2010 Annual School Report
GARDEN SUBURB Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
In 2010 there were 244 students enrolled at Garden Suburb Public School. There were 148 boys and 96 girls.

93.9% of students attended school each day. This was slightly lower than the attendance rates for 2009. Our school hosts 2 Intensive language classes for students in K-2 with language difficulties. These classes have a maximum of 8 students. These students enroll for 1 year and are then reviewed to ascertain whether another year would be beneficial. Year 2 students return to their home school to continue their education. We also have an intensive reading class where students attend for 1 term. Each day after lunch students return to their home schools. There is a maximum of six students in this class.

Staff
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
In 2010 Garden Suburb staff were invited to be a spoke school with Merewether Public School (A Centre for Excellence). Along with 5 other schools we joined together for Quality Professional development in the areas of Literacy and Numeracy.

Two full day staff development days were held with all staff from all schools where teachers presented various aspects of best practice in teaching. Ms Jennie Walker, our Assistant Principal, presented an informed presentation on comprehension strategies that work. All staff attended workshops in technology, literacy, unit writing, teaching higher order thinking skills, hands on math challenges and others.

During terms 2 and 3 schools met at Garden Suburb PS twice to attend after school training with a follow up session the next week for 2 interested staff. Also during this year two staff members (Miss Price and Mr Mathews) presented to small groups of team teachers how they use technology within the classroom. Once this was shared the teamed teachers (Mrs Gardiner and Miss McFayden) came back to school and used these demonstrations to further develop their skills. They then shared this journey with other staff.

This opportunity has been very worthwhile as a chance to work with teachers from other schools and share best practice. We will continue on the program for 2011.

Student achievement in 2010
In 2010 our students’ greatest achievements have been the recognizable growth in their spelling and grammar understanding. NAPLAN results showed this both in Year 3 and 5. Results across the school are also showing this. 2011 will be the 3rd year of the implementation cycle. In the University spelling test (voluntary) we received 1 distinction and 4 credits, our best results ever.

Our other area of great achievement is in both the staff and students grasp of technology. Five staff members established a class MOODLE for students. In the voluntary university tests for Technology we gained 4 distinctions and 3 credits. (4 times more distinctions than in 2009)

Messages
Principal’s message
Garden Suburb Public school has served the local community for 52 years. It has a reputation for excellence in academic, cultural and sporting programs in a K-6 context.

These programs reflect the principle that it is the right of all young Australians to succeed in learning and to have the knowledge skills and understanding essential to their effective participation in civic life.

Garden Suburb’s has an active parent body involved in many school based activities. Active parent groups, such as the P and C, canteen, fundraising and uniform groups are evidence of the high level of community involvement. The strong collaborative links between the school and parents ensure that mutually agreed outcomes are obtained in a climate of shared understanding and goodwill.
The school’s staff is extremely hard working and committed to achieving quality educational outcomes across all Key Learning areas. Our teaching and learning programs encourage excellence, commitment and co-operation and produce confidence, persistence, organizational skills and social awareness in students preparing them for a positive future.

The school is valued for its high expectations in technology and learning and for its diversity of extracurricular opportunities available to students.

The year 2010 has been another outstanding year for Garden Suburb Public School. It has also been the year we have had a new hall completed which will only enhance school and community programs.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Jo Swadling Principal

P & C message

In this my last year as P and C president I have been lucky to work with a great executive that work towards providing opportunities for students at Garden Suburb. In 2010 the P and C supported students by purchasing Mathletics licenses, new home reading books for classes, paid for buses for the school athletics carnival, built a retaining wall at the multipurpose court and applied for a community grant that purchased laptops for the P and C treasurer, secretary and canteen supervisor to facilitate their roles. This will also be used in 2011 to provide a stainless steel bench for food preparation.

I wish to thank the parents for their efforts in the canteen, uniform pool and those parents who helped with BBQ’s Mother’s Day stalls, discos, organizing raffle prizes and the selling of tickets.

It was wonderful to see our new hall finished and used for Presentation assemblies at the end of the year.

I wish the new executive a productive year and thank all at the school who worked with me for the benefit of students.

Guy Finn P and C President

Student representative’s message

Our school has great programs to help us leaders become better at helping people around our school. Programs and activities that that help us include:

DIPL: To help students with Literacy and English.

