

2024 annual report to the Community

Tea Tree Gully Primary School

Tea Tree Gully Primary School number: 432

Partnership: Tea Tree Gully



School principal:

Diane Scott

Date of endorsement:

19/06/2025



Context Statement

Tea Tree Gully Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 113. Tea Tree Gully Primary School is classified as Category 6 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 1% Aboriginal students, 21% students with disabilities. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council Report

2024 was a very busy and productive year. We are pleased to be welcoming many new families in 2025, with an increase to our school numbers from 99 at the commencement to 2024 to 113 beginning of 2025.

The biggest capital works to occur at the school for many years was undertaken to create a Disability Unit within our existing east unit. The closed classroom space was upgraded with kitchen facilities, storage and a wonderful sensory room space. The build also included an accessible toilet and ramp access. There was also the installation of a fence along Nicholas Drive, which was long advocated for by Governing Council as well as parents and carers within the school community. A true group effort!

The school community came together for the bi-annual concert and student agency was on show with many students creating their own performance pieces. Inclusive activities ensured students were able to participate in different ways, with videos, recordings and sharing on the night tailored for different classes.

A highlight for Governing Council last year was the regular attendance of students at the beginning of Governing Council meetings. This included school captains, sports captains, choir leaders and other senior students to share their work with the school, highlight learning and leadership, voice whilst gaining public speaking skills. Students also contributed to the fundraising committee; collaborating with staff, Governing Council and school family volunteers to plan and run a number of student events throughout the year. The school raised over \$6,000 for the year which is a fantastic outcome for a small school.

The Governing Council supported many of the wellbeing initiatives which were researched and sought out by the staff and leadership. The Resilience Project is one example which will benefit students at the school and will be implemented next year.

