

Garden Suburb Public School

Annual Report



2017



4136

Introduction

The Annual Report for 2107 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.

Jo Swadling

Principal

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Message from the Principal

It is with great sadness that I write my last principal's message for our wonderful school. After nearly ten years it has been such an honour to work at this amazing school with wonderful students, outstanding staff and a supportive, friendly community. Each year at Garden Suburb has been exciting and rewarding and brings with it new challenges and achievements.

2017 has been another great year full of academic, sporting and cultural successes. Many students have achieved outstanding academic and sporting success in external competitions and regional teams. However, it is the noticeable improvement in our students social skills, especially in the areas of resilience and persistence, that are pleasing to see. The concentrated effort on developing resilience is providing students with personal skills to help them move forward in life.

Our sporting teams and individuals have had a successful year with our Goal Ball team state champions and individual students excelling to make Hunter Region teams to compete at state athletics, soccer and cross country. Our band is developing with new players joining from younger years to support the development and consistency for the future.

Academically we had students gaining entry into Merewether High, Hunter School of the Performing Arts and Hunter Sports High. Our university test results saw students achieve five distinctions and 18 credits across the subjects. Our NAPLAN results this year were a credit to both our students and our quality teachers.

Our school continues to support all activities such as our art show which showcased the talents of our students and staff using a variety of media forms and the photography competition. It was an outstanding success supported by all community members. We also had fun at our book week parade and our first colour run.

Our technology continues to grow with the purchase of 20 iPads from a generous donation as well as the introduction of Science, Technology, Engineering and Mathematics (STEM) activities after school and in classrooms. In 2018 we will see the introduction of our Maker Space area for students and staff to pursue this problem solving and design area further.

Our P & C, with community support, continue to fundraise for our students to improve their school life. Working with the Cardiff Community of Schools has been an absolute pleasure with so many strong programs and relationships built to enhance the quality of school life for all of our students, staff and my own growth as a principal.

My heart will always remain with Garden Suburb Public School as a magical school and I wish every success for every student in the future.

Mrs Jo Swadling – Proud Principal

Message from the school community

It has been my great pleasure to be President of our P&C over the past year.

I would like to start by thanking my fellow Executives: Fleur Grey, Belinda Cusack and Alison Guiney for their dedication and commitment to their roles. They have always been an enormous support to our school. I would also like to thank the sub committee members for all of their hard work – these include the school banking team, uniform shop ladies, fundraising and book club co-ordinators and the canteen committee. A special mention of thanks to our canteen supervisors Terri and Michelle and our wonderful volunteers who helped in the canteen – your support has been invaluable and very much appreciated. To all our families and community members who have not only volunteered but also supported our events in 2017, I say a warm and heart felt thanks. Garden Suburb Public School would not be the great school that it is without you. Please continue to volunteer as much time and energy that you can (in whatever capacity) so that the P&C can continue to provide the financial support to the school that it has in the past.

As a committee and a school community, we have raised almost \$17,000. This is a huge effort for a small school. These funds have been channelled into things like STEM projects and computer upgrades, PSSA, band, whole school athletics carnival, library resources and sport subsidies to families. We also employ a canteen supervisor which allows us to provide a service for our school and families.

Not only are we coming to the end of a year but today we are also acknowledging the end of an era with the retirement of Mrs Swadling. I would especially like to mention the wonderful commitment and involvement she has had with the P&C and her dedication to supporting our kids. Her contribution has been vital in communicating information so that this school continues to achieve the best learning environment not only for the students, but also for our dedicated staff. Mrs Swadling, your enthusiasm and warm personality makes this an inviting school and one that I'm sure we are all proud to be a part of. While we say farewell to our principal, I'm certain it won't be goodbye.

On behalf of the P&C I would like to wish you all a very happy and safe Christmas and a prosperous 2018

Thank you

Janine Harris

Message from the students

In 2017, we were school leaders of Garden Suburb Public School. This was an exciting experience for all eight of us. It broadened our perspective on leadership and encouraged us to be confident in our decisions. As leaders, we were given the opportunity to travel to important functions and events including the National Young Leaders Day in Sydney. We were inspired by the many motivational speakers and learnt a lot from this experience.

Having a leadership role at Garden Suburb Public School has taught us fantastic organisational skills. The leaders of 2017 would like to send great thanks to Garden Suburb Public School for the opportunities and experiences we were able to enjoy. We're sure that these experiences will help us in high school and in further years. We wish the new leaders of 2018 the best of luck.

