

Garden Suburb Public School Annual Report



2016



4136

Introduction

The Annual Report for 2016 is provided to the community of Garden Suburb Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Joanne Swadling

Principal

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Message from the Principal

Garden Suburb Public School has been an integral part of our community for 58 years. It has a strong and proud reputation for excellence in academic, cultural and sporting programs in a K– 6 setting. In 2016 a second class for students with Autism were welcomed into our school and community. Our programs are delivered by a committed and talented staff. Our teachers deliver quality education in a caring environment to ensure students are prepared for the future. The school is valued for its high expectations and current innovations in technology.

Garden Suburb has an active parent body involved in many school-based activities. Our presidents report shows a strong community focus for fundraising and support of the school.

The school has strong collaborative links with the Cardiff Community of Schools , especially Cardiff High who implement strong transition programs for our students.

2016 saw a community work together to support families and the school during some challenging times. Thankyou all for your efforts and I look forward to an amazing 2017.

Message from the school community

The P&C would like to thank all of the parents/carers and friends of GSPS for your wonderful support throughout 2016.. We have a very dedicated and hard working group of volunteers that make up the P&C and through their hard work and the ongoing support of all our families we have raised much needed funds to better support our children's learning. I would like to thank our wonderful P&C members and volunteers who are leaving us this year and pass on our gratitude for your tireless efforts to help our wonderful school. This year the P&C have coordinated a Mother's Day and Father's Day stall, Easter and Christmas Raffles, Entertainment books, Bunnings BBQs, School Discos, a Fun Run and of course the community grant. Winning this grant shows the fantastic support we have at our school and what can be achieved with the involvement of the whole school community – so a huge thank you to you all for this outstanding result. Other P&C ventures that contribute to fundraising include the uniform shop, book club and most recently the school banking program. Through these great efforts our support has included the purchase of an interactive smart board, buses and field hire for the athletics carnival, state sport representation subsidy, hats for new kindergarten starters, encyclopaedias and resources for the library, polo shirts for sick bay, PSSA netball dresses and a paid canteen supervisor. We look forward to another great year in 2017 and we welcome all parents/carers and friends of Garden Suburb Public School to be involved in the P&C as it is a great opportunity for you to share your ideas and become involved in your children's education.

Janine Harris P and C President 2016

School background

School vision statement

Garden Suburb aims to create a quality education in a caring and unified learning environment.

Garden Suburb Public School is committed to giving every child every opportunity to grow and develop within a culture that supports academic, cultural, social and emotional growth. It provides an innovative 21st Century education across all areas of the curriculum in an inclusive and engaging school environment with quality educational practices. The school values and celebrates all its families and the wider community. It is committed to developing individual strengths and a passion to learn and achieve.

School context

Garden Suburb Public School has served the local community for 56 years. It has a reputation for excellence in academic, cultural and sporting programs in a K–6 context.

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

Garden Suburb has an active parent body involved in many school based activities. Active parent groups, such as the P & C, canteen, fundraising and uniform groups are evidence of the high level of community involvement. The strong collaborative links between the school, parents and community groups (e.g. AECG) ensure that mutually agreed outcomes are obtained in a climate of shared understanding and goodwill.

The school's staff is extremely hard working and committed to achieving quality educational outcomes across all Key Learning Areas. Our teaching and learning programs encourage excellence, commitment and co-operation and produce confidence, persistence, organisational skills and social awareness in students preparing them for a positive future.

The school is valued for its inclusivity of all our students including our Aboriginal students, multicultural students, integrated students and our class for students with Autism. High expectations are supported across our Cardiff Community of Schools in the development of leadership for students, opportunities for GATs students and Aboriginal initiatives.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. To support this process executive staff met in the holidays and another day in term 1 to evaluate 2016 milestones and what elements in the SEF across the domains of learning, teaching and leading we were delivering, sustaining and growing and excelling in. We used this process to report on each strategic direction and to critically reflect on our school to inform our decisions for our 2017 milestones. 2017 milestones were presented to the P and C for discussion on 13th March by Mrs Owens. I thank the executive of 2016 for their efforts in supporting continuous improvement at Garden Suburb Public School.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Develop consistent, high quality educational practices

Purpose

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 including working mathematically.

To develop effective assessment strategies to support all students aligned with individual abilities.

To implement new National Curriculums in English, Mathematics and Science to ensure all teachers are up-to-date and have quality teaching practices in place.

Overall summary of progress

1. Learning– The school is currently developing a strong learning culture. We continue to track all students on the literacy and numeracy continuum using PLAN. This process has proven to be successful as teachers are guiding and reflecting on student achievement on a regular basis and it has promoted explicit language and strengthened the educational metalanguage and processes used by staff.

The introduction of whole school data walls has strengthened our learning culture as a collegial working environment as it enabled staff to look beyond their classroom and work together to build capacity. The staff have successfully used this assessment data to monitor achievements and the gaps in student learning and used it extensively to inform planning for particular student groups(including LAST) and individual students.

The school has created a central recording point using class spread sheets to record common assessments and provide common data proformas. This allows for consistent whole school monitoring and tracking. Implementation of the numeracy marking rubric K–2 has streamlined assessment and reporting across the classes and promoted direct teacher conversations and interventions that are needed.

Both the History and Geography Syllabus documents were implemented this year. All staff trialled new units of work for History and Geography and implemented the whole school Geography and History scope and sequence. As part of our reflective process around this we will be building resources to support this implementation further. We also modified our reporting format in relation to History and Geography for parents.

