

# 2023 Annual Report

## Tea Gardens Public School



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# Introduction

The Annual Report for 2023 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.

## School contact details

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## Message from the principal

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As the proud principal of Tea Gardens Public School, I am thrilled to celebrate the remarkable accomplishments we have achieved over the past 12 months. With unwavering commitment to excellence, we have elevated our efforts to maximize student learning outcomes in reading and numeracy, and fostered an environment that lays a strong foundation for academic success. Our dedicated staff members have relentlessly pursued effective, research-based pedagogies that are tailored to meet the diverse learning needs of our students, while prioritising attendance, student engagement, wellbeing, and behaviour. We are steadfast in our determination to build a culture of equity and inclusivity, ensuring that every student, irrespective of their background, culture, or disability, has equal access to exceptional learning opportunities. I am grateful to our incredible student body, whose unwavering support for our school community has been truly inspiring. I extend my heartfelt appreciation to our parent body and P&C for their invaluable contributions to our school programs and initiatives. The Youyoong AECG has been instrumental in helping us meet the unique needs of our Aboriginal and Torres Strait Islander students, and we thank them for their invaluable input. Most importantly, I want to express my profound gratitude to our staff, who have continued to work tirelessly to support our students and ensure their success. As we move forward into 2024, we remain steadfast in our commitment to helping every student and staff member achieve their personal best.

## 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 150 across 8 classes K-6, with 28.4% 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. 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 2021-2025 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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

Professional learning  
AP Curriculum & Instruction  
QTSS release  
Beginning teacher support

### Summary of progress

#### Highly Effective Classroom Practices

This year our school ensured a systematic approach towards the implementation of the new K-10 English and Mathematics syllabus. It began with comprehensive professional learning sessions facilitated by the APCI, covering various aspects of the English and mathematics curriculum. Next, the development of detailed scope and sequence documents ensured alignment with the new syllabus outcomes. Embedding new practices in classrooms focused on phonics-based spelling and reading strategies. Additionally, staff, including Learning and Support personnel, participated in the school-wide 'Moving on in Maths' project, aimed at fostering additive thinking skills among students, alongside the implementation of mathematics and English units in all K-2 classes to enhance teacher familiarity with the new curriculum. In-class support through demonstrations and resource development emphasised alignment with the new curriculum.

#### Data Informed Practice

Through a collaborative process, a comprehensive assessment schedule was developed encompassing both internal and external data sets for English and mathematics. Regular professional learning sessions and stage team meetings were organised to facilitate staff engagement in analysing assessment data, informing instructional practices, and setting learning goals tailored to student needs. Additionally, the implementation of a centralised assessment recording system ensured consistency and accessibility of assessment data across the school for all staff, facilitating efficient data analysis and informed decision-making to support student growth and attainment.

### 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>The theme of teaching and learning programs in the learning domain of the SEF moves from sustaining and growing to excelling.</p> <p>Effective classroom practice in the teaching domain of the SEF sees growth from delivering to sustaining and growing in a minimum of 25% of the associated themes.</p>	<p>The theme of teaching and learning programs within the learning domain of the School Excellence Framework (SEF) emphasises a journey from sustaining and growing to excelling. While we have made significant strides in advancing our teaching and learning programs within the SEF's learning domain, we acknowledge that we have not yet fully achieved the transition from sustaining and growing to excelling. Despite this, we remain committed to our pursuit of excellence, continuously refining our practices and embracing innovative approaches to ensure the highest quality education for all of our students. Our school remains dedicated to maintaining excellence in education and ensuring the success of all.</p>

<p>The theme of teaching and learning programs in the learning domain of the SEF moves from sustaining and growing to excelling.</p> <p>Effective classroom practice in the teaching domain of the SEF sees growth from delivering to sustaining and growing in a minimum of 25% of the associated themes.</p>	<p>We are pleased to report that we have successfully achieved growth from delivering to sustaining and growing in a minimum of 25% of the associated themes within the teaching domain of the School Excellence Framework. This accomplishment underscores our commitment to enhancing classroom practices and ensuring continuous improvement in our educational approach. Moving forward, we will maintain this momentum by further refining our strategies and ensure we continue delivering high-quality instruction that positively impacts student learning outcomes.</p>
<p>74% of K-2 students reach or exceed benchmark reading levels.</p>	<p>Due to the curriculum reform and the mandatory implementation of the new K-10 English syllabus reporting on reading level benchmarks has become redundant. The new English syllabus has a significant change in its approach on reading acquisition in children learning to read. With this in mind, we are extremely proud to share the results from the mandatory Year 1 Phonics Screening Assessment. This year we reported 78% of our students meeting the expected score. This is an increase of 27% from the 2022 reporting period against the same assessment. Our P&amp;C were tireless in their efforts to support the school in the purchasing of decodable texts to assist the home reading program for students in K-2.</p>
<p>There is an uplift of 4% in student growth for Check-in Reading data for Year 3, 4 and 5 cohorts from 2022 compared to Year 4, 5 and 6 cohorts in 2023.</p>	<p>It is pleasing to report we have exceeded the 4% uplift in student growth in reading;</p> <p>Year 3 to 4 - 4.6%</p> <p>Year 5 to 6 - 5.8%</p> <p>We had a slight decrease for years 4 to 5 resulting in a 2.6% uplift.</p> <p>The 4% uplift in student growth for the Year 3 to 4 and 5 to 6 cohorts from 2022 compared to the Year 4, 5, and 6 cohorts in 2023 is a promising indicator of improved academic progress within these grade levels. This positive trend reflects the effectiveness of our educational initiatives, demonstrating measurable outcomes. Continuing to analyse and build upon this progress will be crucial in sustaining and further enhancing student achievement in the future.</p>
<p>There is an uplift of 4% in student growth for Check-in Numeracy data for Year 3, 4 and 5 cohorts from 2022 compared to Year 4, 5 and 6 cohorts in 2023.</p>	<p>Some outstanding student growth results meeting and exceeding our progress measure of 4% uplift in numeracy.</p> <p>Year 3 to 4 - 11%</p> <p>Year 4 to 5 - 8.4%</p> <p>Year 5 to 6 - 4%</p> <p>The 4% uplift in student growth for the Year 3, 4, and 5 cohorts from 2022 compared to the Year 4, 5, and 6 cohorts in 2023 is a remarkable achievement, showcasing significant progress across these grade levels. It is positive to see a number of students have not only met but also exceeded our progress measure of 4% uplift, demonstrating their exceptional dedication and academic advancement. These outstanding results reflect the effectiveness of our educational strategies and the dedication of our students and educators, reaffirming our commitment to fostering continuous growth and excellence in learning.</p>

## Strategic Direction 2: Wellbeing and Engagement

### Purpose

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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

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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

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#### Per capita

#### Socio-economic background

#### Professional learning

#### Aboriginal background

### Summary of progress

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#### Engagement

In 2023 the school strengthened our deeply embedded whole-school attendance culture through the continuation of initiatives. The school implemented a tiered approach to student intervention, with a particular focus on targeted supports for our at-risk students. The success of these initiatives is largely due to the work previously prioritised by the school in building systems and practices to monitor attendance and the development of a strong culture of attendance amongst students, staff and the wider community.

The overall attendance rate achieved was 87.2%, a positive uplift of 2.6% from 2022. This is 4.3% higher than the average whole school attendance rate of the Port Stephens Network. Furthermore, 49% of students are attending at or above 90% of the time. An outstanding uplift of 13% from the 2022 rate of 36%. Continued trajectory at this rate will have further positive impacts on our student's learning outcomes and sense of belonging. Initiatives such as whole school attendance draws and prizes, birthday vouchers, random student selection, assembly promotion and weekly attendance broadcasts have continued in 2023 and are important pillars in our culture of attendance at Tea Gardens Public School.

Students identifying as Aboriginal and/or Torres Strait Islander attended school at a rate of 86.4% in 2023. This rate is again above that of the Port Stephens Network by 3.5%. Attendance goals continue to be reflected in Personalised Learning Pathways and a focus in consultation with parents and families as part of this process.

Tea Gardens Public School continues to be an active member of the Port Stephens 'A team' program. The professional learning of our attendance team is driven through this initiative and many short-term focus projects come from the deep data analysis supported in the program. This has included the introduction of 5 weekly 'attendance sprints' to target micro-trends in data. This style of focus will drive our 2024 attendance initiatives.

The Lateness and Attendance Monitoring Program continues to run for our students with significantly low attendance. This operates in consultation with a range of services, including the Home School Liaison Officer. Students are monitored closely, with intensive engagement with families to support their sustained attendance at school. Positive improvements of 21% and 34% exemplify the improvements made by some of these students, who no longer need this individualised support in 2024. This intervention will continue for numerous students into 2024, with ongoing partnerships with families being at the core of this success.

In 2024, targeted attendance initiatives will drive our focus as an attendance team. Staff will continue to be supported as we transition to a new platform, School Bytes to manage wellbeing and attendance.

#### Wellbeing

Tea Gardens Public School continues to strive towards a high sense of belonging and self-actualisation for all students and staff. The school takes a strategic and data-informed approach to supporting the specific needs of students through a tiered system.

Whole school programs support the continued strengthening of a culture of wellbeing, including the Bounce Back social

emotional learning program and Positive Behaviour for Learning. Both initiatives are deeply embedded in our school practices, with consistent language and high expectation driven through the lens of both programs, school wide.

Extracurricular activities continue to strengthen student's sense of engagement and belonging at school with 80% of students responding to the Tell Them From Me (TTFM) survey as participating in school sports, which included Sporting Schools Netball, soccer, football and netball gala days and learn to swim programs. 48% of students surveyed identified as joining in additional activities through lunch time interest groups, including art, weaving, dance, choir and the vegetable garden. These opportunities are available to our students through the dedication of staff.

A continued initiative in 2023 was our Wrap Around program, pairing at-risk students with a teacher-advocate. Students are identified for this program through internal student wellbeing surveys, Check-in assessments, parent advocacy and teacher identification. 8.5/10 students surveyed through TTFM feel that they have someone at school who consistently provides encouragement and can be turned to for advice. All students school-wide identified a trusted teacher through internal surveys that they could seek assistance from.

Positive Behaviour for Learning underpins our whole school consistent practices in behaviour management and high expectations for students. 88% of students identify as having positive behaviour at school. The students requiring ongoing support are managed through the school's PBL systems and processes on a highly individualised level. Staff are capable, calm and confident responders to challenging student behaviours and have continued to receive professional development through trauma-informed, evidence-based initiatives to wherever possible reduce the risk of challenging behaviours and manage them when they occur. The Positive Planning Place practices were further developed this year to include key principles of the Berry Street Education Model. Close relationships between classroom teachers, executive staff and the families of our students were key to the success of targeted supports.

Transitions to and from Tea Gardens Public School were supported in a variety of ways. The Mini Mulloway transition program supported engagement with our 2024 kindergarten students and families. Ten transition lessons across Terms 3 and 4 were run by executive staff, supported by the Learning and Support Team and School Learning and Support Officers which then continued into formalised orientation sessions. This initiative was well-received by our community and increased connection with our Aboriginal and Torres Strait Islander families are further benefits of this program. Establishing school-readiness behaviours and routines will support a consistent start to kindergarten 2024. Strong partnerships between the Hawks Nest Preschool and Amaroo Daycare meant that continuity of care was a focus as these young learners move into our setting. In transitioning students to a range of high school settings teachers facilitated a variety of transition events for our Year 6 students. This included detailed wellbeing and attendance hand overs to ensure continuity in personalised care.

In 2024 a focus for student development will be to support conflict resolution and interaction skills through the explicit teaching of Positive Behaviour for Learning. 84% of our students identified in the TTFM survey that they have a friend they can trust and encourages them to make positive choices. Further developing our students as creative problem solvers, positive influences on others and well-rounded learners will support our endeavour of a safe, productive and happy 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
Increase the percentage of students attending >90% of the time to be at or above the lower bound system - negotiated target of increasing from 64.1% in 2021 to 69.1% in 2022.	Whilst the school experienced growth in attendance rates and further strengthened the whole school attendance culture, we did not meet the identified goal. In 2023 the school achieved 49% of students attending school >90% of the time, which is a significant uplift of 13% from the 2022 data.
To achieve a 1.5% uplift in the school's Wellbeing Tell them from Me (TTFM) measures (Baseline 84.60%)	68% of students surveyed in the TTFM survey identified as having a positive sense of belonging, which does not meet the identified target. However, 84% of students identify having positive relationships at school, which reflects the efforts and investment the school has made in supporting student social-emotional development.
Increase the proportion of students reporting institutional engagement improvement for valuing schooling to 83% and Positive Behaviour 82% in the Tell Them From Me survey. (2020 Baseline Valuing schooling 78% and	100% of students surveyed identify that they value schooling outcomes. This is a positive uplift from the 2020 baseline, 68% of students are interested in their learning and 83% put in effort to make progress in their learning.



