Tea Tree Gully Primary School

2022 annual report to the community

Tea Tree Gully Primary School Number: 432

Partnership: Tea Tree Gully

	Signature
School principal:	Ms Diane Scott
Governing council chair:	Brooke Stephenson
Date of endorsement:	**20 February 2023**

Government
of South Australia

Department for Education

Context and highlights

Tea Tree Gully Primary School is situated in idyllic natural surroundings in the foothills of the North Eastern suburbs of metropolitan Adelaide. In 2022 we had four classes Reception to Year 6.
The students and families are predominantly from English speaking backgrounds. Approximately 23% of our students are school card holders. This year HASS and PE were provided by specialist teachers and Japanese lessons provided through Open Access College. The lessons were provided via a combination of face to face and Web-cam lessons.
The year started with many students learning from home due to Covid-19 and we were extremely well supported by our families who assisted their children to engage with their teacher and classmates through a variety of online platforms. The situation greatly improved throughout the year, and we were very pleased to invite our school community back on site and involved them in several whole school events, particularly in the latter part of the year.

We acknowledge many highlights and events throughout the year. These included:
*high quality teaching
*ongoing student improvement
* a new whole school approach to literacy learning, include a differentiated and targeted spelling program (Spelling Mastery) and daily targeted small group intervention
*a very positive External School Review with 3 recommendations for us to focus on as part of our ongoing improvement journey
*Tea Tree Gully students proudly participated in the Festival Choir with 2 soloists performing, and 1 of our chorists also performed her solo at the Shedley Theatre as part of the Northern Festival Choir. TTGPS talented choristers were selected to sing solos at the Adelaide Entertainment Centre
*a very successful Science Fair
*our annual Art Show, Science Fair and Book Week/Book Fair provided an opportunity for us to welcome grandparents and special guests to join us for a fun filled day, showcasing our beautiful school and providing the students with an opportunity to share their work with their loved ones
*Sports Day was a huge success and once again our families enjoyed the opportunity to join us and cheer their children on. Our very enthusiastic Sport Captains ensured all Teams were encouraged and supported.
*several SAPSASA events throughout the year were very well attended with a number of students achieving district level participation
*a fun and very colorful Colour Fun Run supported our fundraising ventures for the year, raising in excess of $3000.00
*a very successful bi-annual concert where we enjoyed taking our large audience on a virtual trip around the world

Governing council report

Here at Tea tree Gully Primary School, we are lucky to be in an idyllic natural setting in the foothills of the North-eastern Suburbs. Last year our school comprised of receptions to year 6's, spread across 4 classes. What our school lacks in student numbers, it sure made up for in student enthusiasm for learning and care for each other. Students and teachers embraced the new whole school approach to literacy learning with implementation of the spelling mastery program. They continued to enjoy HASS and PE lessons provided by specialist teachers while Japanese lessons were provided through open access college.

As the Covid situation improved throughout the year, we were pleased that students could once again be involved in activities and excursions off school grounds. It was wonderful to also be able to welcome families back onto school grounds with events such as sports day, grandparent's day and our end of year concert going ahead with great success. Our governing council continued to play an important role in the running and improvement of Tea Tree Gully Primary throughout 2022. Positive change can only come about when people come together to make those changes happen. Together with volunteers, teachers, students and the school community, governing council were able to see many projects come into fruition.

• Over $6000 was raised for the upgrade of technology devices through the colour fun run, election barbeques, canteen, raffles, stalls, grandparent's day, book week & art fair.
• The memorial pathway near the nature play area and the grassed playing field behind the gym were completed
• Vegetables, shrubs and trees were planted.
• Ours school's website was updated and a school song created to showcase who we are
• Policies and procedures were reviewed and ratified.
• Our school participated in a very positive external school review with 3 recommendations made for us to focus on as part of our ongoing improvement journey.
• Our school constitution was update to the new model.
Governing Councils efforts in 2023 will again focus on improving the school space and fundraising for upgrades to equipment and devices. We will keep ratifying the update of policies and procedures and work on improving opportunities for TTGPS students. We will continue to promote our lovely school in the wider community with the hope of increasing enrolments for 2024.
Thank you to our principal Di and all those who played a role in improving our school in 2022. I know our new intake of students and their families will bring more great ideas to our school and I look forward to seeing what great things 2023 has instore for Tea Tree Gully primary. We welcome volunteers and hope you will consider how you can actively participate in our school community.

Brooke Stephenson

Chairperson

Quality improvement planning

2022 was the first year of our current 3 year Site Improvement Plan which prioritises achievement in literacy with a focus on reading.
The Site Improvement Plan, in conjunction with the recommendations from our recent 2022 External Review, outlines the specific targets for improvement for our students in numeracy and literacy. In 2023 we have also included a numeracy goal.
We succeeded in achieving both our goals, exceeding our targets both in Reading in the early years, and maintaining and increasing the number of students achieving in the high bands in Reading in year 2-6. We didn't achieve our Phonics Screening data target so this will be an area for the early years team to focus on next year.
This year our early years teachers continued to focus on embedding strategies to improve children's oral language, phonemic awareness and vocabulary. We began the transition from using Jolly Phonics to trialing the DfE Scope and Sequence as a more evidenced approach to the teaching of phonics and phonemic awareness. This year we also moved away from levelled readers to decodable texts which are in line with the evidence based Science of Reading strategies that we have adopted across all year levels. Ongoing improvement in reading suggests these initiatives, along with the ongoing support of our Literacy Coach Zana Thiele, are having a positive impact on student growth. In our second year of having a Literacy Coach, a school wide literacy block has been developed and is becoming embedded in teacher's daily practice. We will continue to embed these strategies throughout 2023 and we anticipate that our data will reflect higher achievements for all students.

Our review process continued to improve this year through regular targeted professional conversations that explored how well we were addressing our SIP actions. We incorporated regular commitments to action by all staff and follow up check-ins where staff provided evidence of the impact on student progress.

Our School Improvement Plan for 2022 had the following goal and challenges of practice:
Goal 1 - To increase the reading achievement for all students R-6
If we embed a consistent high impact approach that integrates the 'Science of Reading', then we will increase the reading achievement for all students R-6.
We achieved our targets in all areas apart from Year 1 Phonics Screening data.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading
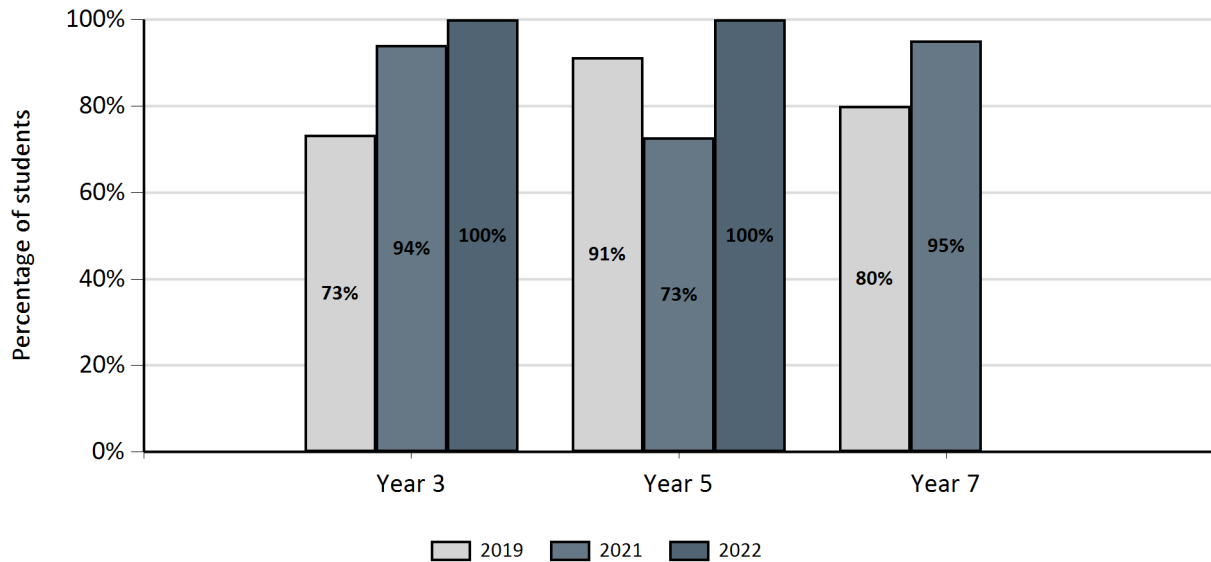
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.
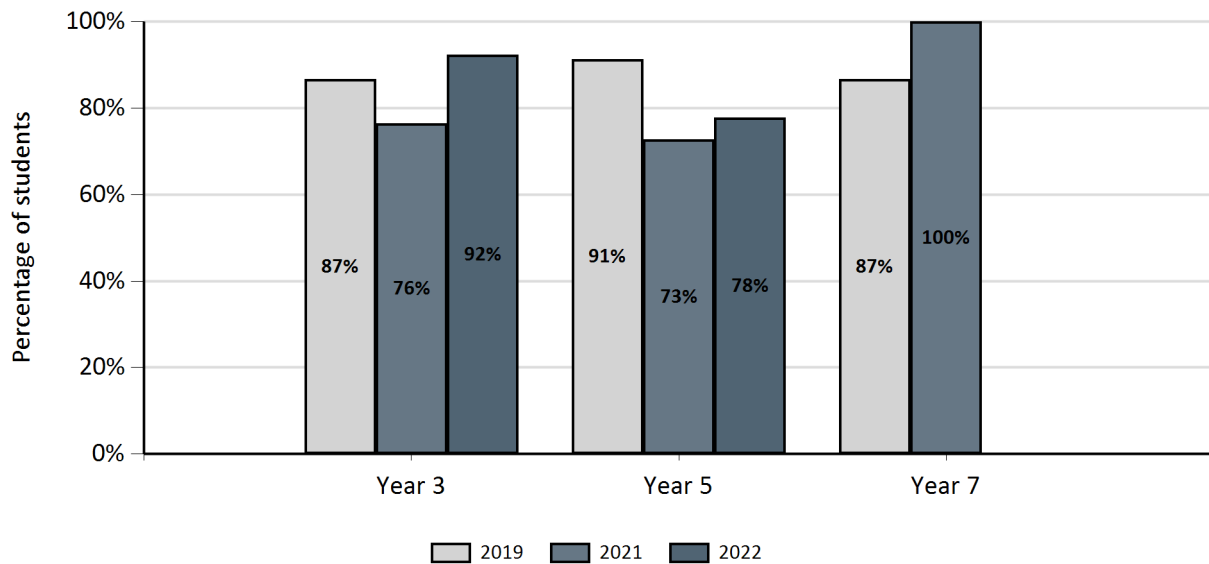
Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	13	13	4	4	31%	31%
Year 03 2021-2022 Average	15.0	15.0	5.5	5.0	37%	33%
Year 05 2022	9	9	3	1	33%	11%
Year 05 2021-2022 Average	10.0	10.0	3.0	1.5	30%	15%
Year 07 2021-2022 Average	21.0	21.0	6.0	8.0	29%	38%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

^includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
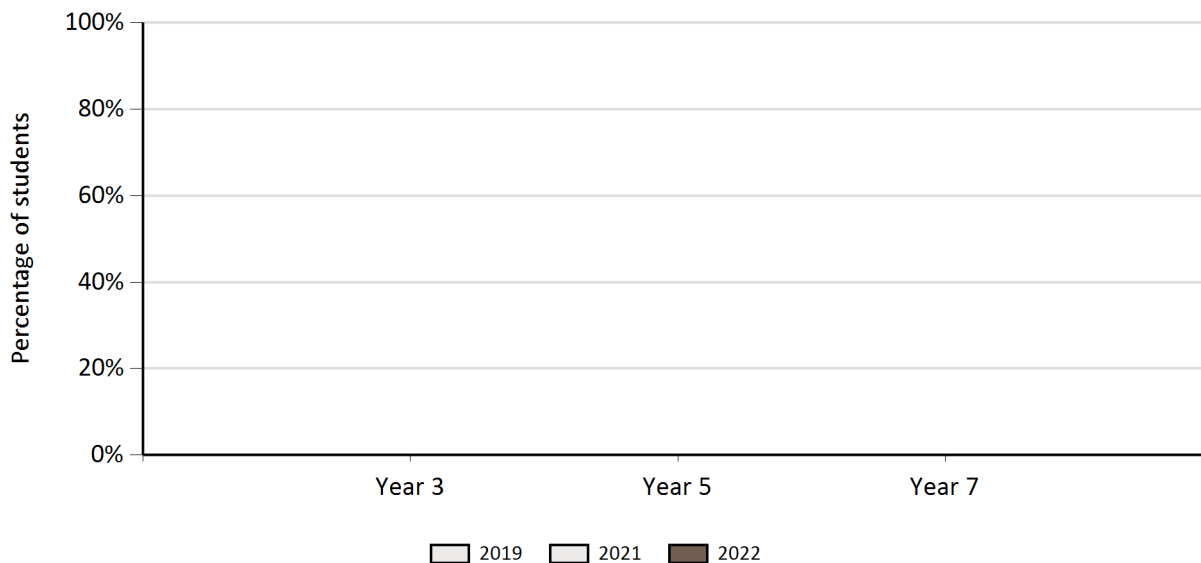Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
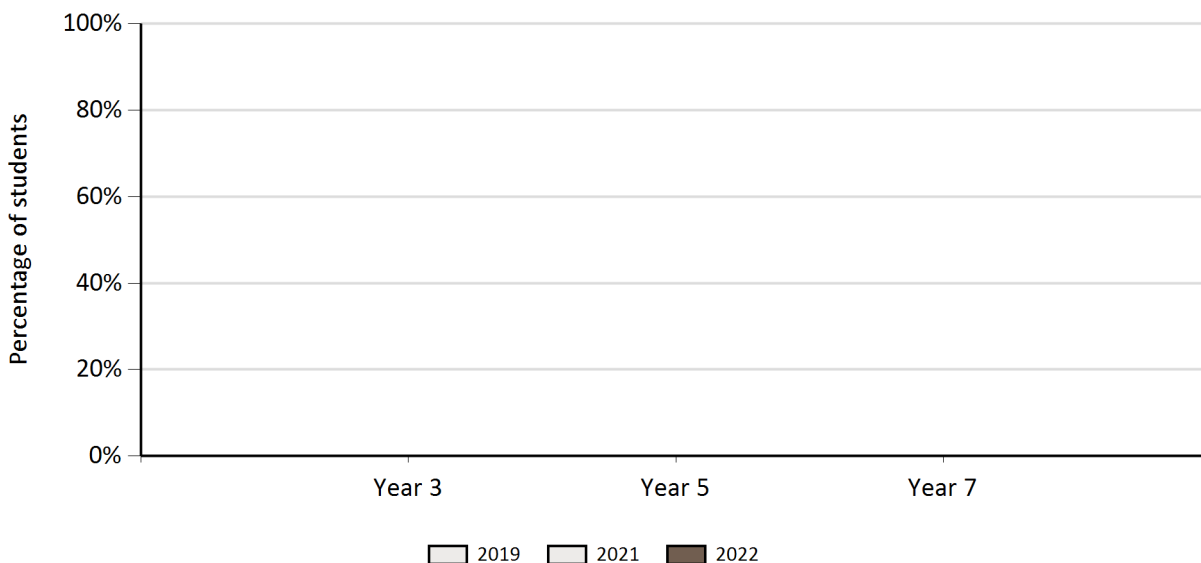Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Our Aboriginal students were closely monitored, and their literacy improvement was regularly checked through the use of Dibels assessments.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Dibels data for our Aboriginal students was regularly analysed during staff meetings. Intervention and targeted small group support ensured regular and ongoing improvement for these students occurred throughout the year.