2. Teaching –One staff member began L3 training on Stage One. Now all staff from K–2 have either completed or commenced L3 training on either Kindergarten or Stage 1. This enabled all staff members to collaboratively plan, assess and review teaching and learning programs in the K–2 setting using high quality practices and a consistent approach. This training also ensured teachers regularly assessed and tracked their students using district reading levels and PLAN tracking. Results have shown that over 84% of Year 2 students, 80% of Year 1 students and 80 % of Kindergarten will be working at or above the expected bench mark level for reading this year.

Two staff have been trained in Focus on Reading as school based trainers this year to support our whole school implementation of this program. This will assist in future training and development for all staff and will build capacity within the school. Focus on Reading continues to be embedded into teaching practice across the school. Teachers are working towards demonstrating and sharing expertise while developing high levels of content knowledge and teaching practice.

3. Leading –Spelling and Grammar Conventions was a program started at the beginning of 2016. This was reviewed and staff felt that this did not strengthen our teaching programs. Multiple programs were explored with the implementation of Doorways Into Practical Literacy to occur in 2017. This review led to the change in our maths program to Maths Plus due to its inclusive format.

In summary' we have had a successful year building on the strengths of our staff and ensuring knowledge is shared collaboratively in a positive and supportive environment. We have spent time training and developing in some departmental initiatives to ensure that our students are reaching their potential at school. This strategic direction has shown that we are delivering in every area of the school excellence framework (but predominantly sustaining and growing) and excelling in some areas, particularly the collaborative practice area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>3–6 Improvement Measures</p> <p>* 80% of all students to read and comprehend at age appropriate levels.</p> <p>*To increase the number of students by 20% who demonstrate above average growth between Yrs. 3 and 5.</p> <p>*In the 1st year 75% of students reading at state levels and 15% of students reading above stage level. These levels to be increased by 5% over the following two years.</p> <p>*There will be an increase of 5% of students in the top three bands of NAPLAN (Literacy and numeracy) overall and specifically an increase of 5% in the top band.</p> <p>*Writing results show growth for 70% of students as shown by continuum tracking</p> <p>K–2 Improvement Measures.</p> <p>*80% of K –2 students are at or above state benchmarks for reading.</p> <p>Staff improvement Measures</p> <p>*All staff completes 1 observation of another staff member and 1 lesson as observer.</p> <p>*Staff are reviewed at CTJ days against areas of Proficient Teacher Standards.</p>	<p>72% of students are reading and comprehending at age appropriate levels. Focus on Reading assisting on increasing this for next year.</p> <p>In Reading 60% of students showed expected growth.</p> <p>In Numeracy only 54.8% of students achieved expected growth</p> <p>Year 5: 54.8% less than expected growth</p> <p>Year 7 :29.6% less than expected growth</p> <p>In Reading 38% of Year 5 students are in the top 2 bands. This is an increase from 24% from 2012</p> <p>– overall 37 % of students are in the top 2 bands.</p> <p>In Writing–overall 36%of students in the top 2 bands and 65% showed growth by continuum tracker.</p> <p>Year 5: 23% in the top 2 bands compared to 12% in 2012.</p> <p>K–2 data</p> <p>84% of Year 2 were above benchmark using L3 data for reading.</p> <p>80% of Year 1 at benchmark using L3 data.</p> <p>80% of Kindergarten at benchmark using L3 data.. All staff were involved in observation and producing a report as an observer</p> <p>CTJ days were reviewed by executive using Proficient Teacher Standards.</p> <p>Standard 1: Know students and how they learn Standard 5: Assess and provide feedback.</p>	<p>CTJ Days see strategic direction 2</p> <p>Focus on Reading training– 2 staff 4 days each \$2000</p> <p>L3 beginning teacher funds. 1 teacher x5 days \$2500</p>

Next Steps

Numeracy is an area that needs further development. Staff met and researched latest trends in numeracy and the whole school is using Maths Plus as a basis for teaching. In Term 1 2017 a 3 hour staff meeting will be held to provide training in the program including how to program for students and differentiate the curriculum.

Training in Multi Lit by the LAST will support students needing additional bumping up. SLSO's and staff will be trained in the use of Multi Lit as a tool for support for some students. NAPLAN data for areas needing growth has also been targeted in Terms 3 and 4 and again in Term 1 2017. One staff member will complete training in Stage 1 L3 and another will begin training.

To support Spelling and Grammar DIPL has been introduced throughout the school and online training was held on the first day of 2017.



Strategic Direction 2

To foster a creative and inclusive school culture.

Purpose

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.

To 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.

Overall summary of progress

1. Learning– As part of our demonstrated commitment within the school community to strengthen and deliver on school learning priorities we have worked collaboratively to strengthen Individual Education Plans (IEP) and programming. We have strengthened the communication process and content of our students on IEP's in our Autism units and in our mainstream classes by reviewing and refining processes, ensuring current policies and processes are being included and utilised and ensuring there is an ongoing school wide, collective responsibility for student learning and success. Our school wide review on welfare and wellbeing identified a need to develop more student feedback initiatives and areas for response. This process also prompted a review of the learning programs and lessons around our 'You Can Do it' program. This will continue next year as the school strives to enhance and build on its strong whole school approach to student learning and creating strong lifelong learners. The welfare review also revealed a whole school need for more student, parent and community resilience and information training and this will be followed up in 2017..