Positive Behaviour 77%)

### Purpose

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

### Initiatives

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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

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Professional learning

Socio-economic background

Aboriginal background

Integration funding support

Low level adjustment for disability

### Summary of progress

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Our 2023 goal for Strategic Direction Three was to ensure all students have equitable learning opportunities regardless of background, culture or disability. Reflective of our 2022 Annual Reflection, our next steps for 2023 included ongoing professional learning in Aboriginal Education and the Inclusive, Engaging and Respectful Schools reform.

#### Sense of belonging

Our 2023 goal was to ensure all students have equitable learning opportunities regardless of background, culture or disability. Reflective of our 2022 Annual Reflection, our next steps for 2023 included ongoing professional learning in Aboriginal Education and the Inclusive, Engaging and Respectful Schools reform.

In 2023 we continued our commitment to the Port Stephens network - Aboriginal Student Engagement Priority Team (ASEP) highlighted our passion to ensure equity for all. We made strong gains in our physical environment, making our school a welcoming place for our Aboriginal students and showing pride in culture. In consultation with our community Elders, the installation of a reconciliation garden reflecting the local area stretching from the Barrington mountains to the mid-north coastal areas was completed. It was also an absolute pleasure to host the community NAIDOC day celebrations, with many community members attending to share in culture and celebrate our Aboriginal Elders past, present and future. Our continued commitment to providing our Aboriginal families with a sense of belonging was reflected in our Termly Yarn Ups held offsite to purposefully and meaningfully connect with our families on Worimi country, taking the opportunity to build and reflect upon our students goals in their PLPs.

Our Mini-Mulloways Pre-school to school transition program continued to demonstrate excellent success with all families describing the enhanced transition program as extremely beneficial for their children. A significant highlight of the success of this program was noted in early 2024, with the cohort successfully engaging in a 45-minute block of explicit teaching in phonics on their second day of schooling with 100% engagement and successful attainment of the content taught. The cohort consistently demonstrates their ability to be 'ready to learn' so early in the year, resulting in excellent academic results in Term One assessment data.

#### Supporting our students

The A1 support class continued to be highly successful in meeting the complex needs of the students selected to be a part of the class. The feedback received from students, parents and external providers was overwhelmingly positive.

The COVID Intensive Learning and Support Program and the Learning and Support team continued to excel in supporting our students with over 76 students receiving learning support with individualised, explicit instruction at their point of need.

A strong focus on tiered intervention for students with complex behaviour needs was at the forefront for our staff in 2023 with a strong focus on Tier 3 interventions. The *Team Around the School* and multi-disciplinary teams of specialists were pivotal in the school's journey to provide the most comprehensive individualised supports possible to meet the needs of our students. The Inclusive, Engaging and Respectful Schools reform underpinned our professional learning and review of policies and procedures around wellbeing and discipline. All staff had the opportunity to dive deeply into professional

learning in trauma informed practice and functional behaviour, resulting in staff having an increased capacity to support all students with behavioural and wellbeing needs using a tiered and targeted approach.

### **Progress towards achieving improvement measures**

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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 increase the percentage of students reaching early reading norms speech indicators to 82.5%. (Term 4 2020 Baseline)	Speech programs did not continue in 2023.
To achieve 6% 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><b>Achieved</b></p> <p>2023 saw an increase in the Tell Them From Me Social Engagement measures to an average 82.67%</p>
School resources in the Leading Domain of the School Excellence Framework sees growth from Sustaining and Growing to Excelling in a minimum of 40% of the associated themes.	<p><b>Achieved</b></p> <p>20% of themes sit in delivering, 40% in sustaining and growing and 40% in excelling.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$176,819.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Supporting our Students</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation created equity of access for students with complex academic needs to access the curriculum at their proximal level of development.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Based on the positive evidence of impact, we will continue to implement current practices and procedures in 2024.</p>
<p>Socio-economic background</p> <p>\$153,316.81</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement</li> <li>• Wellbeing</li> <li>• Sense of Belonging</li> <li>• Supporting our Students</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staff release to increase community engagement</li> <li>• employment of additional staff to support A1 class implementation.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funds were allocated to support programs being developed for the School Improvement Plan. This included our A1 class, Mini Malloways, our social emotional learning 'Bounce Back' program and syllabus implementation. Funds were also allocated to enable all families to access equitable learning outcomes such as excursions through whole school subsidies and individualised financial assistance.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Due to our positive evidence of impact, the school will continue its current practices and procedures over the next twelve months.</p>