Discos: To help us leaders build confidence and to raise money for the school.

Nursing Home Visits: Students in enrichment groups went to the nursing home to talk to the residents.

Our buddy program where we help our new Kindergartens settle into our school.

The Young Leaders day where we go to Sydney with other school leaders and learn about the qualities that make good leaders from famous Australians.

Organizing fund raising days to support the school in resources and equipment Eg a new school entry sign and giant chess sets.

Thomas Stone on behalf of Klay McGaw, Keighley Clark, Georgia Pringle, Sara Evans, Sam Thomson, Jordyn Ward and Bryce Pickin.
School context

Student information

We again saw a slight drop in numbers due to the large cohort of students in Year 6 and smaller numbers in Kindergarten.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>166</td>
<td>166</td>
<td>155</td>
<td>157</td>
<td>149</td>
</tr>
<tr>
<td>Female</td>
<td>111</td>
<td>108</td>
<td>106</td>
<td>96</td>
<td>97</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance

School attendance is a priority for learning. At Garden Suburb we use Webattend to record student absences. Every second week data is analyzed on attendance and parents contacted if absences are unexplained or go below the 85% attendance rate. The Home School Liaison Officer is used to support parents in helping their child attend school regularly. This year saw attendance slightly below state and regional figures.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>6P</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>4G</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>K/1P</td>
<td>K</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>K/1P</td>
<td>1</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>1/2W</td>
<td>1</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>1/2W</td>
<td>2</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>2/3L</td>
<td>2</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>2/3L</td>
<td>3</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>3/4C</td>
<td>3</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>3/4C</td>
<td>4</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>4/5K</td>
<td>4</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>4/5K</td>
<td>5</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>5/6M</td>
<td>5</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>5/6M</td>
<td>6</td>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

Structure of classes

All classes were organized under Department guidelines and recommendations for maximum numbers. In 2010 there were 9 mainstream classes with 6 composite classes and 2 full time Language Support classes.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1 day</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>3 days</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1 day</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.5 days</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

There are no indigenous teachers at Garden Suburb Public School.

Staff retention

In 2010 two staff members took maternity leave. All other staff remained in their positions.
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>96,188.95</td>
</tr>
<tr>
<td>Global funds</td>
<td>135,782.13</td>
</tr>
<tr>
<td>Tied funds</td>
<td>156,329.13</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>54,577.93</td>
</tr>
<tr>
<td>Interest</td>
<td>5,517.89</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>18,332.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>466,728.43</td>
</tr>
</tbody>
</table>

| Expenditure                |            |
| Teaching & learning        |            |
| Key learning areas         | 29,596.33  |
| Excursions                 | 20,775.56  |
| Extracurricular dissections| 45,340.52  |
| Library                    | 0.00       |
| Training & development     | 241.82     |
| Tied funds                 | 134,238.73 |
| Casual relief teachers     | 37,611.34  |
| Administration & office    | 39,324.91  |
| School-operated canteen    | 0.00       |
| Utilities                  | 22,040.57  |
| Maintenance                | 14,215.57  |
| Trust accounts             | 11,891.89  |
| Capital programs           | 0.00       |
| **Total expenditure**      | 355,277.24 |
| **Balance carried forward**| 111,401.19 |

School performance 2010
Achievements
Arts
2010 saw Garden Suburb expand their arts program. The highlights for this year include:

- Our school concert band performed at most assemblies to showcase new songs and music. They also performed at Charlestown Square and in the musical. The band performed at Bandfest receiving a Highly Commended Award for their efforts. Thanks must go to Michael Jobson our band instructor, Mrs Lambert, our band coordinator and Mr Britt who provided additional support in all areas.

- Four students were selected to paint our local area for the Westpac Bank art competition at Charlestown Square. Gianluca Maggoitto came 3rd in the competition.

- Year 6 entered the Digital Learning Awards for creating digital art works.

- Our junior and senior choirs have performed at Charlestown Square, the Myall Road nursing home, at our musical and our Presentation Day. Another wonderful year with great teaching from Mrs Conlon and Mrs Went.