To strengthen our community wellbeing and whole school learning approach , K–3 students teachers and parents were involved in a pilot program called Fun Friends that was facilitated by NSW Health. Students were engaged in learning about how to manage their emotions and how to deal with things going on in their lives by maintaining a positive attitude and mind set. This will continue into next year.

2. Teaching– To strengthen teaching practice in relation to our IEP's internal staff expertise was utilised to provide training around sensory processing and sensory integration. This provided an insight into alternative activities and reasoning behind behaviours that may hinder or enhance learning and the methods behind providing or assessing sensory processing as part of an IEP. staff also looked at data analysis in relation to their IEP's as they continue to refine the process of managing PLAN data.

We continue to build and strengthen the process around our Personalised Learning Plans (PLP's). This year we continued to embrace and embed the PLP proforma used across the Cardiff Community of Schools to support our Aboriginal students in maximising their education outcomes. Training for staff was completed this year in how to improve our PLP process. Staff were trained in educational resources available as well as different ways to create a collective conversation with parents and the community about how we can better support our individual students in their academic goals and achievements and help support their cultural journey within this setting and beyond.

K–3 staff have completed training in the Fun Friends program. This has specific lessons that allow teachers to identify areas of development needed for their class and systematically promote the most effective strategies evidenced to provide immediate feedback and correction for positive wellbeing and welfare within the classroom.

3. Leading– Communication has been a strong area of growth and development this year. We led a review of the 'Skoolbag' app that refined and updated processes the P&C face book was discussed and developed with community representatives and all other communication platforms were reviewed. As a result of these changes we have seen an increase of approximately 15% of people using the communication platforms.

Our Wellbeing Policy is still under review as we explore and build a whole school Wellbeing Policy that matches the great significance of the project. We completed 2 whole staff collaborative sessions this year that provided ongoing direction and support to meet the needs of our students. The Wellbeing review lead by our executive staff gave us further insight into areas that need to be addressed and we will continue to address these next year.

Two staff completed training in Connecting to Country and Mrs Samuels completed the Stronger Smarter training. This training has allowed staff to have a greater understanding of the Aboriginal culture within our community and our environment. This ongoing discussion and educational ethos will continue into next year as we share the school wide responsibility through leadership, teaching, learning and community evaluations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>* To increase parent participation in our school – home partnership by 10%</p> <p>* Identification and evaluation of individual learning practices and adjustments in classrooms by teachers as shown in programming, PLP's and IEP's.</p> <p>* Staff teaching reflects new Syllabus outcomes measured by peer observations, programming and assessment tasks.</p> <p>* An increase of parents using electronic communications.</p> <p>* Gifted and talented opportunities increased across a variety of areas.</p> <p>* Student leadership programs implemented and evaluated.</p>	<p>*Attendance at P&C has increased by 80% and parent helpers in the classroom have also increased especially in the K–2 area.</p> <p>*Targeted programing in this area was evaluated at CTJ days and parent teacher interviews. All staff evaluated all individual programs on Sentral at the end of 2016.</p> <p>*Individual staff performance and development plans facilitated the implementation of syllabus outcomes as each staff member had two observations on their teaching and constructive reflective feedback was discussed.</p> <p>*There has been an increase of parent access to our Skoolbag App and P&C Facebook page as well as only 15 % still accessing the paper copy of our newsletter.</p> <p>*This year debating featured for the first time for our Gifted and Talented schooling community.</p> <p>*School leaders attended Young Leaders Day and Sports leaders attended the Cardiff Community of Schools Premiers Sporting Leadership day improving the skills set of students who recorded an increase in confidence, management and leadership skills.</p>	<p>2 staff at \$900 for two days = \$1800 supported by RAM Low socio-economic funds for CTJ days.</p> <p>2 staff at \$900 for two days = \$1800 from Beginning teachers funds.</p> <p>Support for debating used the QTSS allocation.</p> <p>3 days at \$450 a day = \$1350</p>

Next Steps

In 2017 we will complete our new Wellbeing Policy with community and student input. We will embed the practices of Connecting to Country and Stronger Smarter into our Wellbeing Policy and everyday school life. A new LAST teacher will bring a range of strategies to support students needing support and a cohesive Learning Support Team will work together to support staff in the writing of IEP's and PLP's. Staff will continue to monitor student performances on PLAN.. Fun Friends and strategies to promote resilience will be developed across the year. The P & C and staff will work together to promote good communications for all members of the community. Staff will use the DOJO system to support class communications with parents.



Strategic Direction 3

To implement ongoing collegial practices between the Cardiff Community of Schools

Purpose

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 technology 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.

Overall summary of progress

Strategic Direction 3 Cardiff Community of Schools

To implement ongoing collegial practices between the Cardiff Community of School

Executive Summary for 2016 – LEARNING – TEACHING– LEADING

The Cardiff Community of Schools combined in 3 major focus areas to support AP's and leading teaching in the development of consistent across school practices. These areas were new curriculum implementation, a middle school strategy and assessment and reporting. These teams worked together to support professional development and the sharing of ideas.

Middle School Strategy– NAPLAN data from Years 5 to 7 was analysed and the area decided as a common goal was writing. As a result of this the following was developed for all schools..

This group monitored and developed a consistent approach to a common language and teaching strategies to support writing from Year 6 to 7. Power writing and PEEL were explored across the 6 schools. Rubrics were also developed to support consistency. Scaffolds for writing were also shared across the group.

Transition for students in talented areas such as Music and Science, the Premiers Sporting Challenge and high school teachers working with Year 6 students in home schools are key features of the transition program. Transition days begin in Term 1 for Year 6 students and combine to give a total experience of high school. Aboriginal students were supported with a Naidoc week assembly for all primary schools to attend.

The Assessment team developed a GOOGLE Docs page to share resources and ideas within this team and for shared development in home schools. The group shared each schools current assessment and reporting tasks and discussed how Consistent Teacher Judgement worked in each school. The group then worked on looking at Stage 3 to 4 results to assess how grading across each school compared by sharing work samples. Report formats, common Rubrics, L3, SENA and TEN assessments were shared and reviewed at schools. SENA was then used at Garden Suburb to assess students.

The Curriculum team– This team focused on the implementation of new Syllabi in History and Geography with the specialised help from the head teacher at the high school. Scope and sequences were shared and then presented to home schools ensuring skills, concepts and content were covered. This team also discussed the bigger picture initiative (as developed at Hillsborough PS) as a group and then back at their own schools. This area was put on hold as most schools felt it was better to learn the new curriculum first.

The CCoS met again for a combined staff development day in Term 2. The keynote presenter Professor Fischetti from Newcastle University supported all staff in how the brain works to support learning. This was followed by workshops in Geography, PE, accreditation, mental health, technology and Art where staff elected to attend these workshops. These workshops were mostly presented by staff from the Cardiff Community of Schools.

In summary this initiative has shown to be an outstanding direction for the development of our community of schools collective responsibility for student learning and success, while developing positive and respectful relationships across the Cardiff Community of Schools. As a combined group of schools we are delivering in every area of the School Excellence Framework. In most areas we are sustaining and growing and in the leadership area we are excelling.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>* CCoS collegial networks for Principals, Executive, Teachers, LASTs and SAMs established, through regular meetings and ongoing reviews.</p> <p>* An increase in joint teacher professional learning activities held throughout each year.</p> <p>* CCoS Learning Plans implemented across the six schools.</p> <p>* An increase of the number of students achieving expected growth and National benchmarks in Literacy and Numeracy from Year 5 to Year 7.</p> <p>* An increase in the number of teachers accessing higher levels of teacher accreditation.</p> <p>* A greater percentage of students transitioning from Year 6 at partner Primary schools to Year 7 at Cardiff High School.</p>	<p>The school executive meet for 1 full day each term and teams then organised half days or afternoons to meet. Principals met twice a term to continue professional dialogue and future directions of the school. All school joined for Connecting to Country training</p> <p>A combined staff development day was held in term 2 for all staff at all schools.</p> <p>70% of students showed growth in Numeracy.</p> <p>56% showed growth in Reading.</p> <p>No teachers have applied for the higher levels of accreditation but many have taken on relieving executive roles across the community of schools and 1 teacher moved into an Instructional leader role.</p> <p>At GSPS 89% of students transitioned to Cardiff High.</p>	<p>RAM Aboriginal = \$3000 (2 staff release for 3 days each). Plus additional days for professional development in Aboriginal Education. The course costs were \$500 per person</p> <p>TPL= \$6000 (Executive release) for CCoS days and costs of combined school development day.</p>

Next Steps

In 2017 the focus will be on developing Leadership skills and training for the executive and the sharing of ideas in a variety of areas. These meetings held once a term will look at developing an understanding of Work, Health and Safety Policies, complaints procedures, PDP's, developing 3 year plans in readiness for 2018/2020, validation processes. In the combined sharing AP's would like to share programming formats, using SPaRO for ASR, Gifted and Talented Programs, Scope and Sequences, Aboriginal Initiatives and use of RAM funding. These days will support AP's and head teachers in developing skills in the role of Relieving Principal and support staff in meeting the professional standards.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Staff implemented a Sista speak program, developed Mgoals and had training in this area and time to develop PLP' s with parents. Two staff went to Connecting to Country training over 3 days.	\$10220
English language proficiency	Focus on Reading training for 2 staff in phase 2 to enable training and implementation at school.	\$3200
Low level adjustment for disability	SLSO's were employed using these funds to successfully support funded students. Another SLSO was employed to support students with learning disabilities (not funded) in 2 other classes. A LAST teacher worked 3 days a week to support students and teachers.	\$75,489
Quality Teaching, Successful Students (QTSS)	This allocation was used to support the training of office staff and executive in the successful implementation of LMBR with additional school funds.	\$5000
Socio-economic background	Two consistent teacher judgement days are used to support staff in the assessment of students across the continuum and for parent/teacher interviews.	\$12915
Support for beginning teachers	Two beginning teachers were successfully supported in their first year. One teacher was trained in L3 while the second teacher had mentoring for 2 hours a week.	\$13000



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	92	100	117	126
Girls	84	93	102	107

Our numbers in 2016 increased giving us 9 mainstream classes. We also gained an addition new class for students with Autism. Our school total was 233.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97	94.1	94.5	94.8
1	95.5	97.6	95.2	96.4
2	94.5	94.8	95.6	94.3
3	96.5	94.8	94.8	95.9
4	96.7	96.2	94.4	94.9
5	94.7	95.2	95.6	94.1
6	91.5	94.4	94	94.9
All Years	95	95.3	94.8	95
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Attendance at Garden Suburb is monitored weekly and the importance of students attending school is communicated to parents through phone calls, letters of concern and newsletter data. Departmental letters are generated through SENTRAL 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.

Class sizes

Class	Total
KOALAS	20
POSSUMS	20
TURTLES	22
SEALS	22
ECHIDNAS	25
KOOKABURRAS	28
BILBIES	27
WALLABIES	28
EMUS	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	9.95
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration & Support Staff	4.32
Other Positions	1.08

In 2016 there were no Aboriginal staff in teaching or support staff roles at Garden Suburb Public School.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	4

Professional learning and teacher accreditation

In 2016 Garden Suburb had extensive professional learning in the new syllabuses of History and Geography.

Two Consistent Teacher Judgment Days were scheduled for staff to work in teams to look at and analyse student work samples and tracking of student data across the continuum in English and Mathematics. These days are valued by the staff as excellent professional development. The Cardiff Community of Schools had a combined staff development day for all staff. The AP's were supported with professional learning across the Cardiff schools. In 2016 several teachers have begun working towards their accreditation at proficient level and will complete this process in 2017.

Beginning Teachers – In 2016 we had 2 beginning teachers in their first year. One teachers funds were used to support her in her work with a class for students with Autism. The other teachers funds were used to support her L3 training for Stage 1. Both teachers were supported for Consistent Teacher Judgement days with other staff.

Three staff are working towards accreditation at Proficient level. Four staff are continuing maintenance at Proficient level.

Financial information (for schools using both OASIS and SAP/SALM)

At Garden Suburb PS we do not have a voluntary school contribution but ask for parents to purchase a book pack for their child. In 2016 we saw a significant increase in short term relief for staff.. This included sick leave and training for both teaching staff and office staff. In operational expenses new touch screen TV's were purchased to replace broken interactive whiteboards and several large dangerous trees were removed from high traffic areas in the school.

Income	\$
Balance brought forward	107 386.00
Global funds	100 952.00
Tied funds	122 059.00
School & community sources	29 047.00
Interest	1 477.00
Trust receipts	650.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	11 288.00
Excursions	4 739.00
Extracurricular dissections	15 898.00
Library	0.00
Training & development	393.00
Tied funds	117 394.00
Short term relief	29 020.00
Administration & office	23 690.00
School-operated canteen	0.00
Utilities	14 613.00
Maintenance	12 819.00
Trust accounts	1 003.00
Capital programs	10 934.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.

School performance

School-based assessment

L3 Stage 1

This year at Garden Suburb Public School a Stage One teacher engaged in professional learning and collaborative networks to explore aspects of literacy learning. She extended her knowledge and expertise through theoretical discussions grounded in research and explored literacy acquisition processes through analogy, observation and related tasks. The Stage One teacher was involved in 12 half days of professional learning with other Stage One teachers, 4 half days in collegial visits involving classroom observation and discussion with the L3 regional teacher. Planning and implementation of L3 strategies in the classroom was an important component.

- L3 is a component of the Best Start Initiative that aims to ensure all students are on track in their literacy learning by Year 3.

- L3 is a researched based, cost effective Kindergarten and Stage One intervention program targeting text reading and writing. The program aims to reduce the need for more intensive and resource demanding programs in future years.

- L3 has been designed to complement the daily literacy program for Kindergarten and Stage One students with diverse literacy backgrounds.

- L3 supports the regular classroom literacy program that is informed by the K–10 English syllabus and the Literacy continuum.

- L3 provides rich literacy experiences to support all students in Kindergarten and Stage One to become successful readers and writers.

As a result of this program at the end of 2016:

84% of the Year 2 Echidnas were reading a level 30 PM text. (Year 2 exit benchmark is level 30)

76% of the Year 2 Echidnas were working at or beyond cluster 8 on the Literacy continuum.

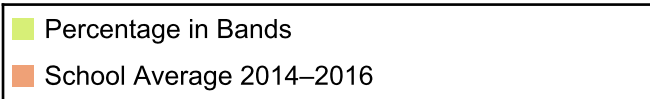
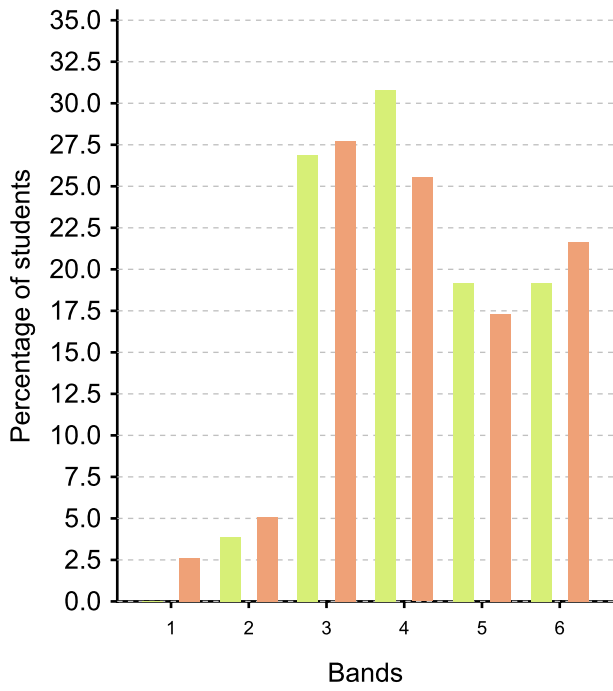
	2016 Actual (\$)
Opening Balance	0
Revenue	345 068
(2a) Appropriation	285 047
(2b) Sale of Goods and Services	2 007
(2c) Grants and Contributions	57 390
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	621
Expenses	-257 423
Recurrent Expenses	-257 423
(3a) Employee Related	-146 963
(3b) Operating Expenses	-110 460
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	87 645
Balance Carried Forward	87 645

The schools finance are managed by the Principal the Senior Office Administrator and the executive team. Meetings are held on a regular basis to monitor the budget and finances.

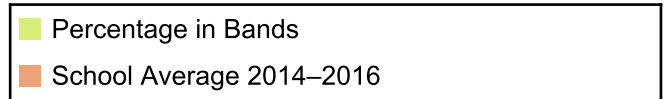
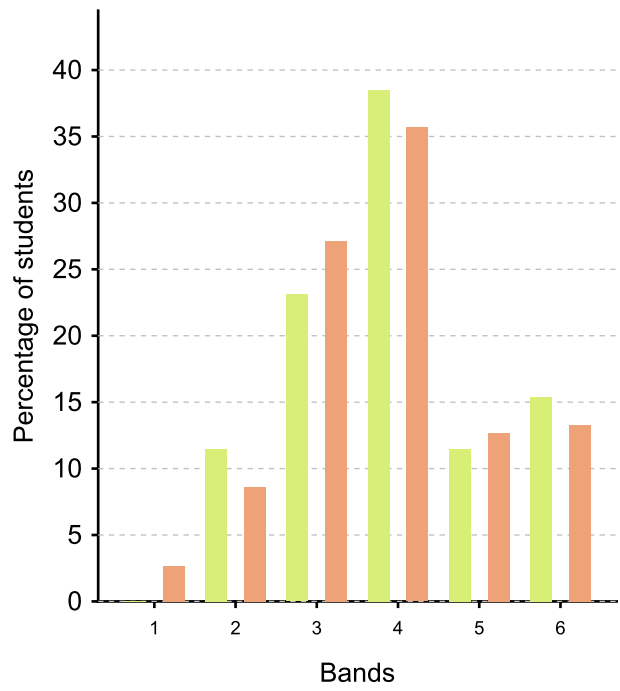
In 2016 sick leave was higher than usual with some staff needing to take long term leave. Spending for 2017 will targetting resourcing new curriculum and SLSO support in classrooms.

	2016 Actual (\$)
Base Total	1 607 416
Base Per Capita	12 041
Base Location	0
Other Base	1 595 374
Equity Total	99 364
Equity Aboriginal	10 220
Equity Socio economic	12 914
Equity Language	741
Equity Disability	75 488
Targeted Total	423 464
Other Total	114 203
Grand Total	2 244 448

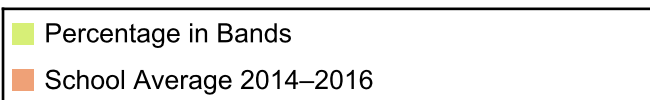
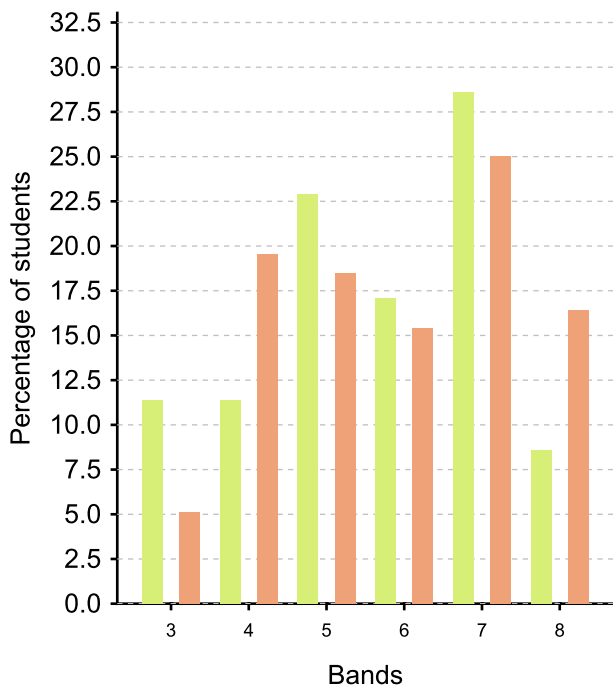
Percentage in bands:
Year 3 Reading



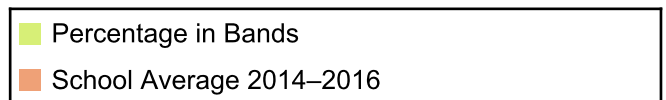
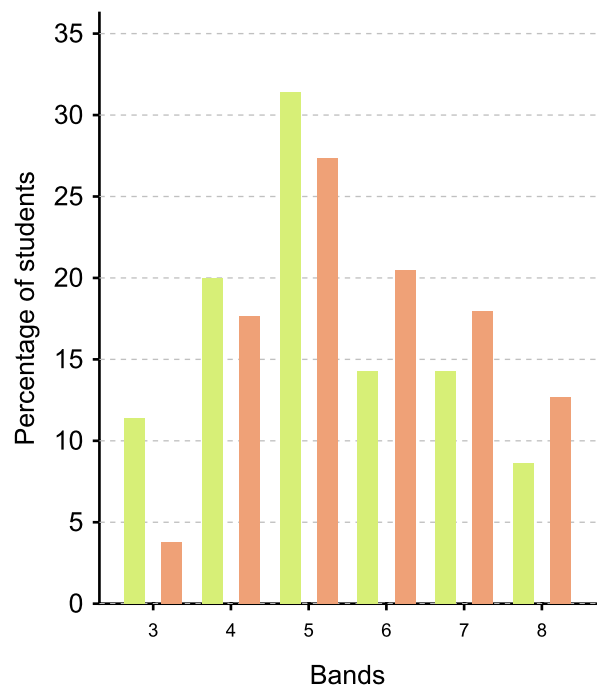
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Parents were asked to complete the Partners in Learning Survey (Tell Them From Me) This survey showed that parents feel welcome when they visit the school, that they can easily speak to their child's teacher who listens to their concerns and the Principal is easy to speak to. The area needed for development and discussion is our homework structures. Staff, parents and students will be involved in a review of this area as part of strategic direction 2 and the completion of our Wellbeing Policy. The teacher survey showed areas of strength in understanding the learning needs of all students (inclusive school) and that students are clear on the high expectations for learning. An area for staff development was in developing more opportunities for students to use technology to track their learning goals.. The student survey that 80% of students felt that teachers were responsive to their needs and that the important concepts were taught well and class time was used effectively. Homework again was an area students did not rate highly. This will be evaluated in conjunction with our Wellbeing policy.



Policy requirements

Aboriginal education

In Term 2 children celebrated Indigenous culture through in class activities such as art, dreaming stories, viewing an ebook created by the school's Aboriginal students, grinding seeds into flour and making Johnny Cakes;

Our Aboriginal students took pride in planning and presenting our NAIDOC week assembly;

To celebrate NAIDOC week all students were involved in workshops to learn about Aboriginal Culture that were run by Cardiff High Aboriginal Education Unit and Aboriginal students and by Yarnteen. These included dance, art and looking at artifacts.

Personalised Learning Plans (PLP) were developed for each of our 19 Aboriginal students. Staff reviewed and evaluated the school's PLP process and the need for greater consultation in planning and reviewing these. Staff were introduced to the Mgoals website

K-6 Aboriginal girls participated in a Sista Speak program with the Cardiff Community of Schools. The girls had an opportunity to learn about their culture through art, language, dance and talking to other Aboriginal girls from local primary schools and Cardiff High School and to learn from women from the local Aboriginal community.

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. Aboriginal students and their families were welcomed to the school for our first 'Yarning Breakfast'. The children and parents came together to get to know each other, talk about their culture and what they value and some programs that may be available next year.

Staff undertook training in:

Aboriginal Perspectives in Education– the 8 ways of learning. Aboriginal students can be supported in their learning through story sharing, non-verbal instruction, learning maps, symbols and images, land links, non-linear learning, deconstruction–reconstruction and community links and these ways of teaching can be embedded into teaching programs

Participating in Connecting to Country run by the local Kumaridha AECG. Connecting to Country is an Aboriginal community cultural awareness teaching program. This program provides a much needed cultural conduit between the States teaching fraternity and Aboriginal peoples and communities. Teachers were offered a unique opportunity to engage directly with Aboriginal Australians at the local community level.



Multicultural and anti-racism education

A parent from France volunteered his time to teach French to Year 5. This class studied France and its culture.

To support our Multicultural programs each class programs units of work with a Multicultural perspective if applicable. The Olympics provided a good opportunity for all students to explore the South American culture and countries participating.

Harmony Day was supported with a whole school activity as each staff member chose a country to celebrate and planned activities for the afternoon. This was a great success.

Anti-racism policies are reviewed with staff and discussed in relation to the welfare of students. We have 2 staff members train in ARCO who are able to support staff. Anti-racism has been discussed as part of our update of our school Wellbeing Policy and will be included when finalised in 2017.

Other school programs

PSSA and School Sport 2016

Swimming: This year GSPS had 28 representatives at the Crossroads Zone Carnival. Most students competed in 25m and 50m freestyle events, but 3 students competed in specialty events including backstroke, breaststroke and 100m freestyle.

Two of these students qualified for Regional Swimming and represented our zone proudly and only just missed out on State qualification.

Cross Country: Following our school carnival 32 students qualified for the Crossroads Zone Carnival. All students represented our school proudly and 7 students qualified for Regional Cross Country, as well as one reserve.

Athletics: This year's school carnival was a wonderful success. K-2 students participated in tabloid activities and 70m races, while 3-6 competed in track and field events.

30 students qualified for Crossroads Zone Athletics, competing in a range of events. The excellent efforts of our students resulted in 11 students qualifying for Regional level. Unfortunately, the Regional carnival clashed with our school camp and we could not attend.

Soccer: The GSPS PSSA Soccer teams competed in the Crossroads Cup against larger schools in our Zone. The junior and senior teams had a great season, finishing 5th overall.

We had a student represent NSW at the National Girls Football carnival, held in Perth and another student represented the Zone at Regional level.

Netball: The GSPS PSSA Netball teams also competed

in the Crossroads Cup this year with our junior team finishing 7th and our senior team finishing 4th and qualifying for the finals series.

Tennis: GSPS sent two representatives to the Crossroads Zone trials. Both students performed exceptionally well, finishing 1st and 3rd overall and qualifying for the Regional event in March 2016.

AFL: We were represented in the Hunter Region Athletics side, with this student also becoming a part of the Sydney Swans academy.

Goalball: GSPS sent 7 representatives to the NSW Schools Goalball Knockout Cup in Sydney. The team had trained hard throughout Term 4. They represented the school with great pride, making it through to the second round of the competition.

In Term 4, we ran a K-6 Sport in Schools program based around fundamental movement and problem solving.

Amy Parkinson received a Hunter Region sports award for her representation in soccer.

Concert Band and GSPS LIVE

This year at GSPS was another very successful year for our Concert Band and GSPS LIVE programs. The Concert Band had 18 student members from Years 3-6 and the GSPS LIVE program ran each term as part of our Primary Enrichment program on Thursday afternoons.

This year the Concert Band participated in Band Link for the 8th year running, giving students the opportunity to practice, play and learn in levelled groups with assistance from experienced tutors. At the end of the two day workshop, the students perform three pieces for their parents and visitors. This gave students the opportunity to develop their technique and improve their confidence and performance skills.

We held a Concert afternoon in week 7 of Term 4 to showcase the students amazing developments. The students played a selection of band, small ensemble and solo pieces. Former band students returned to tutor and perform, adding an extra aspect to the show.

The Concert Band plays each week at school assemblies and also performs at school and community events throughout the year.

The GSPS LIVE program incorporates instruments with choir and individual vocals to create performance pieces for school and community entertainment.

Students have had the opportunity to learn a range of instruments, work in an ensemble and develop performance skills and confidence.

They were invited to perform at Cardiff High School for their annual Music, Art, Dance and Drama night and their end of year Music Performance night. These performances helped students increase their confidence and were an excellent high school transition

activity for year 6 students.

Students at GSPS have the opportunity to be tutored in clarinet, trumpet, flute, saxophone, trombone, percussion, keyboard, guitar, bass, drums and vocals by private tutors that operate in school. This year was the first year that we have used the Primary Music Institute to run some private and small group lessons during enrichment group time

As a result of these programs all students from 3–6 have the opportunity to experience a range of musical opportunities at a variety of experience levels. It also gives them lifelong skills and exposes them to a range of musical and performance opportunities.

Fun Friends (Got It Program) Training

Children who are emotionally and socially skilled are more successful at school and relate better to other children, teachers and parents. Children that have learnt empathy, emotional and social competence show significantly less behavioural problems at school, even if there are adverse life circumstances.

Fun Friends (ages 4–8 years); has been created to assist children to build resilience, confidence and self-esteem and to learn important skills and techniques to cope with feelings of fear, worry and depression.

This program has been acknowledged as best practice by the World Health Organisation and is used in school curriculum worldwide.

By attending the workshop, teachers, SLSOs, school based psychologists, guidance officers, chaplains and others interested in the health and wellbeing of children will gain certification to facilitate FUN FRIENDS in their classes.

The course ran for 6 hours over 2 x 3 hr sessions. Participants were also required to complete the online task sheets prior to beginning the course to ensure they were fully certified.

Environmental Education

Interested students joined the E-team for Enrichment Groups. Each week they undertake activities such as recycling, composting, mulching gardens, planting seeds and weeding. One activity the Senior Frogs Class has undertaken during Enrichment Groups has been the planning and preparation of a sensory garden. This new garden plan is now ready to be implemented.

Gardening during Tuesday lunchtimes proved popular with several students and encouraged K–2 children the opportunity to work in the gardens.

Binless lunches with NUDE FOODS are a weekly feature with the E-team collecting data about the type of products that are most commonly recycled.

School assemblies were used to promote recycling/ healthy food / Crunch and Sip and Nude food days.

Several families have donated vegetable seedlings for our gardens which are greatly appreciated.

School Musical

The school musical was held in September this year. The musical theme was “Fractured Fairytales”. Three performances were held with 2 night shows and 1 matinee. Stage 2 and Stage 3 students had the opportunity to audition for various acting roles in the musical including two lead characters and narrators. Those selected worked closely with teachers to develop their characters. Each class performed a song from a well-known fairytale, including the Autism classes. All of the actors and classes worked hard to put on 3 outstanding performances. The show was a great success and enjoyed by all.

Science Fair

This year in Term 4 Garden Suburb held their 3rd annual Science Fair. As well as almost all of our Stage 3 students designing, creating and sharing their scientific creations we also had most of our Stage 2 students give amazing demonstrations of their science knowledge and skills. This gave students an opportunity to showcase their skills in Science and Technology. They shared their knowledge, understanding and passion for Science and Technology with staff, other students, parents and our local community. We again had students (many ex-students from Garden Suburb) and staff from Cardiff High School participate and demonstrate engaging experiments for our students and community. Many parents and community members attended our Science Fair and were impressed with our students’ abilities in the Science and Technology area.

Star Struck 2016

In 2016, 18 students joined our Star Struck dance group to perform at the Entertainment Centre in ‘Our Hero.’ This group was supported by Mrs Woodbridge and Miss Cartwright and they all worked very hard to learn their dance. The performance was fantastic and enjoyed by all.

Debating

In 2016 Year 6 took part in the division 2 Eastlakes debating competition. We had 6 students who rotated through the competitive team. We started the year with a debating workshop held at Wiripaang PS and then travelled to schools in the East Lake Macquarie region. We had a successful year with a few wins and a few close losses but learnt so much along the way.