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 future-focused 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 59 years. It has a reputation for excellence in academic, cultural and sporting programs in a K–6 context. It proudly supports 2 classes for students with Autism who integrate at all levels with our eight mainstream classes.

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, school banking, 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 benefits from an extremely hard working staff committed to achieving quality educational outcomes across all Key Learning Areas. Our teaching and learning programs encourage excellence, commitment and cooperation 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 classes for students with autism. High expectations are supported across our Cardiff Community of Schools in the development of leadership for students, opportunities for gifted and talented students and Aboriginal initiatives.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 and Technology to ensure all teachers are up to date and have quality teaching practices in place.

Overall summary of progress

1. Learning – This year the school worked extensively on a school wide collective responsibility for student learning and success. Curriculum delivery integrated technology and information services. Teachers differentiated curriculum delivery to meet the needs of every individual student by using the Literacy Continuum for individual tracking of students across clusters. The school worked at developing processes to collect, analyse and monitor school performance data. Student reports contained detailed information about individual student learning achievement and areas for growth. The school is sustaining and growing in the area of data analysis to drive teaching and learning cycles. The school has achieved value added results with 20% of students achieving at high levels through NAPLAN. Students are showing higher than expected growth from Years 3 to 5 in literacy and numeracy.

2. Teaching – All classes in K–2 had at least one staff member trained in either L3 Early Stage One or Stage One. This enabled all staff members to collaboratively plan, assess and review teaching and learning programs using high quality practices and a consistent approach. This training also ensured that all teachers in K–2 regularly monitored data every five weeks and used that data to drive learning. Staff at GSPS work together to improve teaching through regular stage meetings. Years 3 to 6 have concentrated on Focus on Reading during these meetings (sustaining and growing). The mathematics program was reviewed and staff decided to implement a new program, Maths Plus. Staff have all trialed this program in 2017 and will continue with Maths Plus in 2018 before evaluating its success.

Within school networks and Cardiff Community of Schools networks provide quality coaching and mentoring to ensure ongoing development of all staff (excelling). Garden Suburb Public School is excelling in the provision of support for beginning and early career teachers.

3. Leading – Leadership development has been central to capacity building for staff. Strategic direction three with the Cardiff Community of Schools has had a focus on leadership development for the 2015–2017 cycle. (excelling) Staff were given opportunities in curriculum leadership with the implementation of the new history and geography syllabus.

Progress towards achieving improvement measures

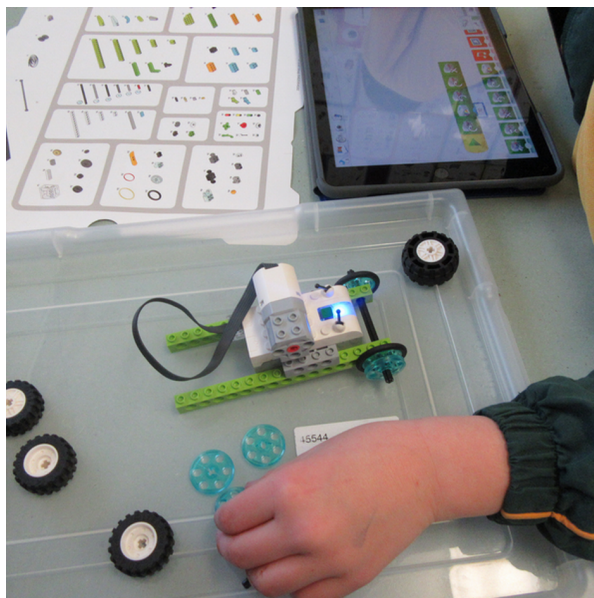
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>3–6 Improvement Measures:</p> <ul style="list-style-type: none">* 80% of all students to read and comprehend at age appropriate levels* To increase the number of students who demonstrate above average growth between Yrs 3 and 5 by 20%* 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>L3– 1 staff member \$5500 from literacy and numeracy</p> <p>L3 –1 staff member Ongoing Professional Learning(OPL) \$2000 from professional learning</p> <p>Consistent Teacher Judgement nights using Learning And Support Teacher (LAST) as a resource for mentoring staff in using the Literacy Continuum</p>	<p>3–6 Data</p> <ul style="list-style-type: none">* In reading 68% of students showed expected growth. This is a 8% improvements from 2016.* In writing 72% of students showed expected growth with 34.6% of students in the top 2 bands compared to 23% in 2016.* In numeracy 60% of students showed expected growth, this is a 6% improvement from 2016. <p>K–2 Data</p> <ul style="list-style-type: none">* 85.7% of Kindergarten students were at or above benchmark using L3 data for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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 complete 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>* 84.3% of Year 1 students were at or above benchmark using L3 data for students.</p> <p>* 85% of Year 2 students were at or above using L3 data for students.</p> <p>CTJ evenings were reviewed by executive using Proficient Teacher Standards.</p> <p>Standard 1: Know students and how they learn</p> <p>Standard 5: Assess and provide feedback</p>

