

2021 Annual Report

Tea Gardens Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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Message from the principal

As the proud principal of Tea Gardens Public School, with a relatively new executive team, I am pleased to celebrate the positive experiences we have had at our school over the past 12 months, despite the influence of the pandemic.

We have strived for excellence to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success. We continue to build and enhance staff capacity to deliver effective research based pedagogies that are responsive to the learning needs of individual students.

Our focus on attendance, student engagement, wellbeing and behaviour has been unrelenting and we look forward to continuing to see growth in these priority areas.

At the same time our commitment to ensuring all students have equitable learning opportunities regardless of background, culture or disability have seen important changes adopted across the school throughout the year.

I would like to thank our student body, who have valued the school community support and embraced the challenges faced throughout the year.

I wish to extend a special thanks to our parent body and the P&C for their ongoing valuable support of our school programs and initiatives. Our local Youyoong AECG who have been a supportive help in our considerations of how best to meet the needs of our Aboriginal and Torres Strait Islander students in both raising attendance and achievement. We thank them for their valuable input.

Most of all I would like to thank our staff, who worked tirelessly to support the students in their care, through learning both in school and remotely. Witnessing their adaptability and innovation during these challenging times has been a privilege.

Whilst 2021 has been a time of challenge, we look forward to 2022 with focus to ensure all students and staff, achieve their personal best.

Mark Clemson, Principal

School vision

To be a high performing school that values community partnerships ensuring equitable learning outcomes within a positive and inclusive school culture that promotes wellbeing and success through respect, safety and personal best.

School context

Tea Gardens Public School is a small school located in the idyllic, yet remote seaside town of Tea Gardens on Worimi Country. We acknowledge the Worimi people, who were and are the traditional custodians of the land on which we learn and play. 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.

The school has a current student enrolment of 170 across 8 classes K-6, with 25 % identifying as Aboriginal and Torres Strait Islanders. The school prides itself on providing opportunity for all students to learn and grow socially and academically including enrichment opportunities for high potential and gifted students.

Both students and staff enjoy an attractive physical environment of wide open play areas, a rainforest area and native gardens together with our own student managed vegetable patch. We know, value and care for our student body, and through our student parliament, student voice is a feature of our practice.

The school's situational analysis, involved consultation with students, staff and parents. It was based on both the recent external validation and deep analysis, identifying three areas of focus for this Strategic Improvement Plan as follows:

1. Student Growth and Attainment

Based on NAPLAN results and the impact of the COVID pandemic, it is evident that the school will be challenged to meet its lower bound target in 2022. This highlights the need for further support of students in the middle bands to ensure they can move into the upper bands. Analysis of Check In Assessment data has determined that measurement and geometry are future focuses for improvement at our school.

2. Wellbeing and Engagement

The wellbeing, attendance and engagement of our students remains a priority. The Tell Them From Me (TTFM) surveys provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Surveys will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

3. Equity

The school is well placed financially to fund a variety of programs and initiatives between 2021-2024 to ensure all students have equitable learning opportunities regardless of background, culture or disability. One area of particular focus is targeted additional Learning and Support, with a strong focus on improving Aboriginal student learning outcomes and building identity. NCCD and ACARA personal and social capabilities continuum data has noted significant deficits highlighting the need for the school to review the current learning and support structures and to consider alternate placements for students requiring significant daily adjustments, ensuring that all students have safe and nurturing learning environments catering to their needs. School speech screening results highlight the need for the school to investigate the delivery of speech intervention programs K-4.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will build staff capacity to deliver effective research based pedagogies that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly effective teaching practices
- Data informed practice

Resources allocated to this strategic direction

Literacy and numeracy: \$6,348.06

Socio-economic background: \$15,524.08

QTSS release: \$15,304.10

Summary of progress

The key priority for the first year of the new plan cycle was to gather a clear, thorough and accurate picture of pedagogies employed across the school for the teaching of reading and numeracy. This picture was gleaned effectively and evidenced by lesson observation notes, program evaluations, resource analysis, shoulder to shoulder collegial workshops and deep dive analysis of both internal and external data sets.

This process revealed that whilst all teachers are using effective research based pedagogies, the current practices across the school in the areas of reading and numeracy are inconsistent. The need for a greater level of consistency in resource use, lesson delivery and visible learning principles is clearly evident and reflected in some of the improvement measures not being met this year, despite being close. However, one area of significant celebration was the growth from years 3 to 5 in NAPLAN reading. The school's results exceeded our improvement measure expectation by 26%, with 71% of students meeting or exceeding expected growth. An investigation of successful strategies that were used with this cohort will continue to guide the school's plans moving forward. Growth in numeracy was less notable, with only 48% of students meeting or exceeding expected growth.