Kind regards

Leah Meier

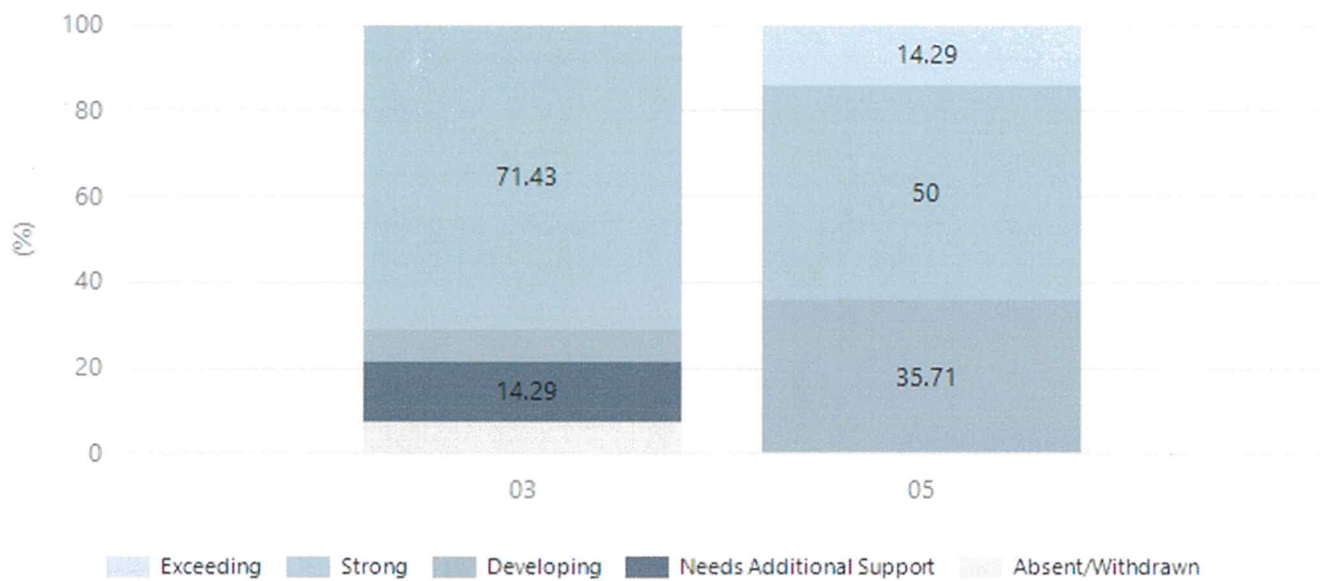
Chairperson

Performance Summary

NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

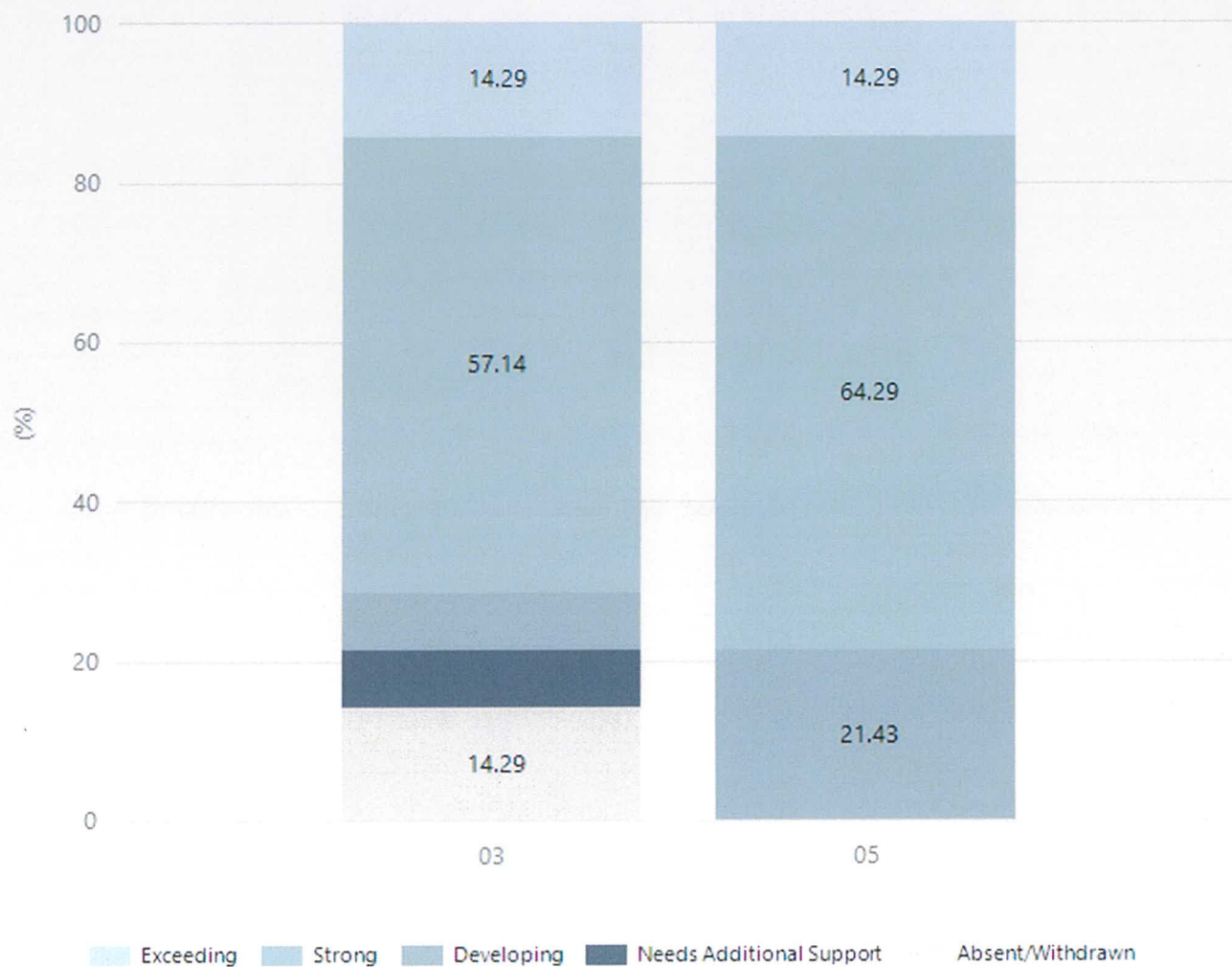
Numeracy



Year Level	03	05
Exceeding		2
Strong	10	7
Developing	1	5
Needs Additional Support	2	
Absent/Withdrawn	1	
Total	14	14

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Reading



Year Level	03	05
Exceeding	2	2
Strong	8	9
Developing	1	3
Needs Additional Support	1	
Absent/Withdrawn	2	
Total	14	14