Next Steps

- * Continue looking at five weekly data using the Literacy Continuum, linking and integrating it with classroom programs. Monitoring individual student progress using the clusters providing evidence to support this data.
- * Curriculum, programs and teaching practices need to be effectively developed for all students using evidence based teaching practices and innovative delivery mechanisms where appropriate.
- * A greater focus on students using assessments, teacher feedback and success criteria to reflect on their individual learning and to drive future growth.
- * Staff to consistently use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.



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 – At Garden Suburb PS positive and respectful relationships continue across the school community which underpin a productive learning environment. School programs address the needs of our Aboriginal students, gifted students, students with a disability and students for whom English is a second language. (excelling)

A new LAST was appointed who worked with staff and community to develop strong procedures for students needing learning support. Staff meetings were held to look at best practice for individual education programs and personal learning pathways (PLPs) for our Aboriginal students. (sustaining and growing)

The school implemented a whole school approach to wellbeing, producing a new Garden Suburb Wellbeing Policy that clearly defines behavioural expectations and creates a positive teaching and learning environment. (excelling)

Developing resilience was a focus for students and community, concentrating on anger issues, calming down when angry or worried and bouncing back to work or play after a set back.

2. Teaching – Data was used to create individual learning plans and enabled the LAST to target specific markers. As a result of data collection the LAST was trained in the MacqLit program which targeted fluency, word attack skills and sight words. SLSOs were also trained to deliver this program to students who met criteria. The results of this program have been extremely positive and would recommend the continuation in 2018. (sustaining and growing)

Our autism classes were supported with review meetings by the LAST and the inclusion of the SLSOs. Transition for students entering the class and exiting the class were well supported by staff. (excelling)

3. Leading – Parent communication in 2017 was enhanced with 25% more parents accessing the Skoolbag App and using the P&C Facebook page as a form of communication. Only 10% of the school's population are accessing information through the paper version of the school newsletter. The weekly newsletter is uploaded to the webpage and the Skoolbag App. This year staff have added copies of event notes to the Skoolbag App ensuring all parents have copies available.

P&C attendance continues to fluctuate but this year there were more consistent attendance rates at all meetings. Meeting minutes were also distributed via email to P&C members. Leaders across our school community have enabled a self-sustaining and self-improving community that continue to support the highest levels of learning.

Student leadership initiatives included playground activities for younger students such as parachute games and playground activities. The Premiers Sporting Challenge at Cardiff High supported students in leading others in sports programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* To increase parent participation in our school – home partnership by 10%	Additional SLSOs and MacqLit– RAM Equity \$115000	* MacqLit was introduced for Years 2–6. SLSOs were trained to support the LAST to ensure that more students received the program. Throughout modifications were made to suit the needs of

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> * Identification and evaluation of individual learning practices and adjustments in classrooms by teachers as shown in programming, PLPs and IEPs * Staff teaching reflects new Syllabus outcomes measured by peer observations, programming and assessment tasks * An increase of parents using electronic communications * Gifted and talented opportunities increased across a variety of areas * Student leadership programs implemented and evaluated. 	<p>LAST training in Macqlit Professional Development funds \$5000</p> <p>Staff meetings to support best practice in IEP's and Personal Learning Pathways.</p>	<p>individual students. One student ceased participation in the program as it was not meeting her needs. Overall the students who participated in the program made improvements in all areas of the program.</p> <p>* The wellbeing policy was completed and uploaded to the Garden Suburb Public School website, ready for 2018.</p> <p>Debating was added to Stage 3 to support talented students.</p> <p>Cardiff High School runs gifted and talented classes for Year 6 students covering, the arts, technology, English and mathematics.</p> <p>Parent participation in school events remains high due to the increased use of the Skoolbag APP and there has been consistency of attendees at P and C meetings.</p>

Next Steps

Cardiff Community of Schools will introduce a debating competition to support talented students.

