



Tea Tree Gully Primary School

2020 annual report to the community

Tea Tree Gully Primary School Number: 432

Partnership: Tea Tree Gully

School principal:

Ms Diane Scott

Signature

Governing council chair:

Amanda Davey

Date of endorsement:

8 February 2021



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.

The students and families are from predominantly English speaking backgrounds. Approximately 23% of our students are school card holders. Science and PE are provided by specialist teachers and Japanese lessons are provided through Open Access College. These lessons are provided via a combination of face to face and Web-cam lessons. Despite the challenges the impact of Covid-19 had on the 2020 school year, we acknowledge and were able to celebrate, albeit differently, many highlights and improvements. These include:

- *nature play incursions
 - *high quality teaching
 - *ongoing student improvement
 - *innovative opportunities for maths extension
 - *music strategy support for early years teachers and students
 - *Adelaide Festival choir attending special SING event at our local cinema
 - *art show and book fair provided an opportunity for us to welcome grandparents and special guests whilst adhering to social distancing requirements
 - *Sports Day done differently (over 2 weeks with team captains leading a variety of activities and challenges)
 - *several SAPSASA events and a number of students achieving district level participation as a result of their achievement and sportsmanship
 - *Mylor Camp
- Significant internal and external improvements include:
- *internal carpeting through east and south units
 - *internal painting of stairwells, science room and old air conditioner vents
 - *additional outdoor planting, including 4 established trees, enhanced our grounds and provided more natural shade
 - *beautiful outdoor mural painted by local artist, Sam Brooks

Governing council report

Overall 2020 was a productive and positive year for the Governing Council. We welcomed a mix of both new and continuing voting members, and we were fortunate to have Jen Bais supporting us as a Community Representative. While the impact of COVID-19 greatly limited our ability to host our usual community and fundraising events (including our much anticipated 150th celebration), we were fortunate to support the following :

- Building upgrades: including external painting and new carpet in the east unit
- Beautification of outdoor areas: including tree planting/landscaping, a new mural, game line markings and raised garden beds for our edible native garden
- Upgrade to school entrance and staff carpark
- Review of all school policies and amendments where necessary
- Promoting Tea Tree Gully Primary within the wider community: including working with MP Richard Harvey to promote our 150th year, and winning the Buses R Us 'Promote Your School' competition
- Fundraising events: including the colour fun run and sale of memory path pavers
- Increased opportunities for nature and creative play: including visits from 'Climbing Trees' and 'Mobile Junk Yard' days

Our efforts for 2021 will be focused on improving our IT interface and upgrading hardware, seeking increased enrolments through promotion of our school to the wider community, increased fundraising and the rescheduling of our 150th celebration.

I would like to express my gratitude to our Principal Di Scott, our teachers, parent and community members and our student representative, who gave up their time to be part of our Governing Council committee and school events throughout this year.

Amanda Davey
Chairperson, Governing Council

Quality improvement planning

The 2020 School Improvement Plan, in conjunction with the recommendations from our 2019 External Review, outlines the targets for improvement for our students in numeracy and literacy.

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 Numeracy.

Our early years teachers continued to work closely with the staff at Kathleen Mellor Kindergarten and shared PLC time throughout the year. Their main focus was embedding strategies to improve children's oral language, phonemic awareness and vocabulary, through ongoing participation in PALS, Playful Literacies and Bookmaking.

Our review process improved this year as we moved from a sub-committee responsibility to a whole staff priority. Regular staff meeting times were devoted to deep analysis of where we were at in terms of meeting timelines, carrying out actions and providing evidence of success. This process will continue in 2021.

All staff participated in task design and engaged in moderation exercises for their identified students. This process is evolving and ongoing and will be centred around the new curriculum resources for years 5, 6 and 7 in 2021. Teachers will work with like year levels with another Partnership site to trial the units of work in Numeracy, using the suggested moderation tasks as the basis for better aligning A-E grades as indicators of student achievement more consistently. All teachers will use the scope and sequence to plan for literacy/numeracy learning in each year level.

Staff will engage in professional development to support improvement in student learning, both at a site and Partnership level.

Following on from the work we did around formative assessment, staff will create a whole school agreement around our bookwork expectations and use this to develop consistency about presentation, goal setting, formative assessment and student improvement.

Our School Improvement Plan for 2021 has the following goals and challenges of practice:

Goal 1 - Increase the number of R-3 students reading at SEA or above

If we provide an enriched language environment, using synthetic phonics and the Big 6 components of reading, then we will increase the number of R-3 students reading at SEA or above.