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

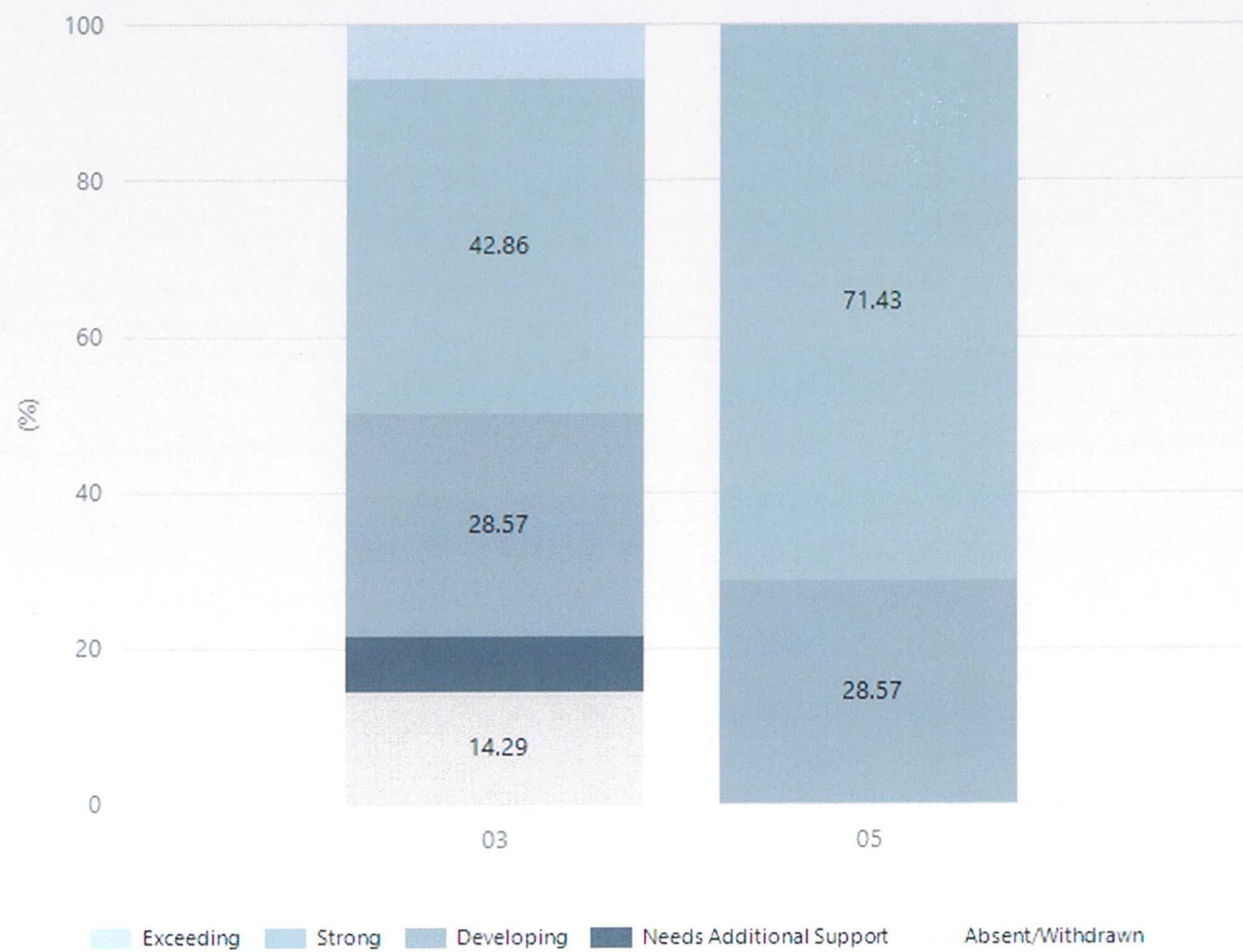
Writing



Year Level	03	05
Exceeding	1	4
Strong	8	8
Developing	3	2
Absent/Withdrawn	2	
Total	14	14