Macquarie Literacy program (MacqLit) to continue to support students from Year 2 to Year 6.

New accreditation for all staff to be developed.

Student leadership opportunities need to be explored further.



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

In 2017 the assistant principal (AP) network group focused on training in areas that would support them in school management as well as best practice in leading areas, such as programming, Professional Development Plans (PDPs) and gifted and talented. The LAST group continued to look at best practice across the schools in the effective management of learning support processes and have developed a consistent policy to support all schools including transition to high school. Our SAM network continues to work together to solve any issues and support each other and principals with the implementation of LMBR.

Executive Summary for 2017 – LEARNING – TEACHING – LEADING

The AP group undertook learning in the areas of work health and safety, complaints handling, suspension procedures, using MyPL and LMBR implementation.. Learning for APs also included learning about Explicit Direct Instruction (EDI) from Cardiff South and how to support gifted and talented students. The support of a Principal Support Officer (PSO) in validation, evaluating and working towards a new three year plan was outstanding. In the Leading domain of Management and Practices and Processes we excelled in this area as APs at GSPS demonstrated a good understanding of how to implement these areas. In the area of School Implementation and reporting we are delivering and will use training from this year to support the growth in this area to excelling. The APs through this strategic direction combined with Cardiff Community of Schools (CCoS) have shown themselves to be sustaining and growing in this area. This has also incorporated the professional development of relieving executive within the school. The executive have established a strong support network and proactively and collaboratively work with staff to review teaching practices and to develop a culture of high expectations.

In learning we were sustaining and growing as we have a demonstrated commitment to differentiating the curriculum for our GATs students and learning about EDI supported this need. More development will need to continue in this area for APs to effectively support staff in making changes for new innovative learning.

In the Teaching Domain in Professional Standards the support given to APs will lead us from delivering into the new cycle with the school working towards excelling in this area. The professional development on how to use MyPL for registering meetings has been effective in beginning this transition for all staff members in monitoring their hours.

The LAST network continues to work towards catering effectively for individual learning needs. In 2017 our newly appointed LAST in conjunction with the executive Learning Support Team developed an evidence based approach to assessment processes and can identify students requiring individual needs. (sustaining and growing). As a result of this network a Learning Support policy developed by LASTs will reflect consistent approaches and support students moving into high school.

Our combined staff development day is always a highlight of our calendar and has supported the unity that thrives in our Cardiff Community of Schools. Our schools also combine with our local AECG, Kumaridha in running Connecting to Country days for our staff. Currently four staff has attended this professional development

As a result of this combined strategy for CCoS over the past three years we have excelled in developing educational leaders for our schools by empowering them to take on these roles in support of students, staff and communities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* CCoS collegial networks for principals, executives, teachers,	Quality Teaching Successful Students	Meetings were held twice a term for APs and aspiring leaders to support succession planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>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 Personalised 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 from partner primary schools to Year 7 at Cardiff High School.</p>	<p>(QTSS) funds were used to support attendance at professional learning days for APs , LASTs and SAMs. \$6000</p>	<p>LASTs developed a joint learning and support policy across the six schools to support consistency of data collection and transition procedures to support students.</p> <p>No teachers accessed higher levels of accreditation but at GSPS several staff took on relieving roles for the first time.</p> <p>In 2017 our Year 7 students showed an increase of 17% more students reaching above expected growth in writing and a 23% growth in numeracy.</p> <p>In 2017 86% of our students transition to Cardiff High with one student attending Hunter Sports High selective sports program and two students achieving entry to Merewether High School.</p>

Next Steps

In the 2018 to 2020 Plan the CCoS will continue to support this professional growth in a direction on Excellence in Leadership. The focus will continue with accreditation for staff a priority and developing and sharing best practice in a variety of areas.. The group will drive the areas for development in line with Department initiatives and directions.

CCoS will be continuing with Connecting to Country training for staff with the goal of all staff attending training.

A combined staff development day is in the process of being organised with Ahn Do a guest speaker, as well as support for all staff in accreditation.

