2008 Annual School Report
Garden Suburb Public School

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

Students

There were 261 students enrolled at Garden Suburb by the end of 2008. There were 155 boys and 196 girls. 94.4% of students attended school each day. This was slightly below the attendance rates from 2007 attendance rates.

Staff

In 2008 the school had ten full time main stream teaching staff and three permanent special education staff members. There were several temporary teachers that were on classes replacing teachers who retired or were on leave.

Our school has two full time and one part time library administrators with six part time teachers’ aides.

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

Significant programs and initiatives

This year Garden Suburb built a wall at the back of the library to create a dedicated computer lab with 15 computers for students to use every day.

Other initiatives included the installation of four electronic white boards in four classrooms. These boards allow for the teacher to connect and interact with students and the internet for connected learning activities.

The school celebrated its 50th birthday with several planned events. These events were strongly supported by staff, students and the community.

All these initiatives were designed to improve the quality of teaching, learning and communication at Garden Suburb Public School.

Messages

Principal's message

It is with pleasure that I submit the 2008 Annual school report. This report is prepared within the guidelines set by the Department of Education and Training (DET) and contains specific information about our achievements for this year.

Garden Suburb Public school has a proud tradition of delivering high quality teaching and learning programs for our students from Kindergarten to Year 6. Our students are informed learners who continually evaluate their own performance and work towards the achievement of their personal goals. Individual achievement, personal best, quality work and involvement in a wide range of school programs is supported and encouraged. The special education unit enhances students understanding and acceptance of special needs children.

Teaching staff are lifelong learners who ensure their skills are continually improving through their attendance at training and development opportunities, professional discussions at staff meetings and the application of Quality Teaching practices. We take responsibility for the welfare of all students in our care.

Our school has a strong and caring parent community who support us in our endeavours. This support is greatly appreciated by all staff and students and we have a strong commitment to maintaining and enhancing our relationship with parents, caregivers and the wider community.

‘I certify that 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 Joanne Swadling

P&C message

The Garden Suburb P & C association is closely affiliated to and highly supportive of the school in the many initiatives undertaken throughout the year. This strong support is recognised by the school and it welcomes constructive feed back from all the parents and the wider community.

In 2008 the P & C has supported the school into moving into the future with the purchase of interactive whiteboards for classrooms and the construction of a wall to make a dedicated computer lab which allows the staff to take whole classes to teach computing skills. The P & C have also supported the promotion of the school image by purchasing school blazers for our school leaders and sporting shirts for our representative teams.

The schools celebrations of its 50th Anniversary has highlighted the great work by both staff, students, parents and community in delivering quality education for all. The musical, open fete day and special assembly enable past and present community to join and celebrate our great school.

I wish to thank all members of the P & C and all parents who are available to support our students. I would also like to thank all staff for their efforts in
teaching our children. I look forward to another productive year in 2009.

Cathy Pringle
P & C President

Student representative’s message
Garden Suburb Public School is 50 years old this year and as school leaders we have been able to be a part of an exciting year. We as leaders have been responsible for organising discos, competitions, fetes, sporting events and much more. We also organise our school assemblies each week which involves handing out merit certificates to good students and giving special awards to classes.

We have all been proud to be a leader at Garden Suburb Public School in 2008.

Hannah Gardiner, Melissa Edwards, Gihan Madusanka. Ali Barbanti, Ashlee Dunn Jessica Shanley, Mitchell Wade and Holley Stewart

School context

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>133</td>
<td>140</td>
<td>166</td>
<td>166</td>
<td>155</td>
</tr>
<tr>
<td>Female</td>
<td>115</td>
<td>106</td>
<td>111</td>
<td>108</td>
<td>106</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<tbody>
<tr>
<td>School</td>
<td>96.1</td>
<td>96.4</td>
<td>95.1</td>
<td>94.4</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.9</td>
<td>93.7</td>
<td>93.7</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2K</td>
<td>2</td>
<td>7</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>1-2K</td>
<td>1</td>
<td>17</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>2-3L</td>
<td>2</td>
<td>12</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>2-3L</td>
<td>3</td>
<td>13</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>2A</td>
<td>2</td>
<td>24</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>3-4J</td>
<td>3</td>
<td>23</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>3-4J</td>
<td>4</td>
<td>6</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>3-4W</td>
<td>4</td>
<td>21</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>3-4W</td>
<td>3</td>
<td>7</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>4-5C</td>
<td>4</td>
<td>13</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>4-5C</td>
<td>5</td>
<td>14</td>
<td>28</td>
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<tr>
<td>5-6A</td>
<td>5</td>
<td>8</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>5-6A</td>
<td>6</td>
<td>19</td>
<td>27</td>
<td></td>
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<td>5-6P</td>
<td>5</td>
<td>9</td>
<td>30</td>
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<td>5-6P</td>
<td>6</td>
<td>21</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>K-1C</td>
<td>K</td>
<td>8</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>K-1C</td>
<td>1</td>
<td>13</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>18</td>
<td>18</td>
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</table>

Language Support class

<table>
<thead>
<tr>
<th></th>
<th>Roll</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1 D</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Language Support Class | 8

In 2008 we had larger numbers in Stage 3 than the rest of the school as both year 5 and Year 6 had large numbers. Year 5 was split across 3 classes. Kindergarten numbers were lower than usual as several students moved during the year.

The 2 language classes support students from years K to 2 from across the Newcastle District. We also have an intensive reading class which has 6 students for a term for a half day. Over a year 24 students from the Newcastle District are supported in this class.

Structure of classes
Classes were structured to align with departmental size guidelines. All teachers worked co-operatively to ensure consistency between stages.

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

The staff at Garden Suburb School are our most valuable asset. They work as a team dedicated to the provision of quality teaching and learning programs. They willingly give extra time to additional school activities and functions.
Staff establishment

In addition to teaching staff in 2008 we had 1 full time Senior Administrator Manager and a 4day per week School Office Assistant and 1 day per week Library Support Person. We also employed 1 full time Learning Support Officer (LSO) to support the Special Education classes and 6 LSO’s to support students in mainstream classes.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s) main stream</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Assistant Principal Special Education</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Language Class</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Class</td>
<td>1</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>Relief from Face to Face</td>
<td>2 days</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.5 days</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Staff retention

One permanent staff member retired and one was transferred in 2008 as numbers decreased.

Only one of these positions was filled with a temporary teacher and a demountable classroom removed as numbers decreased.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97.4%

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>66%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>34%</td>
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</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>30/11/2008</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>203,447.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>136,181.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>133,745.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>95,139.00</td>
</tr>
<tr>
<td>Interest</td>
<td>15,080.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>19,743.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>603,335.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>32,689.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>36,300.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>39,030.00</td>
</tr>
<tr>
<td>Library</td>
<td>0.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>129,481.00</td>
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<tr>
<td>Casual relief teachers</td>
<td>53,295.00</td>
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<tr>
<td>Administration &amp; office</td>
<td>38,132.00</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>22,155.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>30,493.00</td>
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<tr>
<td>Trust accounts</td>
<td>15,804.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>397,379.00</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>205,956.00</td>
</tr>
</tbody>
</table>

Money has been retained for the purchase of electronic whiteboards for classrooms and a new photocopier.

A full copy of the school's 2008 financial statement is tabled at the following P and C meeting from date of distribution. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts

2008 was another successful year for students at Garden Suburb in terms of the Creative Arts syllabus.

Our students performed admirably in Starstruck which was an extravaganza involving 5000 students throughout the Hunter Region.

Our Junior and Senior choirs have had another great year with performances at 50th Presentation days, the musical and the school end of year Presentation Day.
All students participated in our school-based public speaking competition. Each stage held a "speak off" to select two students to attend the Zone Public speaking finals.

Ella Guiney and Henry Gibson achieved 1st places with Liam O’Neill gaining a special mention. Ella and Henry went onto the regional finals. Henry achieved a highly commended at this high level.

Our school band has changed in composition this year with a significant number of newer members joining. The band has performed at the school 50th celebrations, the musical and presentation day. Once again the band was involved in Bandlink at the conservatorium, developing their skills and performing in larger bands. We again thank Michael Jobson for his conducting of the band.

Ali Barbanti was selected as a member of the Hunter/Central Coast Wind Ensemble that performed in Vienna in the International Youth Music Festival. They also performed in Paris and Strasburg.

Band members attended the Kiddies Hard Rock session at the Performing Arts Centre.

Karon Maggiotto worked with students to produce a mural depicting Garden Suburb 50 years ago and now. Julianna Waugh our relieving librarian worked with students to create a mosaic mural of the school in celebration of the school turning 50.

Four students were chosen to attend the gifted and talented arts classes at Cardiff High school while two students were chosen for the music GATS classes.

Ashlee, Jerry and Lilli attended the Operation Art Exhibition at Maitland Art Gallery, creating their own art works.

All students participated in our 50th Celebration Musical – Dancing Through The Decades. Each class produced their own class performance and all students learnt a dance for the finale.

**Sport**

Garden Suburb Public school continues to cater for all students through a wide variety of sporting programs.

Highlights include:
- Lucas Burrow competing at the State swimming titles at Homebush;
- Samara Walker, Grace Hamilton and Bradley Barwick represented the school at the Regional Cross Country carnival
- Lilli represented the school for diving at state level and was a Hunter Academy of Sport monthly sports achiever;
- Sam Morgan was a member of the Hunter Region Rugby League team that competed in Inverell.
- Garden Suburb competed in PSSA soccer, touch football, hockey and netball knockout competitions and gala days;
- Students participated in the Sport in Schools program to increase fundamental movement skills and encourage healthy living;
- The learn to swim program had more students attending this year involving a week for both primary and infants students swimming and learning about water safety.

**50th Birthday Celebrations**

This year marked Garden Suburb Public School's 50th Birthday. As part of the celebrations the members of the school community met on a regular basis to collaborate and organise events to commemorate this special occasion.

The main events for this occasion consisted of a musical, an open day with photos and memorabilia displays, a class garden competition and an official assembly where everyone had the opportunity to reminisce about the past, present and the future of Garden Suburb Public School.

The students and teachers worked together to present a highly successful musical “Dancing Through the Decades” which demonstrated a snapshot of the last fifty years. It also demonstrated the talent and the dedication of both staff and students at the school.

A new time capsule was buried with contributions from every class. Commemorative pavers were bought by past and present families of the school and have been laid to form a relaxing area with seating in the gardens.

All members of the school community both past, present and future were encouraged to attend all events and this ensured not only the
commemoration was a success but the strong ties between the school and its community continue on into the future.

Transition to school program

The main focus for implementing our new transition program was to develop social skills through play and communication.

Extra visits to school were organised to support an easier transition with students having greater confidence to begin school.

Mrs McDermott integrated new kindergarten students into her 2008 class for two sessions over two weeks. These small groups had the opportunity to develop friends, experience class organisation and enjoy school activities.

This program has been very successful as our new kindies arrived with a greater awareness of “big” school and its expectations.

Technology Initiatives

This year has seen the purchase and instillation of four interactive whiteboards in early stage 1, stage 1, stage 2 and stage 3. These whiteboards will support teaching and learning programs by providing interactive opportunities for students to engage in all KLA areas. By the end of 2009 all classrooms will have an interactive whiteboard installed with all staff developing skills to enhance teaching and learning programs.

A dedicated computer room was also built in the library for classes to access. This room is fitted with a data projector for demonstration lessons for students to have a hands-on approach to ICT.

Support Unit

Garden Suburb Public School accommodates and supports a unit for children with Special Needs. This support unit, situated in a mainstream setting is only 1 of 5 in the Newcastle area.

This support unit has 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 full time students for up to three 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 classes are operated by experienced full time teachers and share a full time Learning Support Officer.

The language classes have a successful exit rate of 7 to 10 children per year. These children return to their home schools. The success of the children is due to a combination of dedicated staff, supportive executive and school and the efforts of speech pathologists who work with the children 3 and half days per week.

The Intensive reading class credits its success to a highly experienced teacher and the invaluable efforts of a large volunteer group.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.
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**
The following graphs show how our students performed in the new NAPLAN test for all students across Australia for both Year 3 students and Year 5 students.

Overall results for Literacy showed that Year 3 were below the state mean for Literacy with 28% of students in the highest bands 5 and 6.

**Numeracy – NAPLAN Year 3**
Overall results for Year 3 Numeracy showed that the school was below state average. 19% of students were in the highest bands 5 and 6.

**Literacy – NAPLAN Year 5**
Overall results for Year 5 Literacy showed that 25% of year 5 students were in the highest bands 7 and 8. Our average growth for students from year 3 showed we were slightly lower than state growth but higher than in 2007.

In Literacy we had no students in bands 1 and 2 but we did have students in band 8.

**Numeracy – NAPLAN Year 5**
Overall results for Numeracy showed that 19% of Year 5 students performed in the top two bands (7 and 8). Our average growth for the students from year 3 showed us to be higher than the state growth and higher than growth in 2007.

In Year 5 Garden Suburb PS had no students in the lowest 3 bands. Our band 6 and 7 results for numeracy were very strong. In the future we will be looking to have students in band 8.
Progress in literacy

The following graphs show the progress of students who sat the Basic Skills Test in Year 3 to how we as a school compared to the state in growth. In literacy our growth was slightly lower than state while the growth in maths was higher.

![Average progress in reading between Year 3 and Year 5](image)

Progress in numeracy

![Average progress in numeracy between Year 3 and Year 5](image)

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 in the tables.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>79</td>
</tr>
<tr>
<td>Writing</td>
<td>91</td>
</tr>
<tr>
<td>Spelling</td>
<td>86</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91</td>
</tr>
<tr>
<td>Writing</td>
<td>91</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal Education

Aboriginal Education is embedded into every subject we teach. We have 10 students who identify as Aboriginal or Torres Straight Islanders enrolled at our school. Our staff understands the importance of every student in our school learning the culture of our indigenous people, respecting their history and ancestry and the part they have played in the development of our nation. Garden Suburb is a member of the Dare to Lead Coalition which supports Aboriginal Education.

Each Aboriginal student has an individual learning plan to ensure quality learning programs. Aboriginal perspectives are included in many units of work. Infants classes studied aboriginal stories which included art and cultural knowledge. Stage 2 incorporated aboriginal studies in their (Connected Outcome Groups) COGS units with Stage 3 gaining aboriginal perspectives through their HSIE units.

In term 3 our school invited the Aboriginal Education consultant to present a staff meeting on understanding and meeting the needs of aboriginal students in our school.

Aboriginal themes were developed through the gardens of the school as students participated in a garden competition for our birthday celebrations.
**Multicultural Education**

The philosophy of multi-culturalism is embedded into all of our Key Learning Areas. Our students are encouraged to embrace the differences between cultures in an endeavour to enrich the lives of all, and to one day create peace, harmony and tolerance.

This year we revised our Anti-Discrimination/Racism, Cultural Celebrations and Community Partnership policies with parents, students and staff. Our ARCO (Anti Racism Community Officer) Miss Rochelle Price attended several meetings to support our school initiatives.

Many HSIE and Literacy units of work contain perspectives of Multicultural Education and are taught throughout the year.

**Respect and Responsibility**

Garden Suburb Public School teaches all students about Respect and Responsibility through the introduction of our You Can Do It Program. These values are integrated into all classroom programs and through our student leadership responsibilities. Our community projects which include Clean up Australia and band performances for the community enhance the understanding of respect and responsibility.

**Dads in Education**

Our Father’s Day breakfast instilled in students an understanding of how fathers have an important role in their schooling. The breakfast was a huge success and was enjoyed by over 200 fathers and grandfathers in our community.

**Environmental Education**

Garden Suburb PS has just completed its seven year School Environmental Management Plan (SEMP) cycle. All classes were challenged to design and plant a garden to celebrate our 50th anniversary. All classes were enthusiastic and enjoyed showcasing our school.

Other activities included:
- A grounds audit
- Tree Day where every child planted 2 trees
- Water testing at Forest Hill
- Clean Up Australia Day
- Paper recycling system-reuse, recycle, shred and compost
- Spring Bug watch survey
- Garden Club – a lunch group who planted new garden beds, including an organic vegetable garden
- Can recycling / composting food scraps / worm farming

Highlights included students attending
- The Lake Macquarie Youth Forum
- Winding Creek Catchment Crawl; and,
- The Lake Macquarie Environmental Awards

Our Future Plans are to look at installing solar panels, using water saving bubblers and frog breeding.

**NSW University Competitions**

Garden Suburb students elected to participate in these NSW University Competitions. Our results are very commendable in all areas.

In science we received 3 credit certificates;
In writing we received 2 credit certificates:
Spelling achieved 3 credits with mathematics achieving 7 credits and 2 distinctions.

**Crunch and Sip/ Healthy Canteen**

During 2008 Mrs Kelly worked with the canteen committee to implement a Healthy Canteen menu. The menu has been a great success with great meal deals introduced both for summer and winter.

The crunch and sip program was also established by Mrs Kelly with each class having a fruit and water break during the day in class time. This encouraged students to eat fruit and has had a huge impact on children’s snack choices.

**Progress on 2008 targets**

**Target 1: To enhance literacy skills through the explicit teaching of comprehension.**

Our achievements include:
- Professional development of all teachers on the explicit teaching of comprehension skills.
Input was provided from the intensive reading teacher and executive staff.

- The development and implementation of stage based matrices for comprehension in teaching and learning programs. Matrices focused on the following comprehension skills: identifying the main idea, inferring, summarising, concluding, predicting, sequencing, finding similarities and differences, understanding words and finding information.
- All teachers using accountable talk strategies in the classroom.

**Target 2: To enhance students’ skills in Numeracy through the explicit teaching of “working mathematically” concepts.**

Our achievements include:

- Implementation of practical and written numeracy tasks in teaching and learning programs.
- The creation of databanks of numeracy tasks that reflect the students understanding of the working mathematically strand of numeracy.
- Participation in the online Count Me In Too project which developed teachers planning and assessment strategies.

**Target 3: To develop students’ knowledge, understandings and capacities in science and literacy through the implementation of science-focused units.**

Our achievements include:

- Compilation and purchasing of class sets of science equipment to complement the practical component of the science program.
- Increased participation of students in hands on science activities across the school.

**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 2008 our school carried out evaluations of School Leadership and Science and Technology.

**Educational and management practice**

**School Leadership**

**Background**

In 2008 our school used the School Leadership educational and management practice survey to determine specific strengths and areas of need in regard to leadership practices. Thirty five percent of parents responded to the survey. All students in stage 3 were involved in changes to the elections of school leaders along with 17 staff members.

**Findings and conclusions**

Percentages have been given for those respondents who answered “almost always” and “usually”.

Our results showed that:

- 75% of parents felt that the school ensured everyone is treated fairly.
- 73% felt the school involves all groups within the school in deciding what it is aiming to achieve; and
- 76% felt the school leaders introduce changes that are good for the students.

**Future directions**

The school leaders’ election process needed to be looked at in relation to voting and a policy developed to incorporate parents, staff and students.

The Student Welfare Policy will be re aligned to the You Can Do It program.

Parent, student meetings and surveys will be used to involve as many interested groups as possible in some areas of decision making.

**Curriculum**

**Science and Technology**

**Background**

The aim of the syllabus is to develop students’ competence, confidence and their responsibility in their interactions with science and technology to gain:

- An enriched view of themselves, society the environment and the future:
- An enthusiasm for further learning in science and technology.

Parents and 113 students were surveyed to evaluate this curriculum area at the school. Thirty five percent of parents responded to the survey.

**Findings and conclusions**

Percentages have been given for those respondents who answered “almost always” and “usually”.

Our results showed that:

- 82% of parents believed their child enjoyed Science and Technology.
- 60% indicated that their child’s involvement was high.
- 33% felt that the school had good resources and equipment in science.
79% were aware that their child was involved in designing and making as part of this key learning area.

69% of students responded ‘yes” to enjoying participating in Science activities, while 85% enjoyed using the computer and internet to help them learn.

Future directions
In the KLA of science, the continued purchasing of resources to support teaching and learning activities needs to be maintained.

Continued staff development in this area is important to develop explicit teaching and learning programs.

Students will be exposed to programs that support hands on activities and designing and investigating units of work.

The use of interactive whiteboards will enhance the engagement of students in science and technology.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
- Comments about “The things I like about Garden Suburb Public School” include:
  - The family environment, the extensive grounds and supportive classroom teachers.
  - Great sporting, public speaking and environmental programs.
  - Specialist knowledge and skills in areas such as music, dance, environment and physical activity.
  - All teachers show a strong commitment to the students of the school as was shown in the events arranged for the 50th anniversary.

Professional learning
During 2008 staff participated in a variety of professional learning opportunities. These include:

A consistent teacher Judgement Day for staff to look at Literacy and Numeracy achievements across a grade.

You Can Do It training for the implementation of the program in 2009.

Technology training for Interactive Whiteboards and updating of school reports.

A combined cluster of schools day involved staff working with Cardiff High feeder schools to work with Dr Andrew Fuller (Psychiatrist) on developing resilience in children and understanding behaviours.

School development 2009 – 2011

Targets for 2009

Target 1. To continue to improve student outcomes in Literacy.
Strategies to achieve this target include:
- Focus areas for development identified through specific Stage Level assessments conducted by class teachers and the STLA as well as specific item analysis of NAPLAN and results of Best Start testing.
- The use of a structured language program Doorways Into Practical Literacy (DIPL) to develop spelling and grammar strategies across the school.
- On-going bench-marking of student reading levels using running records and TORCH testing.
- Implementation of Best Start used to assess and plan for programs for kindergarten students, followed by appropriate intervention;
- The use of a variety of technologies to support student learning.
- The introduction of a home reading scheme to support parents and students at home.

Our success will be measured by:
- 75% of students in Year 3 will achieve at Band 4 or higher in the 2009 NAPLAN literacy tests, with 0% in Bands 1 & 2 unless previously identified.
- 75% of students in Year 5 will achieve at Band 6 or higher in the 2009 NAPLAN literacy tests, with 0% in Bands 1 to 4 unless previously identified;
- Regular student assessments used to inform teaching/learning strategies;
- Parents becoming engaged with the learning process through volunteering as classroom program helpers and using the home reading program.
- 80% 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:
- Focus areas for development identified through specific Stage Level assessments conducted by class teachers and the STLA as well as specific item analysis of NAPLAN and Best Start testing.
- Teacher professional learning to focus on the implementation of Go Maths and working mathematically in classrooms, supported by the purchase of hands on resources.
• On-going assessment of student progress and referral to support services where appropriate.
• Use of technology to support teaching and student learning.

Our success will be measured by:
• 70% 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.

Target 3. To further develop a positive school climate and reinforce effective and consistent welfare programs.

Strategies to achieve this target include:
• To implement the You Can Do It program K-6 with community involvement.
• A Learning Support team established to monitor students with special needs to develop effective teaching strategies and implement targeted programs.
• To develop a student tracking sheet to monitor student interventions and achievements from K to Year 6.
• Re-align student welfare policy to incorporate YCDI values.

Our success will be measured by:
• All classrooms following YCDI showing improved behaviours and values across the school.
• All students with individual tracking sheets.
• Students supported in class and with inter agencies effectively and monitored by the Learning Support Team.

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:

Our choirs for 2008