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

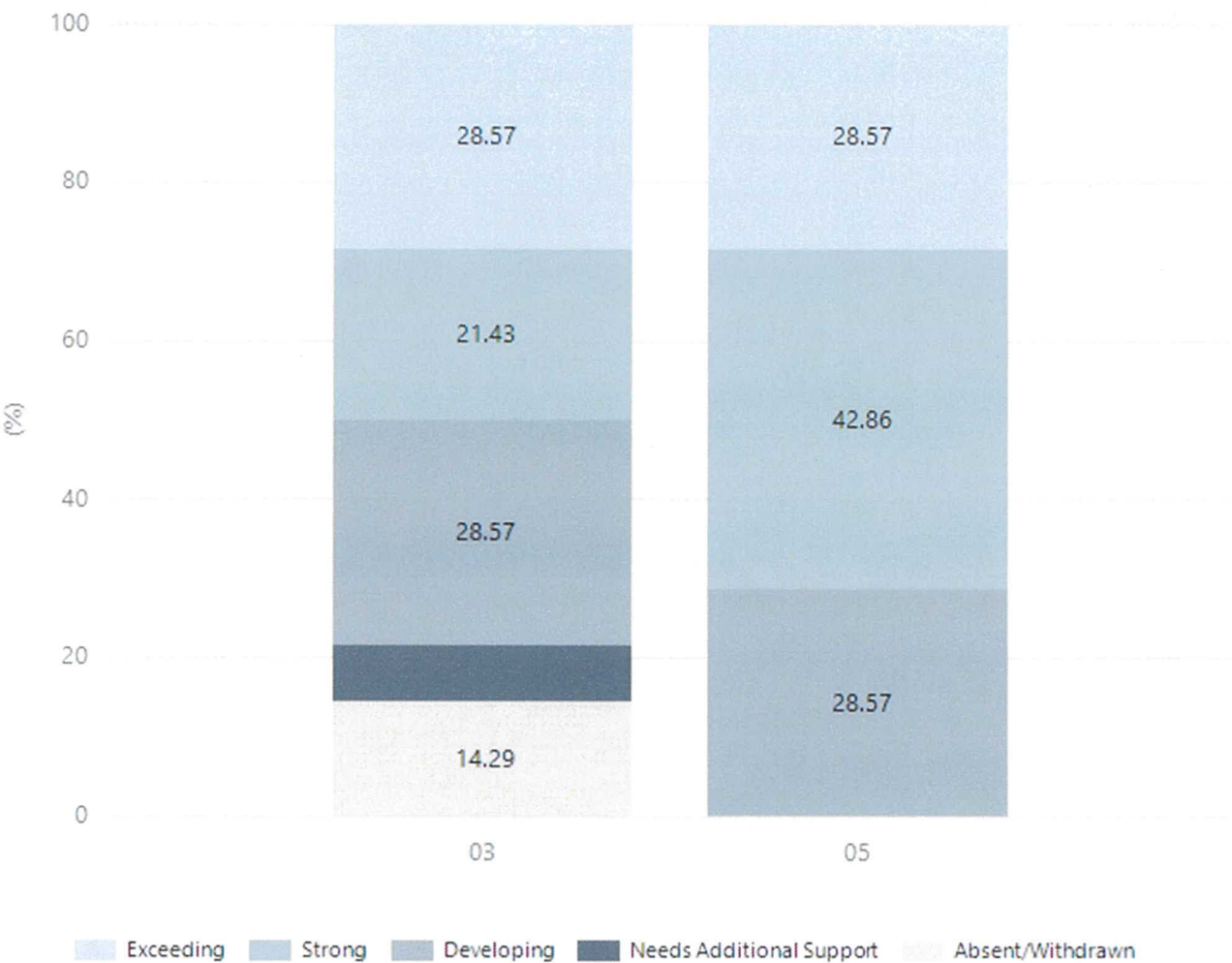
Grammar



Year Level	03	05
Exceeding	1	
Strong	6	10
Developing	4	4
Needs Additional Support	1	
Absent/Withdrawn	2	
Total	14	14

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Spelling



Year Level	03	05
Exceeding	4	4
Strong	3	6
Developing	4	4
Needs Additional Support	1	
Absent/Withdrawn	2	
Total	14	14

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

School Attendance

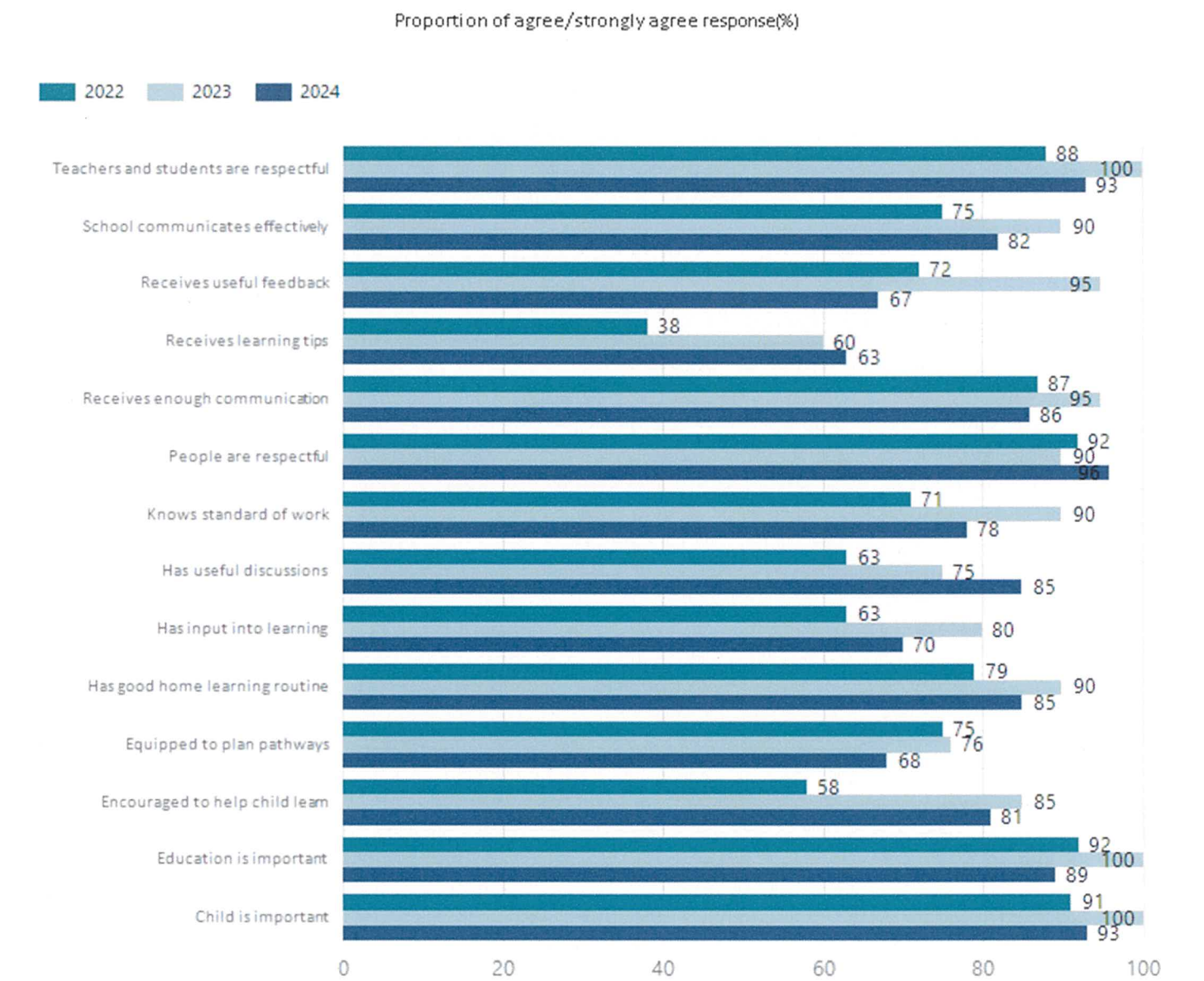
Year Level	2022	2023	2024
Reception	87.7%	87.7%	95.6%
Year 01	80.4%	93.3%	84.2%
Year 02	88.9%	88.1%	86.2%
Year 03	85.7%	86.2%	87.8%
Year 04	89.6%	91.8%	86.7%
Year 05	92.1%	91.6%	89.0%
Year 06	83.0%	96.4%	91.5%
Primary Other		77.8%	84.2%
Total	87.0%	90.6%	88.5%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

School Parent Opinion Survey Results



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

Intended Destination

Leave Reason	Number	%
QL - LEFT SA FOR QLD	2	50.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	50.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	7
Postgraduate Qualifications	3

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	7.7	0.0	6.9
Persons	0.0	10.0	0.0	13.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave.
"Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	1,729,763.61
Grants: Commonwealth	500.00
Parent Contributions	34,406.42
Fund Raising	8,569.10
Other	38,471.73

Data Source: School supplied data.