The principal group meet regularly and work together collaboratively to support student staff and each other.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Sister Speak activities. Yamalong – Richard Faulkner.</p> <p>Possum Skin activities for Year 6 girls. The development of a yarning circle at school.</p> <p>Shaun Chillora – performer</p> <p>Aboriginal resources for the library</p> <p>RAM = \$16683</p>	<p>In 2017 this funding was used to support the professional development of staff in understanding PLPs and IEPs for all students and other targeted training in STEM and writing. It was used to subsidise our Aboriginal performer so all students could attend. An Aboriginal breakfast was supported to celebrate goals achieved. This has had a significant positive impact for both Aboriginal and non Aboriginal students.</p>
English language proficiency	<p>ESL scales</p> <p>Mrs Dorahy</p>	<p>Mrs Dorahy was employed one day a week to support a Kindergarten student from Finland and work with four other ESL students on developing reading proficiency.</p> <p>Our Kindergarten student is reading above benchmark.</p>
Low level adjustment for disability	<p>SLSOs three days a week for four hours a day for three additional staff.</p>	<p>SLSOs were employed to support students in classes who did not have funding.</p> <p>This has been invaluable support for class teachers and students for daily assistance and routines.</p>
Quality Teaching, Successful Students (QTSS)	<p>Executive staff</p> <p>Cardiff Community of Schools AP days</p>	<p>QTSS has been used to support executive staff to work with staff in developing best practice in programming, tracking individual students and supporting staff in PDP goals.</p>
Socio-economic background	<p>Mrs Coach – LAST</p> <p>Macqlit program</p> <p>SLSOs</p>	<p>This funding has been used in conjunction with integration funding and low level adjustment to employ additional SLSOs to support class teachers. Funding has been targeted to train SLSOs in administering Macqlit to support specific learning for Years 2 to 6.</p>
Support for beginning teachers	<p>L3 trainers.</p> <p>Beginning teachers \$4063</p> <p>RAM Aboriginal funding = \$3000</p>	<p>Our two beginning teachers have been trained in L3 to support learning in the class. This has supported them to introduce strong pedagogy and differentiate the curriculum.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	100	117	126	118
Girls	93	102	107	98

Our numbers in 2017 decreased giving us eight mainstream classes. We also maintained our two class for students with Autism. Our school total was 220.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.1	94.5	94.8	95.9
1	97.6	95.2	96.4	95.2
2	94.8	95.6	94.3	97.1
3	94.8	94.8	95.9	95.2
4	96.2	94.4	94.9	95.9
5	95.2	95.6	94.1	97.2
6	94.4	94	94.9	93.7
All Years	95.3	94.8	95	95.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Attendance at Garden Suburb is monitored weekly and the importance of students attending school is communicated to parents through phone calls, letters of concern, class Dojo communication and newsletter data. Attendance data is reviewed every Friday and 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 implemented.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	10
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.42
Other Positions	0

*Full Time Equivalent

There are no Aboriginal employees at Garden Suburb Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

In 2017 two teachers completed their proficient accreditation. Professional development has included a push on Focus on Reading strategies in primary classes with K–2 continuing in L3. Mrs Couch, our LAST teacher (three days/week), has supported staff in the development of IEPs with parent consultation and strengthened our Learning Support Team procedures. The introduction of MacqLit with training for SLSOs has also proven to be beneficial for staff and students. Training in STEM activities such as coding, robotics and Scratch has initiated learning in this area with equipment purchased to support this. Consistent teacher judgement has been enhanced to support staff in understanding of teacher standards.

Staff are proficient in the use of the Literacy continuum to track student learning with data collection on a five weekly basis. This supports identifying students for specific, targeted learning.

Executive staff have continued focused learning through the Cardiff Community of Schools in understanding work, health and safety, complaints handling, suspension procedures, accreditation of teachers, working with gifted and talented students and validation of school plans.

Workshops in 7 Steps to Writing Success and training in Seasons for Growth will support planning for the next three years.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	87,645
Revenue	2,467,586
Appropriation	2,364,558
Sale of Goods and Services	8,001
Grants and Contributions	93,427
Gain and Loss	0
Other Revenue	0
Investment Income	1,600
Expenses	-2,378,036
Recurrent Expenses	-2,378,036
Employee Related	-2,166,467
Operating Expenses	-211,569
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	89,550
Balance Carried Forward	177,195

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements

- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,481,839
Base Per Capita	37,449
Base Location	0
Other Base	1,444,390
Equity Total	132,619
Equity Aboriginal	16,683
Equity Socio economic	27,575
Equity Language	6,010
Equity Disability	82,351
Targeted Total	437,625
Other Total	125,221
Grand Total	2,177,304