School performance comment

NAPLAN
*We had a 100% participation rate for year 3 and 5 students in 2022 NAPLAN.
*In Year 3, 100% of students achieved the National Minimum Standard. High bands were defined as band 5 or higher. 40% of students achieved in the high bands for reading, 30% achieved high bands for grammar and punctuation, 30% achieved high bands for numeracy, 40% achieved high bands for spelling, and 40% achieved high bands for writing.
*In Year 5, 100% of students achieved the National Minimum Standard. High bands were defined as band 7 or higher. 11% of students achieved in the high bands for reading, 11% achieved high bands for grammar and punctuation, 11% achieved high bands for numeracy, 33% achieved high bands for spelling, and 33% achieved high bands for writing.

PAT-Reading
Students from year 1 to year 6 participated in the 2022 PAT-Reading assessment. 95% of students achieved SEA or greater, with 58% of students achieving a score well-above SEA.

PAT-Maths
Students from year 1 to year 6 participated in the 2022 PAT-Maths assessment. 92% of students achieved SEA or greater, with 58% of students achieving a score well-above SEA.

Attendance

Year level	2019	2020	2021	2022
Reception	91.5%	87.0%	83.2%	87.1%
Year 1	90.6%	88.6%	84.4%	80.4%
Year 2	92.3%	84.4%	92.0%	88.9%
Year 3	91.6%	92.0%	88.9%	85.7%
Year 4	90.4%	79.0%	95.1%	89.6%
Year 5	92.9%	89.5%	86.4%	92.1%
Year 6	94.7%	86.6%	87.5%	83.0%
Year 7	91.7%	84.3%	90.6%	N/A
Year 8	N/A	N/A	N/A	N/A
Total	91.9%	86.2%	88.9%	86.9%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance levels have remained fairly consistent over time, trending slightly lower this year. Our records show that absences due to Covid-19 increased this year once restrictions were significantly reduced, thus impacting our attendance in most classes throughout the year.
Students with chronic non-attendance have been monitored closely and families supported through a variety of ways in order to increase student's attendance.

Behaviour support comment

Tea Tree Gully Primary is committed to creating a safe, supportive and respectful teaching and learning community. Our school has a strong focus on the core values of Excellence, Respect, Responsibility and Collaboration. Teachers have embedded our core values through a common and consistent language across all year levels. We have a zero tolerance to bullying and all staff take responsibility for dealing with issues as they arise and implementing pro-active strategies to support positive social interactions school wide. Our student behaviour is generally very positive with most students being able to regulate their behaviour and make successful choices when or if issues arise.
Staff build strong relationships with students and support them to take responsibility for their own actions. Staff use positive reinforcement to acknowledge good behaviour and our team captains work with their teams to model and encourage positive play.

Parent opinion survey summary

Effective communication was an area that indicated significant improvement in our 2021 survey, with the 2022 results reflecting some improvement in this area. Many positive comments around regular communication in various forms, in most classes, suggest that parents felt they received enough communication around class and school events and daily happenings. This is an area we will continue to address in 2023 to ensure this practice is embedded in all classrooms, including communication from specialist teachers.

Parents have a high regard for the importance of education in their child's life.

Areas for improvement:
Over 40% of parents indicated that they would like to receive learning tips and support to help their children at home.

Parents also indicated that they would like more feedback given to their children to support ongoing improvement. Feedback and assessment is a key focus of our 2023 Site Improvement Plan and this is an area we will address throughout the year, implementing a variety of strategies to ensure parents are informed of their child's progress and areas for development regularly.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	12.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	87.5%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Tea Tree Gully Primary School follows the Department for Education Relevant History Screening requirements. All employees are screened through the Teacher's Registration Board and the Working With Children Check. Parent volunteers also have WWCC screening, complete Responding to Risk of Harm, Abuse and Neglect training online and participate in site induction sessions to familiarise themselves with site protocols and procedures.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	9
Post Graduate Qualifications	

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	4.8	0.0	3.0
Persons	1	5	0	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	$1,048,621
Grants: Commonwealth	$0
Parent Contributions	$26,487
Fund Raising	$9,097
Other	$42,876

Data Source: Education Department School Administration System (EDSAS).

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Well-being is a school focus and all staff actively support a positive and safe culture, ensuring any issues or possible incidents affecting well-being are dealt with in a timely manner. The funds were utilised to provide release for teachers to address needs as they arose, including whole school initiatives such as "What's the Buzz', which supports the development of positive relationships.	Improved problem solving when minor conflicts occur and the development of consistent language and practices across the site to support well-being.
	Improved outcomes for students with an additional language or dialect	Support was provided to identified students and SSO support provided as required.	Students working towards agreed goals.
	Inclusive Education Support Program	Funding used to employ SSOs to work on supporting students to achieve their SMARTAR goals as outlined in their learning plans.	Ongoing progress towards goals as reflected in One Plans and Individual Learning Plans.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Early years students identified at risk were provided with targeted intervention (SSO support 3 x weekly)	All students made progress with over 70% achieving SEA
Program funding for all students	Australian Curriculum	Australian Curriculum professional development for all teachers to support the implementation of the DfE units of work, specifically how to ensure all students have access to their year level curriculum in composite classes.	Consistent delivery of the curriculum and curriculum mapping in place across all year levels.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Targeted literacy and numeracy programs delivered for at risk students. Ongoing staff training around the Science of Reading and strategies for targeted classroom based intervention.	All teacher consistently implementing targeted literacy intervention as part of morning literacy block. Student improvement consistent and evidenced in regular data collection.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA