GARDEN SUBURB PUBLIC SCHOOL
Annual School Report 2014
School context statement

In 2014 there were 197 students enrolled at Garden Suburb Public School. We had 8 mainstream classes and a K-3 class for students with Autism Spectrum Disorder. This class had 6 students enrolled. Primary students had the opportunity to participate in the University competitions in Science, Computers, English, Mathematics, Writing and Spelling.

Our school supports a concert band, a senior choir (GSPS LIVE) and K-2 choir. In sport we participate in the Crossroad’s zone PSSA soccer and netball. We have a strong sporting tradition with 3 students making state teams and events and a high participation of students in all school carnivals. This year many students under the guidance of Mr. Mathews also participated in weekend park runs.

We are strong supporters of Public Speaking with a whole school focus which resulted in 8 students going onto zone level with 1 student receiving a highly commended certificate.

Our environmental programs, supported by staff and our school E-team, are firmly established with several awards being won in this area.

Garden Suburb has formed strong relationships within our local schools through the Cardiff Community of Schools group. This has supported staff development across the schools and specialised groups from all schools working together for the best outcomes for students.

Principal’s message

Garden Suburb has a proud tradition of being a student focused learning environment with a very supportive and involved community. We are fortunate to have teaching and support staff who look to provide a wide range of experiences covering academia, creative and performing arts, sport, environmental education and promoting healthy lifestyles for our students.

Our school provides specialised learning for students who require additional academic and social support. Our LAST teacher, Miss Herbert then Mrs. Owens worked a 9 day fortnight and has supported students from every stage to help them reach stage outcomes in literacy and enjoy friendships in the school.

During the year staff have focused on the teaching of the new National Curriculum for English and the understanding of the new curriculums in Mathematics and Science ready for full implementation in 2015.

P & C message

The P and C would like to thank all of the parents/carers and friends of Garden Suburb Public School for their wonderful support throughout 2014. We are very lucky to be part of such a welcoming, nurturing and creative school with teachers and staff who care about our children’s education and wellbeing. We have a very dedicated and hardworking group of parents/carers and volunteers that make up our P and C. Through their hard work and the ongoing support of all of our families we have raised much needed funds to better support your children’s learning and school environment.

This year the P and C have, through fundraising, been able to create opportunities for your children. These opportunities will assist staff and students with teaching and learning and bring about a sense of community within our school. Throughout 2014 the P and C have coordinated a Mother’s Day stall, Easter, Musical and Christmas raffles, Entertainment Books, Bunning’s BBQ’s, School Disco’s, a Cookie Dough drive and an IKEA bus trip. Through these great efforts we have supported the school with the purchasing of 4 new projectors to support the interactive whiteboards, Literacy Planet and Reading Eggs for every student, buses for the athletics carnival and to the International Children’s Games, Kindergarten orientation morning tea and a Canteen supervisor. Dollar for dollar funding helped the school add a new covered walkway outside the Kindergarten rooms so students can get to the COLA without getting wet. The P and C were proudly able to match this funding for the walkways.

Next year the P and C aim to continue our successful fundraising so that we may help the school to provide a new shelter over the lunch tables. Your ongoing support in 2015 will ensure that this much needed addition to the school grounds will happen.

We look forward to another great year for 2015 and we welcome all parents/carers and friends of Garden Suburb Public School to join the P and C as it is a great opportunity to share your ideas,
become involved in your children’s education and make some great long-lasting friendships.

Jaclyn Spink
P and C President

Student representative’s message
In 2014 we were school leaders at Garden Suburb Public School and that experience was valuable for all of us. It taught us responsibility and organisational skills and helped us gain confidence. The 8 leaders had a great year participating in and helping to organise many activities. This year we travelled to Sydney to participate in the Young Leaders Day. There were many great motivating speakers who made us think about the important role we have in our school as leaders.

Easter Fun Day was a great day for the whole school. The students were split into groups that rotated to activity stations around the school.

Our Musical week was exciting and fun with all classes dancing to a Hollywood movie song. GSPS goes to Hollywood was a great musical.

The leaders of 2014 would like to express gratitude to Garden Suburb PS for the opportunities and experiences it provided us that will help us in high school and beyond. We wish the new leaders of 2015 the best of luck.


### Student information

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

#### Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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#### Student attendance profile

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#### Management of non-attendance

Attendance is recorded electronically on Web Attend every day. After a student is absent for 2 days without parent contact the SAO contacts parents. Each month a below 85% attendance sheet is monitored by the Principal and concerns noted and discussed with executive and staff. Department letters are generated through WebAttend for unexplained absences and sent home to parents. If absences persist, contact is made with the parents and the Home School Liaison Officer and Department protocols are acted upon. Ongoing records are kept every year to reduce patterns of non-attendance.

#### Workforce information

<table>
<thead>
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<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Assistant Principals</td>
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<tr>
<td>Classroom Teachers</td>
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</table>
The Australian Education Regulation 2014, requires schools to report on the Aboriginal composition of their workforce.

There are no Aboriginal teachers or school support staff at Garden Suburb PS.

### 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>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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### Professional learning and teacher accreditation

In 2014 Garden Suburb had extensive professional learning in New Syllabuses. In Semester 1 we used staff meetings to look at the Mathematics curriculum in detail, especially in regards to assessment and reporting in new outcomes and strands and resources to support teachers in implementation. In Semester 2 we concentrated our efforts on dissecting the new Science syllabus and developed a plan to trial a Science unit in Term 1 2015. This will be evaluated at the end of Term 1. Teachers understanding of the Science syllabus will continue in 2015. Two Consistent Teacher Judgment Days were scheduled for staff to work in teams to look at and analyse student work samples in English and Mathematics. These days are valued by the staff as excellent professional development.

Staff also completed the on-line training for working with students with Autism involving 40 hours out of school. This course was facilitated by Mrs. Summerville from Cardiff High School. All teachers gained targeted knowledge and understanding on working with our students with Autism.

### Beginning Teachers

In 2014 we had 1 beginning teacher. Her beginning teacher funds were used to support her in her work with a class for students with Autism. She attended a training day with Sue Larkey and passed her insights onto staff. Funds were then used to support herself and a mentor (LAST teacher) for Learning Support meetings with parents, establishing good transition processes and developing a framework for the class processes.

### Financial summary

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

<table>
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<th>Date of financial summary</th>
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<td><strong>Total income</strong></td>
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<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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<tbody>
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<td>Teaching &amp; learning</td>
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<td>Excursions</td>
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<tr>
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<tr>
<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P and C. Further details concerning the statement can be obtained by contacting the school.
School performance 2014
Music

In 2014 our school Concert Band saw an increase in new members joining and this expanded our already emerging band sections. This year the Concert Band played each week at assembly and participated in the BandLink program which allows students to work with other students at their level as well as professional musicians from the Conservatorium of Music. Our concert band performed at the school Musical performances and BandFest where the students received a highly commended award for their efforts.

Under the joint tutelage of Julia Nagy and Joshua Mathews, the Band has expanded its repertoire, developed new skills and displayed increased confidence that will help students not only achieve great results in music but also improve their organisation skills and better prepared them for other responsibilities and challenges.

GSPS LIVE - Combining attributes of choir and rock band, this musical hybrid is a modern twist on contemporary choirs and bands. Used as part of our school Enrichment Program, GSPS LIVE is an elective musical program that gives students the opportunity to practice and perform as large vocal ensembles, small instrumental groups, small vocal groups and even solo vocal or instrumental performance pieces. GSPS LIVE is made up of approximately 50 students, ranging in levels of experience from trained instrumentalists to novices. In 2014 the group has performed at school assemblies and Cardiff High School’s musical night. The program offers students exposure to familiar and unfamiliar musical concepts, helping develop confidence and technical skills in a variety of musical areas. GSPS LIVE has proven to be successful for students of all levels and will continue to flourish in the future.

GSPS LIVE

STARSTRUCK

In 2014, 18 students joined our Starstruck dance group to perform at the Entertainment Centre in ‘Magic Happens.’ This group was supported by Mrs. Traynor and Mrs. Woodbridge and worked hard to learn their Prince and Princesses dance.

STARSTRUCK

Sport

This year our students have participated in a range of sporting activities at varying levels and for a variety of purposes.

Our school promotes school-wide swimming, athletics and cross country through integrated programs that coincide with school carnivals. Opportunities for zone, regional and state level representation follow these carnivals and this
year we had a number of students achieve success at all levels. Students moving onto state level were Reegan Clarke in Athletics and Finnegan Abbott in Cross Country.

Primary School Sport Association (PSSA) Soccer and Netball representation was also offered and our students achieved great success. Our Junior Soccer team won the local title and our Senior Soccer, Senior and Junior Netball teams all qualified for finals events. Our focus on good sportsmanship and trying your best has allowed our students to gain a great deal of personal development through participation in these activities.

Our Swim School program is offered to all students 2-6 and has successfully improved students’ confidence and skills in the water. This focus on safety and skill development promotes health and well-being for all participants.

The students, as part of our Road Safety program, enjoyed a bike day where they learnt about road safety and bike safety.

The Sport for Life Program developed skills in athletics for students in Term 2.

Additional Areas

GSPS students have participated in various activities including the Premiers Spelling Challenge, The Premiers Reading Challenge, Public Speaking and the NSW University competitions.

We have strong representatives in each of these activities and gained Distinctions and Credits in the University Competitions.

Academic achievements

NAPLAN

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 these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.
NAPLAN Year 5 - Numeracy

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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</tr>
<tr>
<td>Spelling</td>
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</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>93.3</td>
</tr>
<tr>
<td>Numeracy</td>
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</tbody>
</table>

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

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</thead>
<tbody>
<tr>
<td>Reading</td>
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<td>Spelling</td>
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<td>Grammar &amp; Punctuation</td>
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</tr>
<tr>
<td>Numeracy</td>
<td>96.3</td>
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Other school based assessments

K-2 reading text level data at the end of the year showed where our students were at independent reading recovery levels. Regional targets are set for each year. Our results showed:

76% of Kindergarten were at or above level 6.

90% of Year 1 were at or above level 16 and 57% of our Year 2 students were above level 26. (Note all students identified below benchmark have been targeted for intensive reading with the LAST in 2015)

The Literacy and Numeracy continuums were used to track the progress of students with learning difficulties for the first time in 2013. The Tassie Devils class was issued continuums as part of their yearly reports for parents to comment on. The comments from parents centered on not understanding all the clusters and they wanted an indication of which cluster was average, above average etc. so they could gauge how their child was performing.

The continuums were much more effectively used with the Learning and Support Teacher (LAST) working with parents in the Sugar Gliders to show improvements and or gaps in learning.

In 2015 the staff will discuss how best to use these tools to support teachers, students and parents in the learning process.

Learning and Support

In Semester 1, the Learning and Support Teacher (LAST) collaborated with classroom teachers to establish groups of students that would benefit from small group learning environments.

Students benefited from the small group sizes, individual targeted programs and the continuity of the timetable over the semester.

In Semester 2 Miss Herbert (LAST teacher) took leave. Mrs. Owens, our AP, took on the role. Mrs. Owens collaborated with teachers and focused on K-2 reaching benchmarks and transition to high school for some students. Mrs. Owens will continue in this role in 2015.

MULTILIT and RAZKIDS were the predominant programs used to improve students reading over the semester.

In Term 4 the LAST collaborated with teachers and Harmony Speech to target Speech and Language delays and disorders. This will continue in 2015.
Significant programs and initiatives
School/Community Partnership
Garden Suburb Public School continued to maintain a strong school-community partnership with Garden Suburb Nursing Home in 2014. Each Thursday afternoon during Enrichment Groups a group of students from Years 3-6 visited the elderly residents. They communicated stories, read to residents and showed special work they had completed.

Year 3 students had the opportunity to visit the nursing home and join in with their daily exercise program. They thoroughly enjoyed making new friends while being active and we hope to continue this in 2015.

This school-community partnership has continued to provide our students with great opportunities. Students always demonstrate positive and respectable behaviour, while developing important life skills. The carers, residents and their family’s treasure the partnership Garden Suburb Public School has strived to continue in 2014.

Environmental Education
2014 proved to be a great year for Environmental Education at Garden Suburb Public School.

- Interested students joined the E-team for Enrichment Groups. Each week they undertake activities such as recycling, composting, mulching gardens, planting seeds and weeding. A new can collection cage enabled the community to support the recycling of cans.
- GSPS won the Lake Macquarie Environmental Award for Water Saving.

This was supported by a grant for a new water tap for refilling drink bottles.
- Binless lunches with NUDE FOODS became a termly feature with the E-team collecting data and organizing a lunch roster for recycling scraps.
- School assemblies were used to promote recycling/ healthy food / Crunch and Sip and Nude food days.
- Parents were invited to plant a tree in our Aboriginal snake garden. The trees were donated by Lake Macquarie City council.

School Musical
The school musical was held in September. ‘Garden Suburb Goes to Hollywood’ was a great success. Three performances were held with 2 night shows and 1 matinee. Each show was sold out. All classes performed a song from a Hollywood movie, including the Frogs who performed to Cars. Mickey and Minnie Mouse hosted the night which included special guest appearances from famous characters such as Mary Poppins and Tinkerbell. The show was enjoyed by all.
**Significant programs and initiatives – Policy and equity funding**

At Garden Suburb we used Aboriginal RAM money to support Aboriginal students in Year 3 and Year 5 prior to and post NAPLAN with small group work lessons targeting the best way to answer questions.

This money was also used to support Aboriginal families with the purchase of school book packs and parent interview days for staff and parents to work together on PLP’s.

**RAM socio economic** funding was used to support families with book pack purchases and support for overnight excursions. Funding was also used to support teacher professional learning for curriculum implementation and Consistent Teacher Judgment Days.

A significant use of RAM funds for Semester 1 was used to engage the LAST teacher for an extra day per fortnight to implement behavior programs and individual support for students.

**Aboriginal education/ Aboriginal background**

In 2014 there were 18 students identified as Aboriginal. 2014 saw the Cardiff Community of Schools join together in a partnership with the Minimbah Aboriginal Consultative Group (AECG) with the signing of an agreement to work together to support the learning achievements of all Aboriginal students in all school. This will be achieved through fostering a collaboration between Aboriginal and non-Aboriginal people to promote a better understanding of our shared history, respect and acceptance of diverse cultures, by recognising the unique place Aboriginal people have in this country and by implementing Policies and programs to support the needs of Aboriginal learners and their communities.

The day was celebrated with an Aboriginal Dance group from Hunter Sports High, a welcome song sung in Aboriginal Language, the presentation of a bush tucker plant to each school, a celebration key ring for each student and a mural painted by each school. This partnership will continue with targeted transition for Aboriginal students and a combined day for all students to celebrate their heritage.

Students also celebrated NAIDOC with Aboriginal craft and stories every day for a week. We supported Aboriginal communities through the Indigenous Literacy Foundation with a book swap event which raised funds to send resources to remote Aboriginal Communities to support Literacy.

Indigenous students worked collaboratively with a local high school student to illustrate her HSC Aboriginal Studies major work. Students designed and produced images to illustrate the Awabakal dreaming story of Tidalik the Frog. This book was reproduced and presented to the Library for the students to read.

**Multicultural education and anti-racism**

A parent from France volunteered his time to teach French to Year 3. This class studied France and its culture.

To support our Multicultural programs GSPS took our students to the International Children’s Games held in Lake Macquarie. The infants students saw students from other countries compete in Gymnastics while the Primary were entertained by the BMX event. Leading up to this
event all classes studied a country that was competing in the games. At each event students were greeted by the competitors.

**English language proficiency**

In 2014 an ESL teacher was employed for 1 day a week to support a new Kindergarten child from India to settle in and learn English. The ESL teacher worked with the classroom teacher in L3 sessions to support the acquisition of reading and writing skills. At the end of the year the student had reached Level 10 benchmark, well above the Kindergarten expectations.

**Learning and Support**

In 2014 four students with identified learning needs and targeted funding were supported by School Learning and Support Officers (SLSO). School funds in this area were used to employ an SLSO for 3 days a week for 4 hours a day to support a K/1 class and a 2/3 class.

**Other significant initiatives**

**Class for students with Autism**

This year our K-3 Autism class was established. The class caters for the specific learning and social needs of students from across the Hunter who are placed in the class by a district panel. The support class offers students an intensive program of 12 months or longer, depending on the individual need of the student, where they learn skills that will promote successful transitions into mainstream settings. The targeted learning is supported by engaging 21st Century models with the use of technology such as a Smartboard and Ipads. The class is supported by Miss Amy Duncan (SS teacher) and a full time School Learning Support Officer (SLSO), Mrs Amanda Goninan. We promote an inclusive learning environment within the class where students participate in regular integration experiences with their age appropriate peers in mainstream. Some highlights from the year were performing in the whole school musical, participation in cross-country as well as the Athletics Carnival and our excursion to Morisset Active Outdoor Education Camp.

**Education Week**

Education Week at Garden Suburb showcased the Key Learning Area of Science. Parents were invited to join classes in amazing Science experiments and activities. The parents and students enjoyed all activities and the day was used as a launch pad into the new Science Syllabus.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Parent surveys about school culture and the new report and interview process introduced,
- P and C meetings to inform and support school initiatives, and;
- Staff meetings for staff to be actively involved in the review process.

**School planning 2012-2014:**

**School priority 1**

To maintain and enhance quality teaching and learning programs in Literacy.

**Outcomes from 2012–2014**

To increase levels of Literacy achievement for every student.

To diminish the gap in Literacy achievement for Aboriginal students.
To improve assessment of Literacy Learning in Kindergarten.

To successfully implement the new National Curriculum for English.

To track all students on the Literacy continuum.

Progress towards outcomes in 2014:

- Staff development in Semester 2 for implementation of the new Science syllabus. English syllabus implementation monitored through stage meetings and CTJ days. All staff implementing English using new proformas for programming.

- All staff tracked students who needed learning adjustments on PLAN to become familiar using the continuums and supporting students. PLAN was implemented across all stages for all students.

- Growth in NAPLAN for both writing and spelling was well above the expected state growth.

- Aboriginal students PLP’s were evaluated in Term 4. Several students made significant gains across Literacy areas with additional support. Year 3 students were in the average range for most areas except spelling and 1 student was low for grammar. Our Year 5 student was in the average range in NAPLAN for all areas except spelling and grammar. The LAST supported these students in Term 4 in their area of need.

- One teacher completed their second year of training in L3. Kindergarten results showed 76% of Kindergarten students were at or above level 6 benchmark. Identified students were supported by the LAST in Semester 2.

- All primary teachers began Phase 1 for Focus on Reading to support comprehension for students.

- Spelling and writing were targeted to support students. A spelling and writing scope and sequence was developed with staff in line with National Curriculum and Power Writing was trialed at the end of the year.

School priority 2

To provide explicit quality teaching in Mathematics to improve outcomes for all students.

Outcomes from 2012–2014

To increase levels of Numeracy achievement for every student.

To diminish the gap in Numeracy for Aboriginal students.

To develop improved diagnostic assessments on numeracy learning in Kindergarten

To begin the implementation phase for the introduction of the new Mathematics National Curriculum

Evidence of progress towards outcomes in 2014:

- Staff development in Semester 1 for implementation of the new Mathematics Syllabus using online learning modules.

- NAPLAN results showed our growth from Year 3 to Year 5 equal to state growth in Numeracy.

- Year 3 NAPLAN for Numeracy showed our school results slightly below the state results. Year 5 results for Numeracy were well above state results.

- Kindergarten teachers designed an appropriate diagnostic assessment schedule for Mathematics and used the Mathematics continuum to track student progress.

- 50% of our Aboriginal students were in the average bands for Numeracy.

School priority 3

To provide quality programs in learning through integrating technology into classrooms.

Outcomes from 2012–2014

To enhance access to digital educational resources for staff and provide professional development for staff.

To research innovations in the use of interactive technologies for learning.

To support staff in the use of the connected classroom facilities.
Evidence of progress towards outcomes in 2014:

- All staff engaged with a connected classroom learning activity. These included author talks and art lessons. The connected classroom was also used to support professional development with sessions including “Brekky with a Tekkie”.
- 18 iPads have been purchased for use in classrooms, especially to support group work activities in Literacy and Numeracy. Applications were researched and downloaded to support quality learning.
- All staff and students engaged in the online learning programs for Literacy such as Reading Eggs, Multi-lit and Razzkids. In Term 4 primary staff trialled Literacy Planet.
- WiFi installed across the school to enable better access to digital educational resources.
- The Wallabies trialled a ‘Bring your own Device’ day.

School priority 4
To maintain high achievement through quality student welfare initiatives.

Outcomes from 2012–2014
To produce successful learners who are confident, creative, active and informed members of the school community.

To revise policies and procedures for a coordinated approach to student management in behaviour, individual learning and the use of the Learning Support Team for integrated students.

To implement a student leadership program for Stage 3.

To improve student attendance for all students.

To continue to develop the You Can Do It program (YCDI)

Evidence of progress towards outcomes in 2014:

- The attendance data supports the strategies used to improve this area.
- A support program was established to maximize the use of the LAST to gain consistency and repetition for students with learning difficulties at their level.
- Monitoring of playground books and tracking of student behaviour was implemented. This has resulted in a dramatic drop in students in playground books and a reduction of the number of serious incidents recorded on SENTRAL.
- Mrs. Owens worked with staff to develop behaviour management plans and social stories to support students.
- School Leaders roles were assessed and redeveloped. These included the use of leaders as the support models for the students with Autism class. Leaders also took an active role in the communications area in the school with using the PA system to deliver school messages.
- Sport leaders took a more active role during lunch time with equipment distribution and leading games.

Professional learning
In 2014 the school focus for Professional Development was on the implementation of The Australian Curriculum for English, Mathematics and Science. All staff actively engaged in using new English outcomes as part of their teaching and learning programs. In Mathematics new syllabus requirements were mapped out and resources developed to support implementation in 2015. In Term 3 staff development was focused on the new Science curriculum. As a result of this a scope and sequence was developed for trial in Term 1 2015 and resources sourced to support curriculum implementation.

In Term 1 staff completed the on-line Working with students with Autism training. This involved 40 hours of out of school time. All staff completed the required learning modules and practical assessment tasks.

Consistent Teacher Judgment days led by executive continue to be a focus of professional learning for all staff.
**L3 Early Stage 1 reading program**

This year at Garden Suburb Public School 3 Kindergarten teachers engaged in professional learning and collaborative networks to explore aspects of literacy learning. They extended their knowledge and expertise through theoretical discussions grounded in research and explored literacy acquisition processes through analogy, observation and related tasks. Our Kindergarten team were involved in 12 half days of professional learning with other ES1 teachers, 4 half days in collegial visits involving classroom observation and discussion. One staff member completed her second year of L3 training.

**Parent/caregiver, student and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

A survey asked parents for their opinions on the new report format and the change of time frames for parent teacher interviews.

Survey results showed that 92% of parents liked having the interviews before reports and 100% liked the changed format for the half yearly report.

100% of parents liked the changes made to the way English and Mathematics comments were presented.

In the area of parent satisfaction comments included:

“"The teachers and principal are very approachable with great environmental and music programs for students.”

“The school ensures that the students feel a sense of belonging and parents are regularly updated on student progress. Teachers encourage student learning and the inclusion of the Autism class is amazing.”

Overall all comments reflected that parents, students and staff are very satisfied with the school.

Four parent helpers (grandparents and friends) were nominated by the school for their efforts in continuous service in supporting students in reading. They received an award from the local member at a special presentation.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

**Strategic Direction 1**

To develop consistent, high quality educational practices.

- To improve student learning, engagement and outcomes in literacy and numeracy through the development and delivery of innovative educational practices in the areas of reading, writing, speaking, listening, spelling, punctuation and grammar and all areas of mathematics.
- To develop effective assessment strategies to support all students aligned with individual abilities.
- To implement new National Curriculum in English, Mathematics and Science to ensure all teachers have up to date and quality teaching practices in place.

**Strategic Direction 2**

To foster a creative and inclusive school culture.

- To establish effective partnerships with families and the broader school community.
- To ensure the delivery of a quality education, underpinned by rigorous pedagogy, collegial partnerships and strong organisational structures.
- Engage every student with a differentiated and challenging, relevant curriculum with a focus on developing, individual strengths, a love of learning and the capacity to achieve.
- To create a meaningful, inclusive and equitable learning environment that encourages and supports a range of learning styles and ignites learning with a passion for knowledge.

**Strategic Direction 3**

To implement ongoing practices collegial practices between the Cardiff Community of Schools.

- To improve and support the collegial practices across the 6 schools in the Cardiff Community of Schools.
• To develop learning teams across the schools to support the professional development of all staff, to enhance outcomes for all students in Literacy, Numeracy, social, cultural and technological outcomes.
• To support executive teachers in the implementation of the Great Teaching Inspired Learning initiative
• To build on the established learning groups for LASTs and SAMs within the 6 schools.

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 worked collaboratively for the school’s future development.

Mrs. Jaclyn Spink     P and C President
Mrs. Kylie Ambrose Parent Representative
Mrs. Amy Owens   Assistant Principal
Mrs. Jennie Samuels Assistant Principal
Mrs. Rochelle Fletcher   Rel Assistant Principal
Student Leaders for 2014
Mrs. Joanne Swadling     Principal

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