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

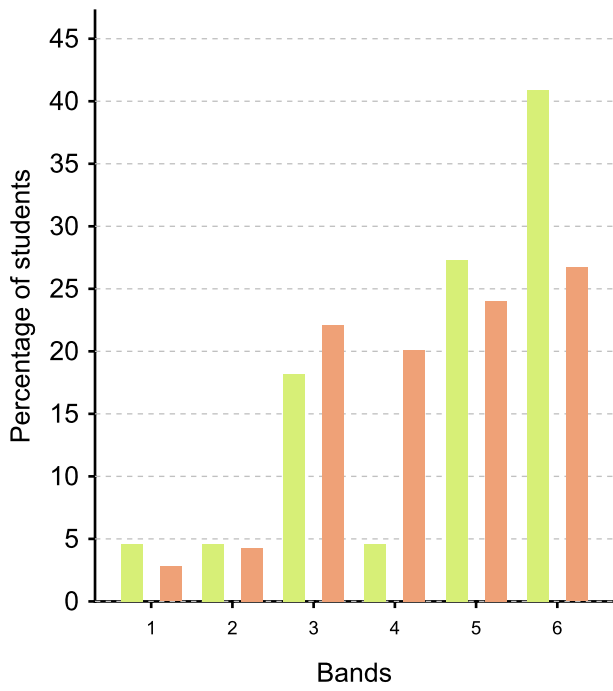
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

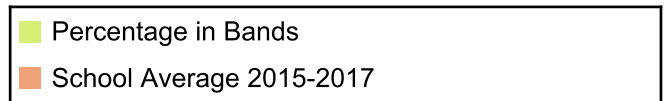
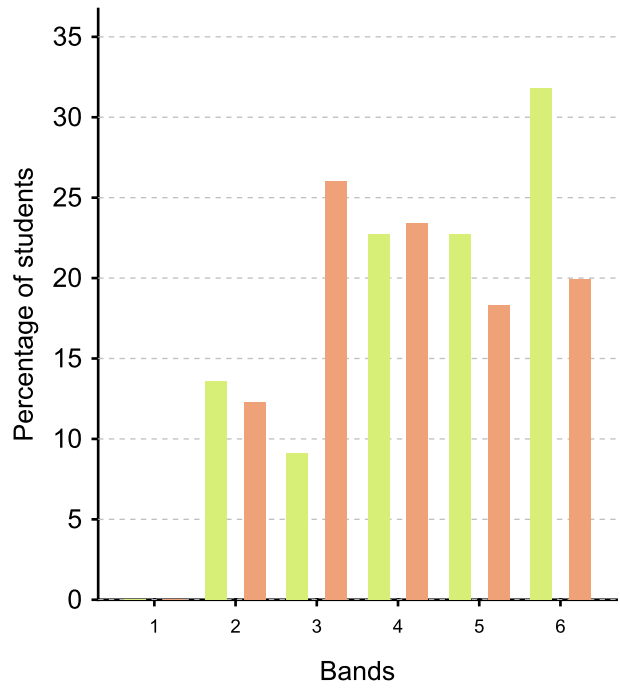
NAPLAN

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.

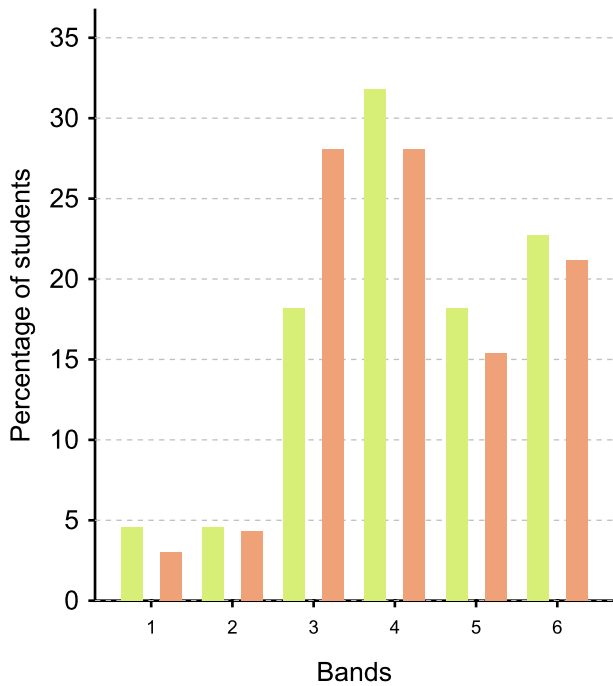
Percentage in bands:
Year 3 Grammar & Punctuation



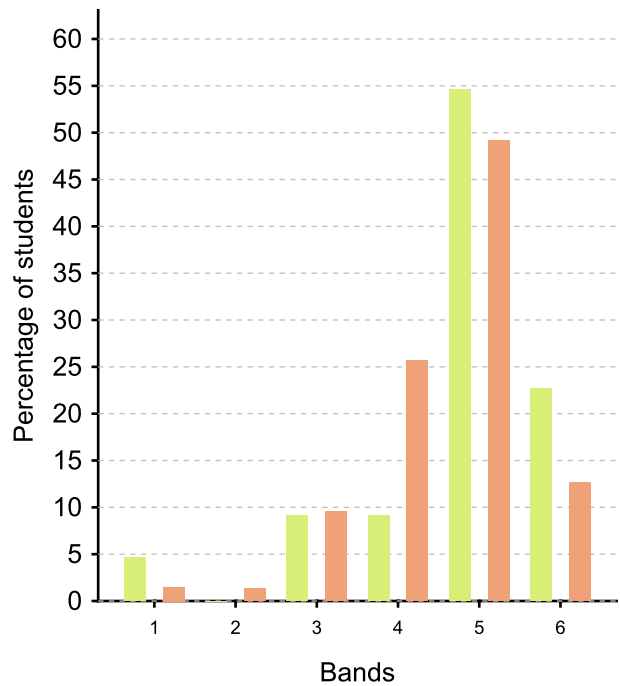
Percentage in bands:
Year 3 Spelling



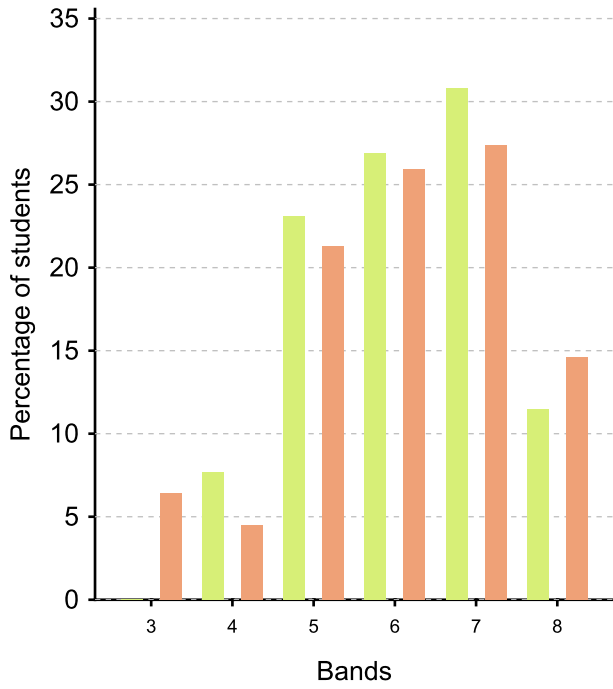
Percentage in bands:
Year 3 Reading



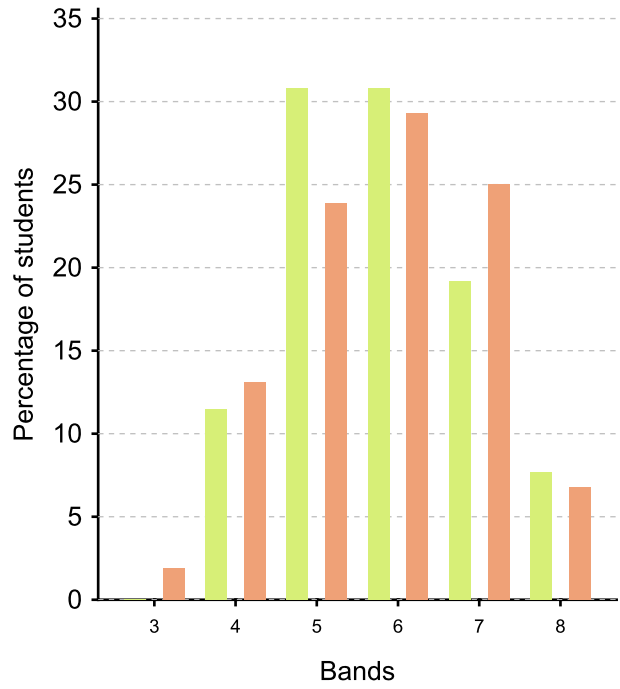
Percentage in bands:
Year 3 Writing



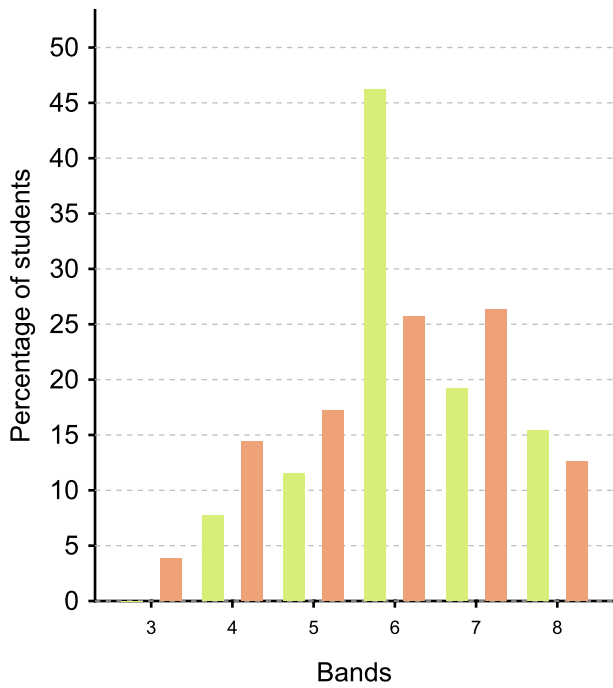