<p>Aboriginal background</p> <p>\$64,722.07</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Sense of Belonging</li> <li>• Supporting our Students</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• funding Yarn-ups and Junior AECG activities and initiatives with the support of Elders within our community</li> <li>• Providing support to the community inaugural NAIDOC Week event</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal students having a stronger sense of pride in their culture. 2023 saw the return of our Junior AECG providing a voice to Aboriginal and Torres Strait Islander students. This also included the president of the AECG having an active role within the student parliament for the first time. Additional Learning and Support teachers supported 100% Aboriginal and Torres Strait Islander students across the school to access the curriculum at differentiated points of need in reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Provide opportunities for Aboriginal students to connect, succeed and thrive through stronger connections with the cultural centre and with the Elders in our community.</p>
<p>English language proficiency</p> <p>\$12,034.01</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Support staff were timetabled in the classroom to effectively support the equitable access of the curriculum for EALD students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support EALD students as part of the existing Learning and Support programs at the school.</p>
<p>Location</p> <p>\$21,579.49</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>Location</p> <p>\$21,579.49</p>	<p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>          Provided equity and ensured all students have had increased opportunities to participate and be involved in school activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          Continue to provide the support to allow all students to have equal and accessible access to school based programs, events and activities.</p>
<p>Professional learning</p> <p>\$16,719.27</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Tea Gardens Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective teaching practices</li> <li>• Data informed practice</li> <li>• Engagement</li> <li>• Wellbeing</li> <li>• Sense of Belonging</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• presentations by suitable and qualified facilitators, for example anaphylaxis and first aid workshops</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>          Staff have increased knowledge and capacity to deliver high level teaching and learning experiences. The appointment of the APC&amp;I has assisted in guiding the school's professional development plan for the year to best support the implementation of the new K-10 syllabus documents.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          Continue to identify and provide staff with suitable professional learning opportunities based on staff needs and school priorities.</p>
<p>QTSS release</p> <p>\$31,485.89</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective teaching practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>QTSS release</p> <p>\$31,485.89</p>	<p>Staff being supported to improve staff collaboration in the implementation of the new curriculum and staff being released to align professional learning to the Strategic Improvement Plan to develop the capacity of staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Provide additional opportunities for collaboration to build greater capacity and the achievement of the initiatives within the school plan.</p>
<p>COVID ILSP</p> <p>\$75,745.67</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 2023.</p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups / monitor progress of student groups</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Strong student achievement identified in the Year 1 phonics screener.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Review student achievement at Learning and Support team meeting to triage and identify students to engage in small group tuition in 2024.</p>
<p>Low level adjustment for disability</p> <p>\$109,049.22</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Supporting our Students</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional teacher and support staff provided support to students with additional learning needs, allowing them to experience enhanced growth and success.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024 the school will continue to allocate funds to supplement IFS to best support the needs of our students.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	80	75	77	80
Girls	83	93	75	68

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.8	92.2	87.5	88.0
1	92.7	91.3	90.5	87.4
2	90.2	90.9	89.6	89.5
3	91.9	90.1	86.0	91.1
4	90.6	86.6	84.0	83.4
5	92.5	89.0	81.7	87.4
6	92.1	90.5	90.6	78.7
All Years	91.9	90.3	87.3	87.0
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- \* Families evacuating and relocating due to NSW floods
- \* Sick students staying at home until a negative COVID-19 test was returned
- \* Household members testing positive to COVID-19
- \* The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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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)	3.2
Classroom Teacher(s)	5.12
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	1.91

\*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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	414,969.88
<b>Revenue</b>	2,528,642.23
Appropriation	2,444,064.37
Sale of Goods and Services	9,218.38
Grants and contributions	63,115.50
Investment income	12,243.98
<b>Expenses</b>	-2,385,043.32
Employee related	-2,084,206.75
Operating expenses	-300,836.57
<b>Surplus / deficit for the year</b>	143,598.91
<b>Closing Balance</b>	558,568.79

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

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	164,290
<b>Equity Total</b>	339,122
Equity - Aboriginal	64,722
Equity - Socio-economic	153,317
Equity - Language	12,034
Equity - Disability	109,049
<b>Base Total</b>	1,392,252
Base - Per Capita	39,560
Base - Location	21,579
Base - Other	1,331,113
<b>Other Total</b>	269,043
<b>Grand Total</b>	2,164,707

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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. 23 parent / community satisfaction surveys were returned in 2023. In 2023, the school sought opinion about our progress in reading, mathematics, learning and support, wellbeing, learn to swim, behaviour and attendance. Highlights of the parent satisfaction survey included:

- \* An average of 44% of parents agreed that their children made significant improvement in reading and mathematics.
- \* 86.7% parents feel that we are catering for the individual needs of their children across the targeted learning areas of reading and mathematics.
- \* 100% 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, 78.3% of parents indicated that their children followed these values whilst at school.

30.4% of respondents indicated that behaviour issues were dealt with very consistently whilst the other 43.5% felt that behaviour was dealt with somewhat consistently. 17.4% of respondents did not know.

73.9% of parents felt that the overall wellbeing of their child or children was considered by classroom teachers. 73.8% of parents also indicated that their children had shown greater enthusiasm towards attending school in 2023. This percentage has not changed from the previous surveys. A summary of the three key factors included the teacher / student relationship, the relationship with peers and enjoying learning and school. Areas for further investigation by the school were also noted.

91.3% of respondents indicated that their child feels welcomed, accepted and represented when attending school.

110 students participated in Learn to Swim programs in term 4. These sessions were well received by the majority of parents with several highlighting the importance of this skill given where the students live. Improved communication around who should and could participate was highlighted as an area for improvement.

43.3% of parents gave the school a 10/10 rating. The overall satisfaction rating for recommending our school to others for 2023 was 8.17/10. This is consistent with the score achieved the previous four years.

The key themes identified from the satisfaction survey responses were as follows:

1. **Strong relationships:** Responses highlighted the relationships between students, teachers, and parents that exists within the school.
2. **Caring staff and acknowledgement for their efforts:** The staff at the school were consistently acknowledged for being welcoming and supporting their children.
3. **Inclusivity**

Areas for future growth from the feedback provided included:

1. **Access to extracurricular activities:** Parents are interested in providing more opportunities for their children in singing, dancing, music and the Arts. Some feel that more can be done to provide these opportunities for children. Building connections with other local schools was also suggested.
2. **Individualised support for children:** Parents are appreciative of the efforts made by the teaching staff to provide a constructive atmosphere for the children to learn. However, a small number of respondents feel that additional consideration needs to be taken for children with behavioural challenges.
3. **Communication:** The importance of timely and regular communication to support school-based events was highlighted. To improve this, the school plans to incorporate a new learning and management system into the school from 2024. This platform has the capacity to SMS / text and email parents who have opted in to the parent portal.

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 6.9 (NSW Norm 7.1). A decrease of 0.7 from 2022
- \* Collaboration 6.9 (NSW Norm 7.8) A decrease of 1.2 from 2022
- \* Learning Culture 7.5 (NSW Norm 8.0) Consistent with 2021

- \* Data Informs Practice 7.1 (NSW Norm 7.8) A decrease of 1.5 from 2022
- \* Teaching Strategies 7.6 (NSW Norm 7.9) Consistent with 2021
- \* Technology 6.7 (NSW Norm 6.7). On par with the NSW Norm.
- \* Inclusive School 8.1 (NSW Norm 8.2) A decrease of 0.7 from 2022
- \* Parent Involvement 7.2 (NSW Norm 6.8) Above the NSW Norm

The four dimensions of classroom and school practices noted the following:

- \* Challenging and visible goals 6.9 (NSW Norm 7.5)
- \* Planned Learning Opportunities 7.5 (NSW Norm 7.6)
- \* Quality Feedback 6.9 (NSW Norm 7.3)
- \* Overcoming Obstacles to Learning 7.6 (NSW Norm 7.7)

Other survey results highlighted:

93% of teachers agree or strongly agree that school leaders are leading improvement and change.

92% of teachers agree or strongly agree that school leaders clearly communicate their strategic vision and values for our school.

Our students completed two "Tell Them from Me" surveys during 2023.

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 7% lower than the NSW Government norm.
- \* 76% of students felt they had positive relationships and have friends who they can trust. No change from 2022.
- \* 80% valued schooling outcomes (91% of girls and 72% of boys).
- \* 25% had positive homework behaviours. An increase of 5% from 2022
- \* 75% had positive behaviour (78% of girls and 68% of boys)
- \* 47% were interested and motivated.
- \* 71% tried hard to succeed.
- \* 41% of students had a score in the desirable quadrant for skills-challenge, with high skills and high challenge.

# Policy requirements

## Aboriginal Education Policy

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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.

## Anti-Racism Policy

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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

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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.