- All students participated in our school-based Public Speaking competition with 2 students from each stage selected to go on to Zone finals. Lola Haylock was selected to go on to the Hunter Region final for Stage 1 students where she became the Hunter Region Champion. An amazing performance. Liam O’Neill was awarded a highly commended at Zone level.

- Our 16 Starstruck dances again represented us proudly in “STARSTRUCK- The Original”. Mrs Went and Miss McFayden were proud of the performance and behavior.

A full copy of the school’s 2010 financial statement is tabled at the Annual General meeting of the P and C. Further details concerning the statement can be obtained by contacting the school.
• Sophie Higgins represented our school at Starstruck and the Education week service as part of the signing choir. Sophie then went on to teach her class how to sign to “We Still Call Australia Home” which they performed as the finale to our musical.

• Our school Musical “A Magical Mystery Tour” had a 100% inclusion. It incorporated our concert band, set designs and singing, dancing, poetry and public speaking.

• As part of the Primary Enrichment Groups program, Mr Mathews organized a Rock Band. Under his guidance this group learnt songs and performed for the school assembly and at a Cardiff High music night as invited guests.

• Mannon Rouge (violin) and Breanna Wilson (piano accordion) were also selected to perform at Cardiff High’s musical night and performed as soloists at our Musical.

Sport

Our school continues to provide a wide variety of sporting options in both representative sports and school activities. We also have a number of talented individual students who achieve at high levels in individual sports. Our highlights for 2010 include:

• Two junior and senior soccer and netball teams competed in the Crossroads round robin competition. All 4 teams made it to the semifinals. Thanks go to Mrs Bartrom and Mr Mathews for their coaching and organization.

• Both the swimming carnival and athletics carnival were well supported by all students. Lucas Burrow went on to compete at Regional swimming. In athletics Fiacre Munezero and Jake Bawden competed at Regional level. Morgan and Khelani Haimau-Ikihele were both regional champions in field events and went onto State level in Sydney.

• Bryce Pickin represented our school and region at the State PSSA golf finals while Maddison Jones represented us at State in horseriding. A great effort in these individual sports.

• As always our soccer athletes represent us at a wide variety of levels across regional teams and local Macquarie representative teams. They were, Liam Parkinson, Martin Kollen, Zac Lloyd, Saxon Borg, Aiden Turnbull, Hayden Jones, Jeremy Pope and Courtney Wiltshire.

• Other team representatives included Joshua and Rixon Wingrove for Hunter Region basketball and Layne Morgan for touch football.

• Class 1/2 visited the Nursing home to work with residents on a “Kids in Motion” program. This program incorporated fitness for the young and the elderly. They visited twice a term to work with residents on a variety of fitness activities. They concluded their visit with a Christmas concert for the residents.

• 4G entered the Premiers Sporting Challenge where they recorded their daily fitness activities. They earned all of Stage 2 a free day of Gymnastics at Hunter Sports Centre.
Language and Reading Classes

Garden Suburb Public School has a support unit consisting of two classes’ for children requiring language support and one intensive reading class. The two language classes are for children (K-2) who have been identified as having a severe disability for expressive and/ or receptive language and are enrolled as fulltime students for up to two years. Each class has a total of 8 students.

The Intensive Reading class caters for children from Years 3 to 6 who have a literacy impairment of less than 2 chronological years of age. These children attend the class 5 days a week from 9 am then return to their home school by 1pm. The program runs for an intensive 8 weeks and has a total of 6 students.

The language classes have a successful exit rate of 7 to 10 children per year. Speech pathologists work with the children 3 and half days per week.

Academic

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. SSG = Similar School Groups

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 5
Numeracy – NAPLAN Year 5

Progress in literacy

Progress in numeracy

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

This year both the Infants and the Primary classes enjoyed enrichment group activities one afternoon a week. These groups were formed to give students different opportunities to experience a variety of activities. Activities included, visiting the nursing home, environmental education, mural painting, rock band, choir, drama, games and technology.

Aboriginal Education

In 2010 we had a variety of Aboriginal education activities. They included:

- A K-2 excursion to Yamulong where students experienced the tasting of bush tucker, Aboriginal stories and participated in Aboriginal dance and drama activities.
- Aboriginal students from Cardiff High worked with students to produce two large murals for our school.
- Staff attended a combined training day to work with the new Aboriginal Education policy.
- Stage 2 students visited Awabakal Education Centre learning about local Aboriginal history and visiting middens.
- Individual Education programs were developed for each of our 15 Aboriginal students.