Whilst the school improvement team were met with challenges, including but not limited to COVID disruptions, the process quality remained quite strong. The shoulder to shoulder workshops proved to be highly successful, as a deep level of understanding was able to be gained regarding classroom practice, processes and pedagogy. Pockets of excellence were able to be drawn on in application to future school plans and policies. It was also effectively evidenced that the stage three team showed great strength in data skills and use through their consistent use of a variety of assessment strategies and tools including Essential Assessment and PLAN 2.

The implications of our findings were that a consistent approach across the school in the teaching of reading and numeracy is crucial for continued whole school improvement. The executive team will investigate a variety of innovative educational research models to decide upon a whole school instructional model, inclusive of updates to scope and sequences. They will then devise a strategic plan to roll out a professional learning package to guide and support staff in the transition to the new model in 2022, with a planned focus on reading in semester one and a planned focus on numeracy in semester two.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To achieve a 7.1% uplift in the number of students achieving in the top two bands in Reading.	Pleasing results were seen across the Year 3 cohort. However, we did not achieve a 7.1% uplift. It is important to note that 25% of Year 3 students achieved in the top two bands in Reading. Year 5 students demonstrated strong growth from 3-5, seeing 71% of students meeting or exceeding

To achieve a 7.1% uplift in the number of students achieving in the top two bands in Reading.	expected growth and 19% of Year 5 students achieving in the top two bands.
To maintain base line of 17.8% of students achieving in the top two bands in Numeracy.	<p>Pleasing results were seen across the Year 5 cohort with 19% of students achieving in the top two bands in Numeracy.</p> <p>Year 3 students achieved mainly in the middle bands with 13% achieving in the top two bands in Numeracy.</p> <p>It is important to take into account the significant disruptions to the continuity of learning in 2020 due to COVID and their ongoing impacts on student growth and attainment, particularly for students moving from Year 2 into Year 3. During the home learning periods opportunities for ongoing engagement in learning were challenging.</p>
To maintain baseline of 45.05% of students achieving expected growth in Reading.	The evidence of impact of improved reading and spelling pedagogies in stage two was reflected in the Year 5 growth data with 71% of students meeting or exceeding expected growth. These results saw a 26% increase in students meeting or exceeding expected growth between Years 3-5.
To maintain baseline of 49.8% of students achieving expected growth in Numeracy.	Whilst we only marginally missed our target of 49.8% of students meeting or exceeding expected growth in numeracy by 1.8%, it was pleasing to see an increase of Year 5 students achieving in the top two bands (19%).
<p>To maintain the school value added SEF data result of sustaining and growing in the learning domain of curriculum.</p> <p>To maintain the school value added SEF data result of delivering in the teaching domain of effective classroom practice.</p>	<p>Based on the available evidence, the school was sustaining and growing in the elements of Learning Culture, Wellbeing and Curriculum based on improvements from school initiatives in wellbeing, attendance and best practice pedagogies; and delivering in the elements of Assessment, Reporting and Student performance measures.</p> <p>We maintained the level of delivering in Effective Classroom Practice and have aspirations to develop and roll out an instructional model for the teaching of literacy and numeracy in 2022 to move into Sustaining & Growing.</p>
To achieve a 4% uplift in the number of K-2 students reaching benchmark reading levels. (2020 Baseline: 68%)	<p>Whilst there was some excellent individual growth for many students, we saw only 67% of the K-2 cohort reach or exceed benchmarks.</p> <p>In 2022 we will be focusing on the successful integration of decodable texts and employ teaching practices that align to the new K-2 syllabus.</p>
Mandatory Year 1 Phonics Screening provides baseline data for progress measure improvement over subsequent years.	<p>It has been determined that this progress measure, as well as its 2024 counterpart will be removed as stand alone measures.</p> <p>Rather, the data obtained and analysed from the Year 1 Phonics Screener will form the basis for evidence sets to support the attainment of the overarching K-2 Reading progress measure <i>To achieve a 4% uplift in the number of K-2 students reaching benchmark reading levels. (2020 Baseline: 68%).</i></p>
Kindergarten Phonological Assessment undertaken to provide baseline data for progress measure improvement over subsequent years.	<p>It has been determined that this progress measure, as well as its 2024 counterpart will be removed as stand alone measures.</p> <p>Rather, the data obtained and analysed from the Kindergarten Phonological Assessment will form the basis for evidence sets to support the attainment of the overarching K-2 Reading progress measure <i>(To achieve a 4% uplift in the number of K-2 students reaching benchmark reading levels. (2020 Baseline: 68%).</i></p>
IFSR - Number and Place Value undertaken to provide baseline data for progress measure improvement over subsequent years.	<p>It has been determined that this progress measure, as well as its 2024 counterpart will be removed as stand alone measures.</p> <p>Rather, it was decided to undertake the IFsR on the focus group of students with Aboriginal and Torres Strait Islander backgrounds to support the analysis of evidence of impact on the schools revised Learning and Support initiatives for Aboriginal and Torres Strait Islander students. This data will also form the basis for evidence sets to support the attainment of the overarching progress measures around achieving targeted uplifts in</p>

IFSR - Number and Place Value undertaken to provide baseline data for progress measure improvement over subsequent years.

Numeracy growth and attainment.

Strategic Direction 2: Wellbeing and Engagement

Purpose

To ensure every student is able to connect, succeed, thrive and learn in a safe and positive environment where attendance, student engagement, wellbeing and behaviour is valued within the school.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Engagement
- Wellbeing

Resources allocated to this strategic direction

Location: \$1,966.57

QTSS release: \$15,304.11

Socio-economic background: \$10,071.36

Professional learning: \$298.40

Summary of progress

Engagement

The key priorities for this year were to build upon current school practices that promote the importance of attendance and to ensure accurate monitoring and analysis of student attendance was addressed regularly. This included the updating of the current school attendance policy and procedures and implementing a platform that would support tracking and monitoring of attendance more effectively.

The evidence sets we drew upon to gain insights into our level of impact were:

- Monthly attendance reports
- Attendance data wall - 3 weekly updates
- LST Meeting Minutes
- Overall attendance tracking sheet outlining overall term %, Lateness and Attendance Monitoring Program (LAMP) students more closely monitored, follow up phone call, letter home to families when attendance reaches an area of concern, HSLO intervention.
- TGPS attendance monitoring flowcharts

Although we did not reach expected levels of improvement in attendance from baseline data our school attendance rate was 2% higher against the state and 6% higher than the schools within our learning network. We will continue to strive to increase our attendance rate against the lower bound negotiated target of 72.8%. This will require an increase of 8.7% in 2022.

Wellbeing

During Term 1, a wellbeing teacher was appointed and in this role completed professional learning in the Rock and Water Program and Smiling Minds. Additional projects in this role included the establishment of Brave groups, enhanced check in procedures for students with additional behavioural and wellbeing needs, as well as curriculum enrichment opportunities including whole school sport and a variety of lunch time enrichment activities.

During Semester 2 workshops were held with groups of Stage 3 girls who were experiencing difficulties in building and maintaining positive relationships with their peers. The workshops were built around the educational research of Dr Brene Brown. In these workshops the students worked on developing a shared language and understanding of the concept of trust, including the ways in which it is built and broken in small moments. The students then unpacked a variety of social challenges and were able to articulate the specific ways in which these challenges had broken trust. They then workshopped ways in which they could restore and mend their broken relationships in positive ways. Strong anecdotal data from their classroom teachers reflected significant improvements in the student's ability to resolve conflicts in calm and respectful ways, as well as them having stronger connections with wider groups.

Teachers completed 40 hours of professional learning on Wellbeing, Trauma and Mental Health through the online training platform. This led to the creation of SMART goals across the following areas:

- the student wellbeing team making improvements in the school by developing a whole school initiative in social and emotional learning ready for implementation in 2022.

- the staff wellbeing team making improvements in the school by increasing opportunities to support one another and identifying additional ways to develop our team
- the attendance team making improvements in the school by developing a strategic rapid action plan to increase overall whole school attendance, develop targeted initiatives to support individual students and families and to increase the percentage of explained absences.

Moving into 2022 we need to improve school systems for seeking justification for student absences as well as ensuring that accurate records for this communication is kept. The school plans to move into using Sentral Attendance to support this initiative. The continued implications around increased absences due to COVID call for the need for an improved system to ensure continuity of learning for absences due to being nominated as close contacts.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Increase the percentage of students attending >90% of the time to be at or above the lower bound system - negotiated target of 69.33%</p>	<p>Due to many absences being related to COVID and close contact health orders, absences remained quite high throughout 2021. Despite only 64.1% of students attending school >90% of the time, there is a great deal of qualitative evidence to show an increased awareness and value on attendance among the students and staff. Almost all students can explain the importance of consistent attendance and know the disadvantages of missing school. All teachers are strongly driven to promote attendance and follow up on absences with families to ensure they are explained and/or justified.</p> <p>In 2022 the school plans to move to Sentral for attendance to enable the automated SMS feature for absence justification.</p>
<p>Increase the proportion of students reporting institutional engagement improvement in the Tell Them From Me survey. (2020 averaged Baseline Valuing schooling 80% and Positive Behaviour 78%).</p>	<p>The comparison of results from 2020 to 2021 of averaged results (Semesters 1 and 2) saw very pleasing growth.</p> <p>92% of students indicated that they valued schooling in 2021, compared with 80% in 2020.</p> <p>86% of students indicated that they valued positive behaviour in 2021, compared with 78% in 2020.</p>
<p>To maintain baseline of 84.60% in TTFM Wellbeing measures.</p> <p>ACER Student Wellbeing survey undertaken to provide baseline data for progress measure improvement over subsequent years.</p>	<p>Baseline TTFM data averaged from semester 1 and 2 results reflected varied results in the aspects related to student wellbeing.</p> <p>Students with a strong sense of belonging 62%; Students with positive relationships 81.5%; Positive teacher-student relationships 7.3; Positive learning climate 5.8.</p> <p>A planned focus on wellbeing will be addressed in 2022 with the establishment of a Social & Emotional Learning committee, responsible for developing and implementing wellbeing initiatives as well as a plan for the explicit teaching of social and emotional knowledge and skills.</p>
<p>A 5% reduction in positive planning place referrals is achieved. (Baseline 2018- 130 referrals)</p>	<p>Analysis of Positive Planning Place referrals saw pleasing results with referrals dropping to 92 in 2021, compared with 131 in 2020. It is important to acknowledge that the period of remote learning has also attributed to a reduction in referrals.</p> <p>A deeper dive on the 2021 data revealed that the 92 referrals were attached to only 18 students.</p> <p>The students with significant referrals in 2021 have formed a focus group for 2022 to monitor and provide a higher level of support to as part of the SEL initiative.</p>

Strategic Direction 3: Equity

Purpose

To ensure all students have equitable learning opportunities regardless of background, culture or disability.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Sense of Belonging
- Supporting our Students

Resources allocated to this strategic direction

Socio-economic background: \$151,545.55

Aboriginal background: \$58,979.47

Low level adjustment for disability: \$78,483.00

Literacy and numeracy intervention: \$35,317.00

6101: \$53,131.00

Summary of progress

2021 saw some significant gains in our journey towards our purpose and improvement measures with a full review and refresh of learning support procedures occurring, the implementation of targeted speech intervention, the development of a class for students with additional learning and support needs, the Aboriginal "Sense of Belonging" book initiative and a full refurbish of the school with flexible learning furniture.

The positive impact these initiatives had can be referenced by the evidence chains available to us, which include but are not limited to Learning Support meetings agendas, role statements and tracking sheets. The school funded the implementation of Speech and Language support programs for 27 students from Kindergarten to Year 3. The development and production of books. The flexible learning opportunities afforded through the refurbish with all classrooms and the library.

The new learning and support tracking systems on Microsoft Excel has enabled the school staff to build a clear and accurate picture of the level and frequency of support being accessed by each student. The tracking system has streamlined the process of analysing the impact of the support programs by allowing the executive team to closely monitor the internal and external data sets for student growth in the areas they are receiving support in. The clearly defined roles and responsibilities of each member of the Learning and Support Team resulted in the agenda items being carefully planned and executed with efficiency, with all key stakeholders providing frequent feedback on the progress and growth of their student caseload.

The student growth noted for students receiving speech and language support were impressive with 70% of the students participating in the intervention being re-assessed within normal limits or with only mild difficulties.

Upon analysis it is clear that the school needs to move towards further review of Learning and Support policies and procedures to develop and roll out an instructional model that is consistent across the school and reflects best practice and evidence based research. The executive team will draw on the educational principles for success from the work of Rosenshine, as well as draw on the concepts and pedagogies from 'Clarity'.

It is anticipated that with the support of the Rural Access Gap rollout in 2022 that the benefits of the flexible learning furniture will be enhanced further with the main learning displays in all learning areas. Given the success of the sense of belonging writing initiative, it is hoped that this initiative will be extended later within the school plan to involve all students in attendance at school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

<p>To increase the percentage of students reaching early reading norms speech indicators to 75%. (Term 4 2020 Baseline 6%)</p>	<p>Initial screening results revealed that of the 27 students included in the targeted intervention program, only 7 had age appropriate receptive language skills, 3 had age appropriate expressive language skills, and 14 had age appropriate articulation skills. By participating in the intervention program, 70% of students retested as having receptive language skills within normal limits or only mild difficulties, as well as 44% for expressive language skills and 66% for articulation skills.</p>
<p>To achieve 4% uplift in averages achieved for Tell Them From Me Social Engagement measures of sense of belonging, participation and positive relationships. (2020 baseline 73.34%.)</p>	<p>The Tell Them From Me Social Engagement measures of sense of belonging, participation and positive relationships saw a 1% increase from 73.34%- 74.34% between snapshot 1, 2020 baseline and snapshot 1, 2021.</p>
<p>School resources in the Leading Domain of the School Excellence Framework sees growth from Sustaining and Growing to Excelling in a minimum of one associated theme.</p>	<p>In the element of School Resources, the school saw growth from Sustaining and Growing to Excelling around Facilities. Physical spaces have been increasingly used flexibly to meet a broad range of student learning and interests. The leadership team are excited to commence the implementation of the Rural Access Gap program to enrich opportunities in this area.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$108,407.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tea Gardens Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: Students being strongly supported both in the mainstream setting and within the newly formed A1 additional needs class in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintain existing class structures supporting students as required in both the mainstream classes and school funded A1 class. Staffing release for targeted professional learning around managing actual and potential aggression (MAPA) and Berry Street- Trauma informed practice.</p>
<p>Socio-economic background</p> <p>\$177,140.99</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tea Gardens Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Supporting our Students • Sense of Belonging • Engagement • Wellbeing • Highly effective teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement wellbeing initiatives to support identified students with additional needs • supplementation of extra-curricular activities • equitable access to specialist resources • staff release to increase community engagement • resourcing to increase equitability of resources and services • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • additional staffing to support identified students with additional needs • creating an environment that supports high expectations and collaboration through the school wide fit out of flexible learning furniture across all learning spaces. <p>The allocation of this funding has resulted in: A number of improvements in curriculum, opportunities to build student engagement and student and staff capacity.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensure funding is provided to the programs and initiatives within the school</p>

<p>Socio-economic background</p> <p>\$177,140.99</p>	<p>plan.</p>
<p>Aboriginal background</p> <p>\$58,979.47</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tea Gardens Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Supporting our Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students via the "Sense of Belonging" book initiative • employment of specialist additional staff (LaST) to support Aboriginal students in literacy and numeracy <p>The allocation of this funding has resulted in: The creation of books through the sense of belong initiative and additional support being provided for Aboriginal students.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of employment of specialist additional staff (LaST) to support Aboriginal students with their learning. Explore additional opportunities in 2022 to allow our Aboriginal students to explore, connect and celebrate their culture, identity and heritage.</p>
<p>English language proficiency</p> <p>\$2,672.65</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tea Gardens Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: EAL/D students engaging better in the classroom and broader school environment.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing individualised support of targeted students via LST / EALD caseload.</p>
<p>Location</p> <p>\$20,772.03</p>	<p>The location funding allocation is provided to Tea Gardens Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement • Other funded activities <p>Overview of activities partially or fully funded with this operational</p>

<p>Location</p> <p>\$20,772.03</p>	<p>funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions • subscriptions and technology resources to increase student engagement • maintenance and enhancement activities across the school setting <p>The allocation of this funding has resulted in: Increased opportunities for students to participate and be involved in school based activities and excursions. The grounds and facilities being maintained and enhanced to increase student engagement.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to provide support to allow all students to have equal and accessible access to school based programs, events and activities.</p>
<p>Literacy and numeracy</p> <p>\$6,348.06</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tea Gardens Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as decodable texts and quality picture books for guided and shared instruction • updating reading resources to meet the needs of students • teacher release to engage staff in mentoring and observation sessions <p>The allocation of this funding has resulted in: Teachers developing a stronger understanding of the explicit teaching of reading. The explicit teaching of phonics, processing and monitoring skills during guided reading, as well as the explicit teaching of comprehension through whole class explorations of quality texts were evident.</p> <p>After evaluation, the next steps to support our students with this funding will be: The development of a whole school scope and sequence will be necessary. This will be developed to reflect the new K-2 English syllabus. Staff will require ongoing professional development in vocabulary and comprehension in order for a consistent, best practice approach to both content and pedagogy. A thorough and comprehensive professional learning package will be developed and delivered in 2022.</p>
<p>QTSS release</p> <p>\$30,608.21</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tea Gardens Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Engagement • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum

<p>QTSS release</p> <p>\$30,608.21</p>	<ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Staff being supported to improve staff collaboration in the implementation of high-quality curriculum and staff being released to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: Provide additional opportunities for collaboration to build greater capacity and the achievement of the initiatives within the school plan.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Tea Gardens Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Supporting our Students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: Targeted support for students with the greatest levels of need.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue supporting the additional class via available funding sources for the coming year.</p>
<p>COVID ILSP</p> <p>\$124,420.25</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in: Additional support being provided across two tuition cycles during 2021. PLAN 2 data saw growth in the targeted areas for students receiving the additional support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Create new support groups for targeted students in 2022 through releasing staff to analyse school and student data. The \$2000 under-spend was returned to the Department.</p>

<p>Low level adjustment for disability</p> <p>\$107,742.09</p>	<p>Low level adjustment for disability equity loading provides support for students at Tea Gardens Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Supporting our Students • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in:</p> <p>Ongoing support being provided for students with additional learning and support needs in both the mainstream and A1/ Peaches classroom settings.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting and providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	95	102	80	75
Girls	92	84	83	93

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.3	91.2	93.8	92.2
1	89.9	87.8	92.7	91.3
2	88.5	88.3	90.2	90.9
3	92.1	86.8	91.9	90.1
4	94.4	90.8	90.6	86.6
5	88.2	91.8	92.5	89
6	89.2	87.5	92.1	90.5
All Years	90.8	89.2	91.9	90.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.17
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	2.12

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	450,484
Revenue	2,235,814
Appropriation	2,196,765
Sale of Goods and Services	8,704
Grants and contributions	29,718
Investment income	427
Other revenue	200
Expenses	-2,296,619
Employee related	-1,913,474
Operating expenses	-383,145
Surplus / deficit for the year	-60,805
Closing Balance	389,679

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	108,407
Equity Total	346,534
Equity - Aboriginal	58,979
Equity - Socio-economic	177,140
Equity - Language	2,673
Equity - Disability	107,742
Base Total	1,473,499
Base - Per Capita	40,182
Base - Location	20,772
Base - Other	1,412,544
Other Total	115,211
Grand Total	2,043,651

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Only a small number of parent / community satisfaction surveys were returned in 2021, which provided the school with invaluable information albeit a smaller sample size. In 2021, the school sought opinion about our progress in reading, mathematics, wellbeing, behaviour and attendance.

Highlights of the parent satisfaction survey included:

- 75% of parents agreed that their children made significant improvement in reading and mathematics.
- 87.5% parents feel that we are catering for the individual needs of their children across the targeted learning areas of reading and mathematics.
- 67% of respondents saw improvements in their children's abilities following being provided with support via the COVID Intensive Learning and Support Program.

In terms of Tea Gardens Public School's core values of safety, respect and personal best, 75% of parents indicated that their children followed these values whilst at school. 50% of respondents indicated that behaviour issues were dealt with consistently whilst the other 50% felt that behaviour was dealt with somewhat consistently.

75% of parents felt that the overall wellbeing of their child or children was considered by classroom teachers.

75% of parents also indicated that their children had shown greater enthusiasm towards attending school in 2021. Some factors impacting attendance were noted as COVID-19, inappropriate behaviour and localised floods.

The overall satisfaction rating for recommending our school to others for 2021 was 8.25/10. This is consistent with the score achieved the previous two years. Individualised feedback included:

- The support the children receive from the teachers";
- The wonderful teachers and the delightful students. Everyone is always so happy and welcoming. Both the teachers and children always offer support to the littlies upon their arrival at school";
- Staff and Principal approachable. Small school. Teachers have genuine interest in students welfare. Office staff friendly and knowledgeable.
- Great relationships between staff/teachers and our kids.
- I'd like to thank all staff at TGPS for their care and professionalism. The surrounds are beautiful.

Aboriginal Education Phone Survey

The end of the school year is always a fantastic time to reflect upon current practice and gain insightful feedback from our families and community members. In order to gain a deep understanding of the school's effectiveness in the area of Aboriginal Education, with a key focus on their child's progress toward their Personalised Learning Plan goals, we attempted to make phone contact with all Aboriginal and Torres Strait Islander families, with a high success rate.

The overall feedback was very positive. Almost all families reported that their child had made significant gains in both English and Mathematics and felt that their child's teacher had strong and positive connections with their child/children.

The families also highlighted that the school acknowledges and celebrates Aboriginal culture in a variety of ways, including the establishment of the Yarning Circle, the murals, NAIDOC celebrations and in class learning opportunities.

There was an overwhelming response for the need for language classes to be re-established, as well as requests for the reinstatement of the Junior AECG. Both of these items plan to be actioned in 2022, however there are some known barriers in terms of accessing the appropriate personnel to carry out Gathang language lessons.

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 7.0 (NSW Norm 7.1). A decline of 0.2 from 2020
- * Collaboration 7.3 (NSW Norm 7.8) A decline of 0.2 from 2020
- * Learning Culture 7.5 (NSW Norm 8.0) An increase of 0.3 from 2020
- * Data Informs Practice 7.7 (NSW Norm 7.8) An increase of 0.7 from 2020

- * Teaching Strategies 7.5 (NSW Norm 7.9) No change
- * Technology 6.5 (NSW Norm 6.7). An decline of 0.2 from 2020
- * Inclusive School 7.7 (NSW Norm 8.2) An increase of 0.1 from 2020
- * Parent Involvement 6.4 (NSW Norm 6.8) An increase of 0.1 from 2020
- * Challenging and visible goals 7.0 (NSW Norm 7.5) No change
- * Planned Learning Opportunities 7.5 (NSW Norm 7.6) An increase of 0.1 from 2020
- * Quality Feedback 6.9 (NSW Norm 7.3) An increase of 0.1 from 2020
- * Overcoming Obstacles to Learning 7.6 (NSW Norm 7.7) An increase of 0.1 from 2020.

92% of teachers agree or strongly agree that school leaders are leading improvement and change.

79% of teachers agree or strongly agree that school leaders clearly communicate their strategic vision and values for our school.

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 2% higher than the NSW Government norm
- * 86% of students felt they had positive relationships and have friends who they can trust. An 8% increase from 2020.
- * 91% valued schooling outcomes (95% of girls and 89% of boys). A 9% increase from 2020
- * 27% had positive homework behaviours. A 4% increase from 2020
- * 79% had positive behaviour (76% of girls and 89% of boys) which reflects a 4% increase from 2020
- * 50% were interested and motivated. An 11% increase.
- * 75% tried hard to succeed. A 10% increase from 2020
- * 45% of students had a score in the desirable quadrant for skills-challenge, with high skills and high challenge. A 13% increase.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

Some highlights achieved in 2021

NAPLAN

75% of Aboriginal students achieved 3 bands of growth in NAPLAN Reading & Spelling between years 3 & 5.

Year 3 Aboriginal students performing equal to or above non-Aboriginal students in both Reading & Numeracy.

Year 5 Aboriginal students performing equal to non-Aboriginal students in Reading.

Attendance

75% of Aboriginal students are attending school >85% of the time.

56% of Aboriginal students are attending school >90% of the time.

81% of Aboriginal students either 'agree' or 'strongly agree' that they 'feel good about their culture'.

Tell Them From Me- Student Data

50% of students feel teachers understand their culture. The widespread responses indicate that further teacher professional development and capacity building is needed in understanding Aboriginal culture and sharing this with their students.

Aboriginal students were nominated for local AECG Deadly Awards in the following categories:

Love of Learning - K-2/ 3-5 / Year 6 and overall Deadly Award.

Our Words, Our Stories- Sense of Belonging School Writing Initiative

We have been engaging our Aboriginal students through stories told in their words, through their eyes. Students begin with some talk about themselves and then they choose their story. It can be about anything, a hobby, a special interest, a sport, something they like, themselves, their family, a story they know or any other topic that reflects who they are, where they come from and their culture. All Aboriginal students created their books using Book Creator and these were professionally printed for the students and their families. This has created a sense of cultural safety and belonging in our community.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has

an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.