Goal 2 - Maintain and increase the number of students achieving the high bands in Numeracy.

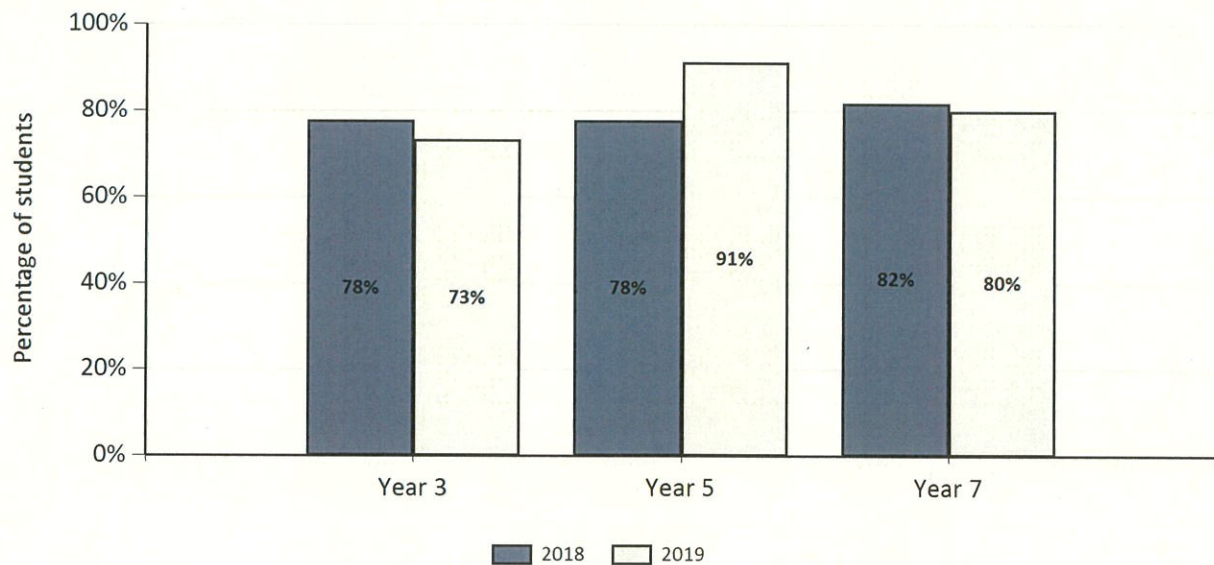
If we provide opportunities for all students to have intellectual stretch through differentiated tasks then we will maintain and increase the number of students achieving the high bands.

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

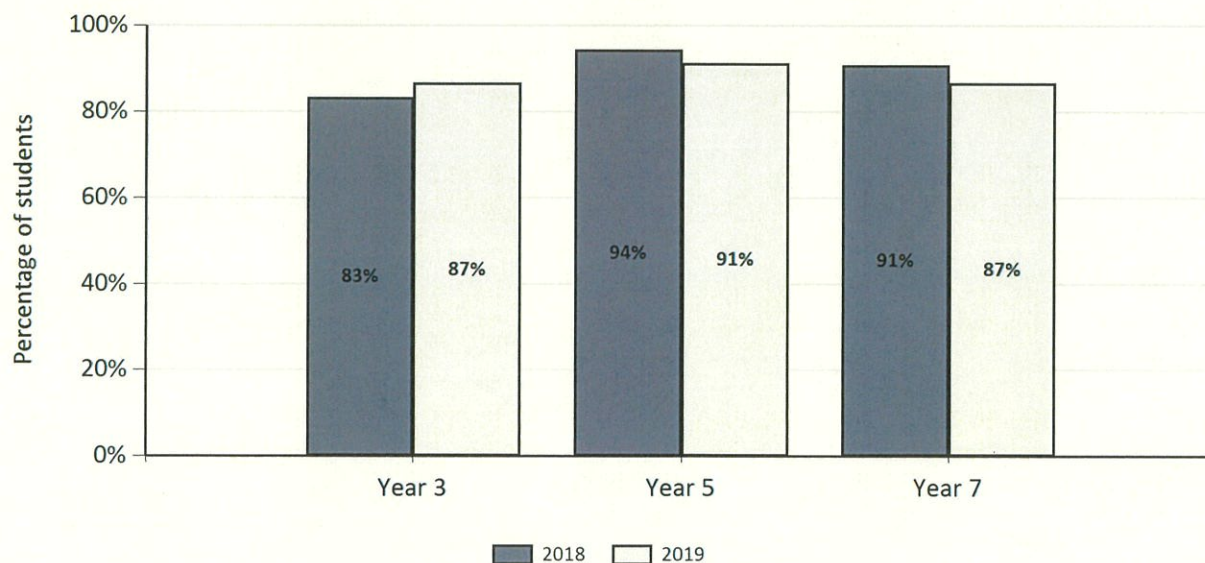


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	56%	70%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	61%	67%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

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 3 2019	15	15	9	3	60%	20%
Year 3 2017-2019 Average	16.0	16.0	9.7	5.3	60%	33%
Year 5 2019	23	23	9	7	39%	30%
Year 5 2017-2019 Average	19.0	19.0	8.3	5.3	44%	28%
Year 7 2019	15	15	4	4	27%	27%
Year 7 2017-2019 Average	14.7	14.7	2.3	3.0	16%	20%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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.

School performance comment

Student achievement at Tea Tree Gully Primary continues to remain positive with significant numbers of students achieving above the national minimum standard.

Junior Primary pedagogy and rich literacy based programs continue to contribute to excellent student progress in reading and comprehension. Running Record data reflects a high percentage of students achieving above the expected DfE SEA (Standard of Achievement) for reading.

NAPLAN did not occur this year due to Covid-19 so the following is a summary of our PAT data:

PAT MATHS

Year 1 - 2020 results: all students achieved above SEA with 12 out of 12 students achieving in the upper band (scale score of 93 or above)

Year 2 - 2020 results: all students achieved SEA with 9 out of 16 achieving in the upper bands (scale score of 103 or above)

Year 3 - 2020 results: all students achieved SEA with 5 out of 10 achieving in the upper bands (scale score of 111 or above)

Year 4 - 2020 results: all students achieved SEA with 8 out of 11 achieving in the upper bands (scale score 113 or above)

Year 5 - 2020 results: all students achieved SEA with 3 out of 8 achieving in the upper bands (scale score 121 or above)

Year 6 - 2020 results: 15 out of 23 students achieved a scale score of 122 or above, placing them in the upper bands

Year 7 - 2020 results: 10 out of 14 students achieved SEA with 7 achieving a scale score of 123, placing them in the upper bands

PAT READING

Year 1 - 2020 results: 11 students achieved SEA with 7 out of 13 achieving in the upper bands (scale score of 84 or above)

Year 2 - 2020 results: all students achieved SEA with 11 out of 16 achieving in the upper bands (scale score of 96 or above)

Year 3 - 2020 results: 9 out of 10 students achieved SEA with 6 achieving in the upper bands (scale score of 107 or above)

Year 4 - 2020 results : all students achieved SEA with 8 out of 11 achieving in the upper bands (scale score of 113 or above)

Year 5 - 2020 results: 6 out of 8 students achieved in the upper bands (scale score of 119 or above)

Year 6 - 2020 results: 19 students achieved SEA or above with 18 out of 23 achieving in the upper bands (scale score of 121 or above)

Year 7 - 2020 results: 13 of 14 students achieved SEA with 10 achieving in the upper bands (scale score of 122 or above)

Attendance

Year level	2017	2018	2019	2020
Reception	95.4%	91.5%	91.5%	86.9%
Year 1	89.7%	93.9%	90.6%	88.6%
Year 2	92.3%	91.0%	92.3%	84.4%
Year 3	93.2%	93.9%	91.6%	91.8%
Year 4	95.5%	93.1%	90.4%	79.7%
Year 5	92.7%	96.4%	92.9%	89.5%
Year 6	92.6%	91.3%	94.7%	86.6%
Year 7	93.8%	90.5%	91.7%	84.3%
Primary Other	100.0%	N/A	N/A	N/A
Total	93.3%	92.8%	91.9%	86.2%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Student attendance has a significant impact on achievement and well-being. Staff and leadership continuously follow up on all absences, and are particularly diligent in following up regular or chronic non-attendance. We have enlisted the support of our designated social worker (truancy) to provide additional intervention when our efforts had little impact on improving the attendance of a student in year 4. Our combined efforts, resources and individualised plan for increased attendance was successful in gaining a slight improvement in the student's attendance during the latter part of the year.

We are completing the 2020 school year with no unexplained absences.

Behaviour support comment

At Tea Tree Gully Primary School we are committed to creating and maintaining supportive and respectful teaching and learning environments. Behaviour management processes and structures are refined and reviewed throughout the year. Proactive programs such as 'What's the Buzz' support positive mental health and well-being across the site. Consistent high behaviour expectations across the site support consistency across all year levels. A zero tolerance to bullying in any form is in place.

Student take homes and suspensions have reduced by 2 in comparison to 2019 data. A student with significant behaviour issues is supported through category 6 funding and an individualised behaviour support plan. 1:1 SSO support has resulted in a higher level of engagement in the learning program.

Client opinion summary

The results from the Wellbeing and Engagement collection show that students at TTGPS are connected with our school, have emotional engagement with teachers and have positive friendships at school. An increased from 49% in 2019 to 77% in 2020 of students identifying they have a connection with an adult. This is also reflected in the results of students that have an engagement with teachers which went from 70% in 2019 to 82% in 2020. There was a decline of 25% in perseverance from 2019 to 2020 and as a result our 2021 program will focus on Growth Mindset and applying our school values (respect, responsibility, excellence and collaboration). The overall health and wellbeing of students outside of school is moderate with only 25% of students saying they felt 'overall healthy'. In general students' responses on nutrition, sleep and outside activities were positive.

Overall the parent survey showed positive responses in the following areas: 'teachers and students treat each other with respect at the school' and 'I feel my child is important to the school', 'I know the standard of work the school expects of my child'. Parents would like more guidance in how to help their student(s) learn better at home and how to target their child's specific learning needs. 96% of parents engage in conversations about school at home and 82% of parents surveyed value education as necessary to their child's future.

88% of staff completed the 2020 Perspective survey. 73% of staff show active engagement in their work at TTGPS. 100% of staff felt they have adequate resources to complete their role at TTGPS. Areas for improvement in 2021 will include leadership communicating more effectively with staff re feedback, performance and the decision making processes, ensuring greater opportunities for staff voice and participation in decision making processes. Strengths from this survey include expert teaching (task design, data gathering and analysis, providing feedback to students), expectations of job role and teacher planning for students' needs. Overall the staff survey had positive responses and feedback.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	2	3.9%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	7.8%
Transfer to SA Govt School	45	88.2%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All Tea Tree Gully Primary School staff, non DfE service providers and volunteers were compliant with Department history screening requirements. The site has good processes in place to ensure all adults working within the school have undertaken relevant Working With Children screening. The school's records are well maintained and easily accessible.

TTGPS ensures volunteers undertake relevant training which includes Responding to Abuse and Neglect. Volunteer training sessions are offered each term.

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	12
Post Graduate Qualifications	2

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: 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	0.0	7.2	0.0	3.8
Persons	0	9	0	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$1,270,745
Grants: Commonwealth	\$28,678
Parent Contributions	\$45,966
Fund Raising	\$6,839
Other	\$37,995

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

2020 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 2020 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	SSO employed to run social skills programs, focussing on respectful interactions and developing a positive self image. Students were supported to identify their feelings and develop self regulation skills.	Increased engagement in the learning program and improved peer relationships.
	Improved outcomes for students with an additional language or dialect	Staff analysed students Language and literacy levels in order to apply the correct level for identified students.	Data reflects growth of at least one level for identified students.
	Inclusive Education Support Program	Targeted funding for identified students supported the development of One Plans, individualised programs and differentiation across the curriculum. Non-funded identified students were supported individually /small groups	Students worked towards achievement of SMARTAR goals, all showing growth.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	Numeracy and Literacy First and Early Assistance funding used to provide SSO support in the early years in literacy, and targeted literacy intervention through Reading Doctor for students below benchmark. A focus on comprehension was provided through guided reading experiences. High band numeracy students were challenged and extended through intensive small group problem solving sessions.	All students showed growth with all but 2 reaching at least SEA or above in literacy High band students maintained or improved numeracy score
	First language maintenance & development Students taking alternative pathways IESP support	SSO support in the early years provided targeted intervention in response to students individual needs (phonemic awareness, sight word development and vocabulary extension).	
Program funding for all students	Australian Curriculum	Staff training and development continued in mathematics with a focus on collaborative planning, assessment and moderation.	Staff planning across the site for intellectual stretch for all learners.
	Aboriginal languages programs Initiatives	ACEO support 3 hours per week - focus on literacy and cultural awareness.	Students reading more confidently and showing increased comprehension.
	Better schools funding	Used to run Wave 2 intervention programs in literacy and support for students included in NCCD data.	Students received small group or intensive individual support and all have ILPs
Other discretionary funding	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	SSO support in each year level class, working on maths extension tasks (with a problem solving component focus).	Students maintained or increased their upper band data (PAT M).