Multicultural Education through Our Musical

Our musical this year was a tour around the world. Each class chose a country to explore and developed a musical item around this country. Combined with a power point presentation and a magical plane ride students learnt about our world and many places in it.

Respect and Responsibility

Respect and Responsibility are taught to all students through the You Can Do It program. This program focuses on achievement in Getting Along, Confidence, Organisation, Persistence and Resilience. This program is celebrated with students.

Students, through our enrichment groups program, who visit the aged care facility are developing an understanding of respect for our elderly and a responsibility to support our aged. This has been an exciting initiative which our students have enjoyed.

National Partnership programs

Garden Suburb Public School was invited to work with Merewether Public School (a Centre of Excellence school) and 4 other primary schools:- Islington, Mayfield West, Hamilton North and Stockton to utilize the expertise of a highly accomplished teacher (HAT) to participate in
shared learning programs in Literacy and Numeracy.

All staff had opportunities to work on best practice in literacy and numeracy in half day sessions, combined staff meetings and full staff development days. Full technology days involving two teachers from each of the spoke schools shared technology resources and put these into practice in the classroom and then shared with all staff at GSPS. This has been an excellent opportunity for staff with Quality professional development. Miss Walker presented a course on comprehension to all teachers from all schools at a staff development day.

Connected learning

Our connected classroom has been established in the library. Mrs Burke used this facility with most classes to meet others students from other schools generating friendships and discussions about life at school. The staff used the connected classroom to take advantage of “Brekkie with a Tekkie” where teachers from around the state shared online learning tools with the staff.

Environmental Education

During the construction of our hall we were unable to continue with our vegetable gardens. However our environmental Education continued with recycling of paper for compost and an environmental group who worked on keeping our gardens in good condition.

4G under the guidance of Mrs Gardiner conducted surveys on Climate energy savers and completed a submission which resulted in each class receiving a giant thermometer to monitor their class temperature in relation to using the air conditioner. They also used a thermal imaging camera to identify the hot areas within the classroom.

Once again the Water Watch and Bug Watch programs continued to measure the pond in the local area.

4B, with the support of parents, investigated the effects of oil spills on the environment. Research resulted in a presentation to parents involving, a power point presentation and models. A musical item was also produced by the class, who were supported by Hunter School of Performing Arts students, Mr Britt and parents.

Progress on 2010 targets

Target 1

To continue to improve student outcomes in Literacy.

Our achievements include:

- NAPLAN results for Spelling in Year 3 show a growth over 3 years from 372 to 404.9. In grammar the growth was from 364 to 429 which was above the state growth.
- Spelling in Year 5 showed 74.3% of students showed a growth greater than or equal to their expected growth. In grammar 82% of students showed a greater than or equal to the expected growth. This figure was above the state growth.
- In the K-2 years 77% of students were at level 6 or more for reading. In Year 1 83% of students reached level 16 or above. In Year 2 75% reached level 26 becoming independent readers.
- Each student has an individual learning profile on EDUPRO which includes assessment marks and intervention programs such as access to STLA (a teacher that works with small groups of students to support learning in Literacy.)

Target 2

To continue to improve student outcomes in Numeracy.

Our achievements include:

- Mathematics resources were collected and resorted across the school to support teachers in the use of hands on equipment for lessons.
Mathletics used across the school with several students achieving top places in particular units of work. Mathletics is supported by the P and C for all students to access at home. Students also competed with other students around the world during World Maths Day.

- NAPLAN results for Year 3 Numeracy showed 84% of students in Bands 3/4/5/6. In data, space, measurement and geometry 73% were in these bands with the highest percentage (27) being in band 5.
- In Year 5 NAPLAN results were varied with a 52% of students showing greater than or equal to their expected growth in the Numeracy area.
- All students targeted Mathematics results have been entered on EDUPRO for better tracking of student progress throughout their primary school life.

**Target 3.**

To further develop positive school climate and reinforce effective and consistent welfare programs.

Our achievements include:

- 204 students enjoyed a Principal’s lunch: 102 students achieved 2 ten point awards and 34 students achieved a Banner of Excellence.
- Only 12 students reached over 10 playground incidents for the year.
- Only 9 individual students were suspended in 2010.
- Additional transition programs for Year 6 going to Cardiff High were implemented including our students performing at Cardiff High’s MADD night for the first time.
- Year 5 students were trained with Mr Matthews and Mrs Cooper in the 007 playground support program where they ran lunchtime activity groups for students. This program will continue in 2011.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations in Building a Culture of Success and Mathematics.

**Educational and management practice**

**Building a Culture of Success**

All parents were surveyed on aspects of school culture. These included questions on high expectations, the quality of teachers, leadership, school facilities and resources, communication processes, playground programs, promoting the school, discipline procedures, uniform, extra curricula KLA’s and inclusive programs for students with disabilities. Students, parents (72 families) and staff responded to the survey.

**Findings and conclusions**

The survey (from the areas listed) asked “How well do you think we are achieving this?”

The areas the school community thought we were very good at (over 60%) were:

- High quality teachers, strong leadership, the communications processes used in the school, higher expectations from teachers, parents and students, school facilities and resources, playground equipment and programs, consistent discipline, extra curricula opportunities and inclusive programs for students with disabilities.

The areas we as staff and community will need to further develop are:

- Promoting the school to the wider community and wearing our uniform with pride. Some parents also felt we were stronger in the sporting field than in the creative arts area.

**Future directions**

In 2010 the P and C, with the support of the community researched new uniform options for both boys and girls. The result was new gold and green unisex shirts with green shorts and skorts for girls as an option. A new sports shirt was also decided on. The girls will also have a winter skirt or green bootleg pants. A new winter jacket is ready to be implemented in 2011. There will be a transition period of 2 years. Students and parents entered a competition to design a new logo for
hats and voted on hat styles. The decision was a bucket hat for K-2 with a green and gold hat for 3-6. These will be available at the beginning of 2011.

In the area of promoting our school parents were also concerned about the side of the school that faces Myall Rd. This area shows the back of buildings and has become a place for storage of various odds and ends. In 2011 we will begin projects which include storage of useful items near the area behind the hall ready for recycling, murals painted by students for the backs of classrooms and planting of gardens and bushes to create a neat fenced area.

Other ways of promoting our school will include the design of a school brochure to be delivered to homes in the area and local businesses for display. Newspaper articles will also be used to promote the wonderful activities and students at Garden Suburb.

Staff training will occur at the beginning of the year to keep our school webpage updated with events and photos.

**Curriculum**

**Mathematics**

All parents were surveyed on how they felt the school was going in mathematics. 72 families responded to this survey. Staff and students were also surveyed about mathematics at the school.

**Findings and conclusions**

The survey asked parents to respond to questions relating to reporting the of Mathematics, students progress in Mathematics, their confidence in helping their child at home and how best we can support parents.

The majority of parents agreed that as a school we keep them informed about our mathematics programs and understand that reports are sent home twice a year and interviews are offered to support these reports. The student work sample folders were also seen as a positive in that they provide parents with a look as to what is happening in the class.

However, parents felt that they would like to have parenting sessions on how to teach mathematical concepts as they are unsure of correct methodology. (see target 2)

Parents, staff and students agreed that the mathletics program that can be used at home was a valuable and worthwhile tool to support homework and learning.

In student surveys many students did not like mathematics, did not use Mathletics at home but knew it was important to learn maths.

**Future directions**

In 2011 staff will continue to give parents informative feedback on their child’s progress in reports/ interviews or individually when required.

Parent/ teacher information sessions will be conducted each semester to support parents in the understanding of teaching mathematical concepts. The newsletter will be used to give ideas about maths at school.

The Stepping Stones Program, developed to support the National Curriculum, will be trialed across the school. This program is web-based and hopefully will engage students in mathematics by using a wide variety of interactive tools to support learning.
Other evaluations

Homework

In order to formulate a homework policy at parents and staff request, the school surveyed all parties about their beliefs and attitudes to homework. The results showed a varied philosophy to homework through each developmental school year. Parent responses were also varied in relation to the amount of homework and the type of homework given. Many parents liked the contract homework system where over two weeks students had compulsory tasks and optional tasks to complete. The area of assignments was also surveyed with parents again showing a wide range of opinions from “no assignments” to “more assignments”.

In 2011 staff will look at both the survey results and parents comments and develop a homework policy to support parents and students (see target 3)

Parent, student and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

“I have found GSPS staff to be friendly approachable and helpful. They are a credit to the school.”

“We believe GSPS strives to build student success with an established culture of quality teachers and a positive learning environment.”

“GSPS is ahead in teaching values and the consequences of bad behaviour. Fair and just for all concerned.”

Professional learning

School development 2009 – 2011

In addition to the Professional Learning with the Centre for Excellence staff also had two Consistent Teacher Judgment days. These days allow staff to look at student work samples in relation to students across classes and The Board of Studies guides to give parents accurate information about their child’s development.

Kindergarten teachers have been trained in Best Start testing and the Early Learning Continuums. Various staff have been trained in on-line access request forms, OH and S, Environmental Education, CPR and first aid and You Can Do It.

Target 1

To continue to improve student outcomes in Literacy.

Our achievements include:

- Working with a Centre of Excellence to participate in combined teacher professional Learning in Literacy to improve quality teaching strategies.
- To continue the implementation of the DIPL program to scaffold spelling and grammar strategies across the school.
- To set in place dedicated assessment benchmarks to track student performance throughout the year and enter onto EDUPRO.
- To use NAPLAN data to identify areas of development needed across the school.
- To implement the L3 literacy program for kindergarten students.

Our success will be measured by:

- Reciprocal teaching of shared best practice across the Centre of Excellence schools.
- 80% of students in Year 3 will achieve at Band 4 or higher in the 2011 NAPLAN literacy tests, with 0% in Bands 1 & 2 unless previously identified.
- 80% of students in Year 5 will achieve at Band 6 or higher in the 2011 NAPLAN literacy tests, with 0% in Bands 1 to 4 unless previously identified.
- Regular student assessments added to EDUPRO to give a complete picture of an individual student’s progress.
- 90% of Early Stage 1 and Stage 1 students reaching exit benchmarks for reading.
**Target 2**

*To continue to improve student outcomes in Numeracy.*

Strategies to achieve this target include:

- Implement the new Stepping Stones Mathematics program.
- Identify areas of lower performance in NAPLAN and target these areas for specific teaching in Numeracy.
- Provide parenting courses in Mathematics to support understanding in new mathematical concepts and teaching methods.
- Working with the Centre of Excellence schools to provide staff development in the area of the language of Mathematics and problem solving.
- To develop a common frame for assessment tasks across each stage and provide Consistent Teacher Judgement days to profile students.
- Working with the University to target mathematics and transition to Cardiff High.

Our success will be measured by:

- 80% of students in Year 3 will achieve at Band 4 or higher in the 2009 NAPLAN numeracy tests, with 0% in Bands 1 & 2 unless previously identified;
- 80% of students in Year 5 will achieve at Band 5 or higher in the 2009 NAPLAN numeracy tests, with 0% in Bands 1 to 4 unless previously identified.
- Value added data from Best Start mathematics assessment for all kindergarten students.
- Parents attending information sessions.

**Target 3.**

*To further develop positive school climate and reinforce effective and consistent welfare programs.*

Strategies to achieve this target include:

- New uniform introduced including school hats.
- Greater communication and partnerships between Cardiff High and Garden Suburb to support the smooth transition of students to high school.
- Detailed data maintained from playground records and merit awards program to support students and staff.
- To develop and maintain a web page that will support parents with communication and information.
- To develop a school policy on homework to support parents and students with consistency across stages.

Our success will be measured by:

- All classrooms following YCDI showing improved behaviors and values across the school with more students achieving a Banner of Excellence by the end of 2011.
- All students with individual up to date electronic tracking sheets.
- Playground Behaviour books showing a decrease in reported incidents.
- Suspension data shows a 50% decrease of students suspended.
- All students with special needs supported by the Learning Support team with access to outside agencies facilitated.
- An increase of students attending Cardiff High in Year 7 in 2012.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: