)
- Inclusive School 7.9 (NSW Norm 8.2)
- Parent Involvement 6.6 (NSW Norm 6.8)
- Challenging and visible goals 7.1 (NSW Norm 7.5)
- Planned Learning Opportunities 7.6 (NSW Norm 7.6)
- Quality Feedback 6.8 (NSW Norm 7.3)
- Overcoming Obstacles to Learning 7.7 (NSW Norm 7.7)

2018 teacher survey results highlighted declines in all areas when compared to the 2017 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 9% lower than the NSW Government norm
- 83% of students felt they had positive relationships and have friends who they can trust and who encourage them to make positive choices
- 93% valued schooling outcomes (100% of girls and 87% of boys)
- 30% had positive homework behaviours
- 80% had positive behaviour (100% of girls and 67% of boys)
- 57% were interested and motivated
- 75% tried hard to succeed
- 47% 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 2018. 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 an activity rotation which included a river walk, Johnny cakes, native bee hive building and planning for a mosaic.

As part of the Smith Family Ready, Set, Go Coalition, and with the endorsement of the school P&C Association, all K–2 attended a cultural enrichment day at Murrook Cultural Centre. Year 3–6 classes went to Bennetts Beach and participated in cultural activities with Paul Callaghan, a local Worimi man.

An Aboriginal School Learning Support Officer (SLSO) was engaged to support junior students with transition to school, engagement and behaviour support.

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

An additional five staff attended 'Connecting to Country' cultural awareness training throughout the year increasing our collective understanding about local Aboriginal culture, history and social experience. The program supports our understanding into the myriad of social, cultural, historic, economic and political issues that continue to affect and concern Aboriginal peoples and communities. Teachers also encounter firsthand the concept and meaning of country from an Aboriginal cultural standpoint.

The MGoals platform was used to record, monitor and track Aboriginal student's personalised learning pathways in 2018.

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 2018, we trained a new Anti–Racism contact officer to support our commitment to the elimination of racial discrimination.