2009 Annual School Report
Garden Suburb Public School

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

Students
There were 253 students enrolled at Garden Suburb by the end of 2009. There were 157 boys and 96 girls.
94.5% of students attended school each day. This was slightly higher than the attendance rates for 2008.

Staff
In 2009 the school had ten full time mainstream 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 Office staff with one day used for a library administrator with six part time School Learning Support Officers.
All teaching staff met the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
This year Garden Suburb used National School Pride (NSP) money to extend the library by knocking down walls in storage areas. This extension and refurbishment of the library has given the students a wonderful learning environment. This has been combined with connected classroom technology to provide quality teaching and learning opportunities for all.
The NSP money also provided permanent rubberised soft fall under the play equipment, an external entry to the computer room, new lights in the COLA and drainage maintenance for the multipurpose court.
Other initiatives included the purchase and installation of electronic white boards in all mainstream classrooms. These boards allow for teachers to connect and interact with students and the internet for engaging learning activities.
All these initiatives were designed to improve the quality of teaching, learning and communication at Garden Suburb Public School.

Student achievement in 2009
The University of NSW holds International competitions and assessments for all schools. These tests are voluntary for years 3 to 6. Each year we range between 8 and 18 students sitting for these tests. In 2009 we achieved excellent results in Computing skills with 1 distinction and 3 credits; Science with 2 credits; Mathematics with 5 credits and English with 6 credits.

Messages

Principal’s message
The purpose of this report is to provide the community and our parents with factual information as to how our school operates, its philosophy, its beliefs and values, its programs and its management as we strive to provide a quality, caring learning environment.

Garden Suburb Public School is committed to adding value to every child’s learning experience working in harmony with parents and the wider community.

How do we do this?
• We believe that meaningful relationships are at the heart of how we operate as a school and that open, honest dialogue helps us connect to each other. In an atmosphere of warmth and genuine care, real learning can take place.
• Our school is staffed by a team of dedicated teachers who provide both quality service and quality teaching.
• At our school we believe we are a team of equals, each with a different job to do. Every person is a valued member of our team.
• Students and parents form a very important role in the decision making at our school. We listen and act where possible on those decisions.
• Our community shares the same values as our staff and indeed the same as most of our students. We are working together for shared understandings and values.
• Through student, parent and staff surveys, parent interviews and P and C meetings we are able to build a detailed picture of what we want for our students and what we need to do and how to go about achieving those goals.
• Through analysing the results of NAPLAN, Best Start, benchmarking and classroom testing, as a staff we have been able to identify our strengths and our areas for development in both teaching practices and student learning.
• As a staff we continually strive to provide students at our school with a quality education in a caring environment.

‘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

In my first year as president of the P and C I enjoyed working with a motivated and highly supportive executive committee and welcomed the support of all parents in the community.

In 2009 fundraising efforts continued to support the final purchases of Interactive whiteboards in all mainstream classes. We were one of the first schools in the area to have all classes using this technology. We spent $24,000 on resources.

Other initiatives funded by the P an C included a new retaining wall for the multipurpose court, sporting teams for PSSA soccer, netball and hockey supported and the purchase of licences for each child to access the wonderful maths program Mathletics.

I wish to thank all parents who support our school in so many ways. These include our canteen helpers, uniform shop ladies, parents who transport our students, reading and library helpers, the committees that organise Mothers Day and Fathers Day stalls, Easter and Christmas raffles, entertainment books, sunscreen and labelling fund raising and the Calendars,

I would also like to thank the staff who support us in these efforts and continue to teach our children well. I look forward to another productive year in 2010.

Mr Guy Finn P and C President

Student representative's message

Our school has great activities and programs to help us become better leaders and help others at Garden Suburb Public School. These include:

- Organising a fundraising event to support the Victorian students who lost their homes and schools during the Victorian bushfires.
- our You Can Do It! program where we help students understand the 5 elements;
- our Kindergarten-buddy program where we help our new Kindergarten children settle into the playground;
- we organise discos each term for the whole school to enjoy;
- visiting the nursing home each fortnight to talk to the elderly people;
- the Young Leaders Day in Sydney where we listen to famous Australians talk about leadership; and
- organising fundraising days and taking groups for the Easter fun day and the Aboriginal day.

Isabella Ward on behalf of Morgan Hanlon, Mitchell Bourke, Tyler Cunningham, Mia Lowe, Joshua Turnbull, Callum Glendenning and Emma Maxfield.

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>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
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<tbody>
<tr>
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<td>140</td>
<td>166</td>
<td>166</td>
<td>155</td>
<td>157</td>
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<tr>
<td>Female</td>
<td>106</td>
<td>111</td>
<td>108</td>
<td>106</td>
<td>96</td>
</tr>
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</table>

In 2009 our numbers dropped but we were able to maintain our current staffing. We have had large numbers leaving in Year 6 and smaller numbers entering in Kindergarten.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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</tr>
<tr>
<td>K</td>
<td>95.7</td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
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<td></td>
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<tr>
<td>2</td>
<td>93.5</td>
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<td></td>
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<tr>
<td>3</td>
<td>94.6</td>
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<tr>
<td>4</td>
<td>95.1</td>
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<tr>
<td>5</td>
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<tr>
<td>6</td>
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<td>Total</td>
<td>96.4</td>
<td>95.1</td>
<td>94.4</td>
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<td>Total</td>
<td>93.9</td>
<td>93.7</td>
<td>93.7</td>
<td>91.5</td>
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<table>
<thead>
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<th>State</th>
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</thead>
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<tr>
<td>6</td>
<td>93.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

The attendance of students at Garden Suburb Public School was higher than the Region and the State. However some grades did show attendance as lower than the region and state.
Management of non-attendance

Class rolls are monitored regularly by staff and the principal. Attendance concerns are addressed at a class level with a note to parents. If attendance continues to be a concern then the principal will work closely with the Home School Liaison officer. The HSLO is then called to support parents in helping their child to attend school on a regular basis.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tbody>
<tr>
<td>1/2W</td>
<td>1</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>1/2W</td>
<td>2</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>2/3K</td>
<td>2</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>2/3K</td>
<td>3</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>3L</td>
<td>3</td>
<td>28</td>
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<tr>
<td>4/5A</td>
<td>4</td>
<td>17</td>
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</tr>
<tr>
<td>4/5A</td>
<td>5</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>4C</td>
<td>4</td>
<td>22</td>
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<tr>
<td>5/6K</td>
<td>5</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>5/6K</td>
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<td>4</td>
<td>27</td>
</tr>
<tr>
<td>6P</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>K/1C</td>
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<td>12</td>
<td>21</td>
</tr>
<tr>
<td>K/1C</td>
<td>K</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Structure of classes

All classes were organised under the Department guidelines and recommendations for numbers. Where possible the school tries to reduce the number of composite and across stage classes. This year we had to form 2 across stage classes. They worked closely with both stages to ensure continuity of learning.

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>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Assistant Principal(s) mainstream</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
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</tbody>
</table>

Assistant Principal Special Education 1
Teacher of Language Class 1
Teacher of Reading Class 1
Support Teacher Learning Assistance 1 day
Teacher Librarian 3 days
Relief from Face to Face 2 days
Counsellor 1.5 days

There are no indigenous teachers at Garden Suburb Public School.

Teacher qualifications

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

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>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>205 955.86</td>
</tr>
<tr>
<td>Global funds</td>
<td>159 728.96</td>
</tr>
<tr>
<td>Tied funds</td>
<td>121 641.98</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>98 652.27</td>
</tr>
<tr>
<td>Interest</td>
<td>5 907.45</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>18 659.05</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>610 545.57</td>
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</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>45 212.57</td>
</tr>
<tr>
<td>Excursions</td>
<td>45 360.62</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>31 845.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>163 082.15</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>38 532.91</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>49 820.97</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>17 190.21</td>
</tr>
<tr>
<td>Maintenance</td>
<td>20 354.15</td>
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<tr>
<td>Trust accounts</td>
<td>37 968.20</td>
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<tr>
<td>Capital programs</td>
<td>64 989.64</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>514 356.62</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>96 188.95</td>
</tr>
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</table>
A full copy of the school's 2009 financial statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

2009 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 Presentation days and Charlestown Square.

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.

Jessie Webb, Lola Haylock and Charlie Haylock achieved 1st places with Liam O’Neill gaining a special mention. Jessie, Lola and Charlie went onto the regional finals, where all students performed with great confidence.

Our school band has changed in composition this year with a significant number of newer members joining. The band has performed at school celebrations, Presentation days and at Bandfest. 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.

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.

Sport

Garden Suburb Public school continues to cater for all students through a wide variety of sporting programs. School sport and representative sport is a strong feature. Many students go on from school events to then represent the school at Zone carnivals.

Highlights include:

- A boys and girls Hockey team entered in the PSSA knockout competition. The boys team went on to win three rounds but were narrowly defeated in the 4th round. They also entered a fun gala day in term 3. Thankyou to Mrs Evans for her coaching of our teams.

- Brad Barwick went on to represent the school at the Regional Cross Country championship.

- Evan Dorahy was selected in the Hunter Region PSSA hockey team that competed at the State trials in Sydney.

- Maddison Jones represented the school at the State Show riding Championships held in December.

- Sam Thomson represented our school at the Lake Macquarie Games Trampoline Sports competition winning two bronze medals.

- Two Junior and two senior teams competed in the PSSA round robin competitions in netball and soccer. Both the junior girls netball and junior boys soccer teams made it to the semi-finals.

- K-2 classes worked together on a combined program to develop team games and fitness resulting in house points for good sportsmanship and team work.

- A Dance to be Fit program was introduced to Primary sport. All children attending enjoyed this fun fitness program.

- Both the swimming carnival and athletics carnival were well supported with many students competing at the zone level.

- 60 students from year 2 up attended a two week intensive swimming program supported by the Department of Education. 95% of students showed improved water safety and swimming skills.

Technology Initiatives

This year has seen all main stream class rooms fitted with interactive whiteboards. All staff have had training on notebook software and the use of interactive activities for mathematics.

A connected classroom was installed at the end of 2009. Staff will receive training in the use of this resource in 2010.
The computer room was completed with laptops replacing older PC’s and an external doorway to the playground installed.

All staff have looked at how to use a Moodle to enhance class learning and individual student profiles are now electronic using EDUPRO.

Four Year 6 boys; Evan Dorahy, Morgan Hanlon, Matt Slinn and Callum Glendenning created an Interactive Powerpoint quiz game designed for Infants students. This game incorporated an Australian theme and the boys entered the game into the ICT Awards which involved using several software programs to create designs and resources.

Language and Reading Classes

Garden Suburb Public has a support unit with 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. Each class has a total of 8 students. These classes utilize the expertise of speech pathologists to support the students in language acquisition. At the end of 2009 12 students transitioned successfully back to their home schools.

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 students are drawn from all Newcastle schools for 1 term. There is a maximum of 6 students that attend for ½ a day and are then supported at their home school.

Academic

In the National Assessment Program, the results across the Years 3 and 5, literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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

Numeracy – NAPLAN Year 3
Literacy – NAPLAN Year 5

Average progress in reading between Year 3 and Year 5

Average progress in writing between Year 3 and Year 5

Average progress in numeracy between Year 3 and Year 5

Progress in literacy

The following graphs show the progress of students who sat the Basic Skills in Year 3 and the NAPLAN in Year 5 and how we compared in growth to the state average. In Literacy our growth was well above the state growth. In writing we were also above the state growth.

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.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**

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

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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<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**

**Aboriginal education**

Garden Suburb hosted an Aboriginal Education Day for all students. Local community members and Cardiff High Aboriginal students joined together to experience a wide and varied range of activities across the day. Highlights included a traditional dance performance by a local indigenous dance group, stories by Mick Didge, bush tucker tasting, boomerang painting, and the learning of a song in an Aboriginal language.

Indigenous Resources borrowed from the Teachers Federation library to support Stage 1 students. The ‘Big Mob for Little Fellows’ books were extensively used in all classrooms.

**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 Early Stage 1 and Stage 1 studied Celebrations in HSIE which focused on customs and celebrations from around the world. This was combined with the reading of stories from around the world.

Stage 2 students studied Christmas traditions and religions from around the world.

Stage 3 studied our closest neighbours in their unit on Global Connections. Visiting speakers helped students understand cultural heritages of New Zealand and Japan. This study culminated in students cooking traditional dishes of their countries and sharing these.

**Respect and Responsibility**

Garden Suburb Public School teaches all students about Respect and Responsibility through many programs. Our You Can Do It program was implemented this year with students learning targeted and specific lessons on Confidence, Getting Along, Organisation, Persistence and Resilience. These values were celebrated by Principals lunches, specific awards and accumulative awards across the school.

Our student leaders attended the Young Leaders Day in Sydney where they enjoyed listening to a variety of famous Australians speak on Leadership.

Year 6 again showed respect and responsibility as they became buddies to our 2009 kindergarten children.

**Progress on 2009 targets**

**Target 1**

*To continue to improve student outcomes in Literacy*

To support Literacy the school introduced from K to 6 the Doorways Into Practical Literacy Program. This program is designed to support students in the acquisition of spelling rules, grammar and punctuation strategies.

Our achievements include:

- An increase of students who completed the premiers reading challenge. The numbers improved from 4 to 56 with 6 attaining gold certification.
The implementation of a Home Reading program. In its first year we had 15 students reach 200 nights and 65 students reach 100 nights.

Best Start testing for Kindergarten was launched in 2009 with 4 staff trained in testing and on going professional development in the early literacy development continuum. Benchmarking results showed 66% of kindergarten reached level 6 or above.

Benchmarking in Year 1 showed 67% of students reached level 16 or above and in Year 2, 71% of students reached level 26 or above.

Multiple copy sets of novels were purchased to support literacy in the primary years. These proved to be a huge success with students enjoying reading novels.

Primary classes entered the Premiers Spelling challenge with Callan Boyd and Jacob Lucas representing Stage 2 and Evan Dorahy and Saabiq Zamin from Stage 3 moving onto the Regional Premier’s Spelling Bee finals. All boys finished in the top twenty of 70 competitors.

NAPLAN results for overall literacy were above regional level, while Year 5 results were above state level.

Target 2

To continue to improve student outcomes in Numeracy

To support Numeracy the school introduced a new mathematics program called GO MATHS which was designed to enhance students problem solving in mathematics.

Our achievements include:
- All staff trained in stage groups by our district STLA officer in the use of the interactive white board to enhance quality teaching practices.
- Targeted assessments for each area of maths to identify strengths and areas needed for development.
- GO Check is used to assess student working mathematically concepts after each unit is taught. This gives teachers a clear indication of individual students understanding.
- 6 students receiving outstanding results in mastery level of Mathletics.
- 32% increase (average) for students from 1st attempt to final attempt in mastering Mathletics.

Best Start results indicate that 75% of Early Stage 1 students moved through the Early Learning continuum to the end Early Stage 1.

Staff catalogued and distributed resources to classrooms and identified areas of need for purchasing resources for classrooms for 2010.

Year 3 Numeracy results improved 16 points from 2008 while Year 5 results showed us well above regional levels.

Target 3.

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

To support a consistent approach to welfare across the school staff were trained in “Program Achieve” or the You Can Do It program.

Our achievements include:
- A complete revision of the schools Student Welfare Policy with a particular emphasis on the student rewards system.
- A Learning Support team was established to monitor and track students on support funding, STLA programs and councillor referrals.
- Staff trained in the use of EDUPRO as an electronic individual student tracking system.
- Staff using Webattend (an electronic roll marking program) to support student attendance that automatically transfers data to Edupro.
- All classes using a consistent approach to monitoring classroom behaviour and playground folders introduced to track students who constantly break rules to support them with playground strategies.
- School Learning Support Officers (teacher’s aides) used to support students in the playground during lunch time with individual support and in the computer room as an additional area for students to use.

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 2009 our school carried out evaluations of our Literacy programs and bullying in school.

Educational and management practice
Student Welfare/ Bullying

Background
As part of our plan to update our Welfare and Discipline Policy surveys were completed by parents, students and staff about bullying in school.

230 students answered the survey.
61 families responded to the parent survey.

Findings and Conclusions
Student’s responses showed that most students felt that being teased was the main form of bullying experienced.

22 students felt that they had sometimes experienced being bullied while 66 students had never been bullied.

The location of most bullying incidents happened in the playground and most students identified parents and teachers as good people to tell about bullying.

Parent responses to the survey found that 30 parents felt their child had been bullied at school while 29 thought that they had not been bullied.

Most more parents had not contacted the school about bullying (40) most of those who had (17) felt that the school had handled the situation adequately.

Future directions
Garden Suburb Public School will continue to monitor incidents of bullying through playground report folders and reports to teachers.

Students who continue to bully other students will be referred to the Learning Support Team to co-ordinate a planned approach to help prevent further bullying. Parents will be notified through the Principal of bullying issues. Support will also be provided for victims of constant bullying to develop strategies.

The You Can Do It program and classroom lessons will support the whole school implementation of our Anti-Bullying policy that was developed in 2009.

A parent course will be presented during the year to provide parents with skills to support the program at home.

Curriculum

English / Literacy

Background
A focus group of parents from each class were asked to complete a Literacy survey. 28 parents responded. All staff completed a staff survey. All questions required a strongly agree/ agree or disagree/strongly disagree response.

Findings and conclusions
100% of responses indicated that the areas the school does well at are developing new skills in writing and talking and listening; that their child is given adequate assistance for learning; English and home reading is a valued part of their child’s learning. All parents agreed that their child enjoys English.

Many parents felt the school could keep them better informed about the teaching of English and that some parent information sessions would be valuable. Some parents were unsure of whether the school had adequate resources but felt home readers could be updated.

Staff surveys indicated that more home readers would be useful and that most students enjoyed reading but some did not like to write.

Future directions
The school with the support of the P and C will update Home Reading books.

Parent reading information sessions will be conducted in 2010 to inform parents about important aspects of learning to read and write.

Staff development opportunities made available to support staff in the teaching of writing.

NAPLAN results analysed in greater depth to focus on targeted areas of need for writing and reading.

The continuation of DIPL across the school as this program is supported by both staff and parents. (see target 1)

That the staff will revisit the syllabus and develop an updated school policy for Literacy.

Parent, student and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
My children have improved their learning in class due to the high quality of teachers.

My child is enjoying the use of the interactive technology in class.

The new library and computer room are an asset to the school.

We enjoy using the multi purpose court to play at lunch time especially with the new basketball poles.

**Professional learning**

During 2009 staff participated in a variety of professional learning opportunities. These included:

- Drug Education courses on new resources.
- Interactive whiteboard demonstrations related to mathematics.
- Teaching 4 Learning with computers, Moodles and connected classrooms.
- Understanding NAPLAN results to support school development and planning.
- Two Consistent Teacher Judgement days for staff to develop consistent approaches in reporting for Literacy and Numeracy.

**School development 2009 – 2011**

**Targets for 2010**

**Target 1**

**To continue to improve student outcomes in Literacy.**

Strategies to achieve this target 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.

Our success will be measured by:

- Reciprocal teaching of shared best practice across the Centre of Excellence schools.
- 75% of students in Year 3 will achieve at Band 4 or higher in the 2010 NAPLAN literacy tests, with 0% in Bands 1 & 2 unless previously identified.

**Target 2**

**To continue to improve student outcomes in Numeracy.**

Strategies to achieve this target include:

- Purchase interactive and hands on resources to support the GO Maths program across all stages.
- Identify areas of lower performance in NAPLAN and target these areas for specific teaching in Numeracy.
- Identify students who require extra assistance in numeracy and support in term 1 and 2.
- 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.

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.
- 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:

- Additional staff trained in the YCDI framework.
- Working with Professor James Albright from Newcastle University on a research project to identify the key factors that contribute to teaching towards the model student.
- 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 a web page that will support parents in communication and information.

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 2010.
- 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 2010.
- 3 year goals developed with the university to support the Sustainable School Renewal Project.

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 School Band

Interactive Whiteboard technology