Percentage in bands:
Year 5 Grammar & Punctuation



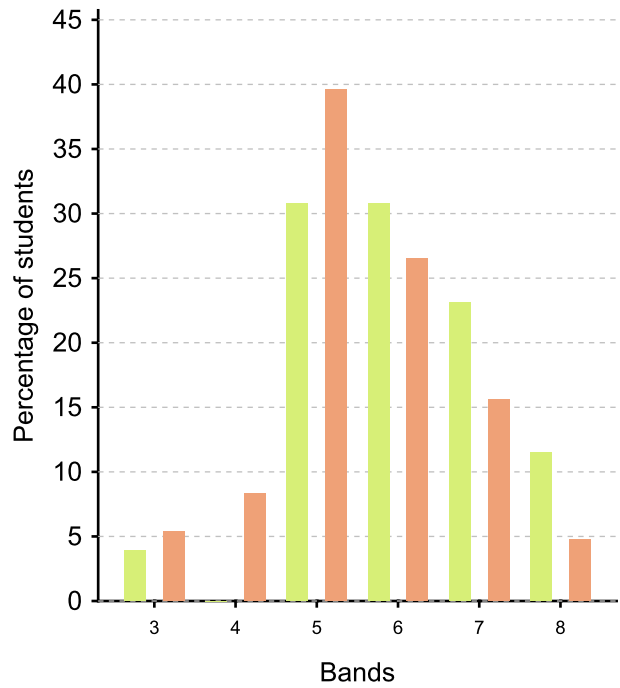
Percentage in bands:
Year 5 Spelling



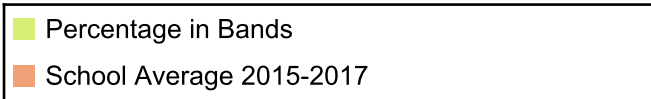
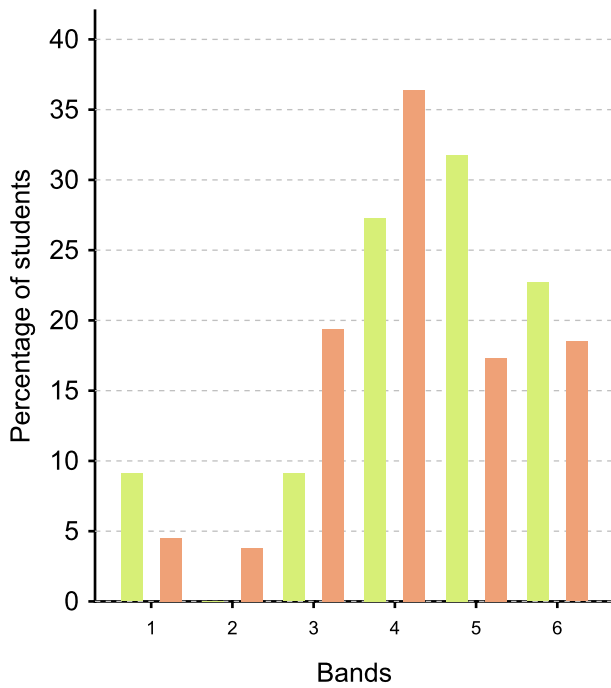
Percentage in bands:
Year 5 Reading



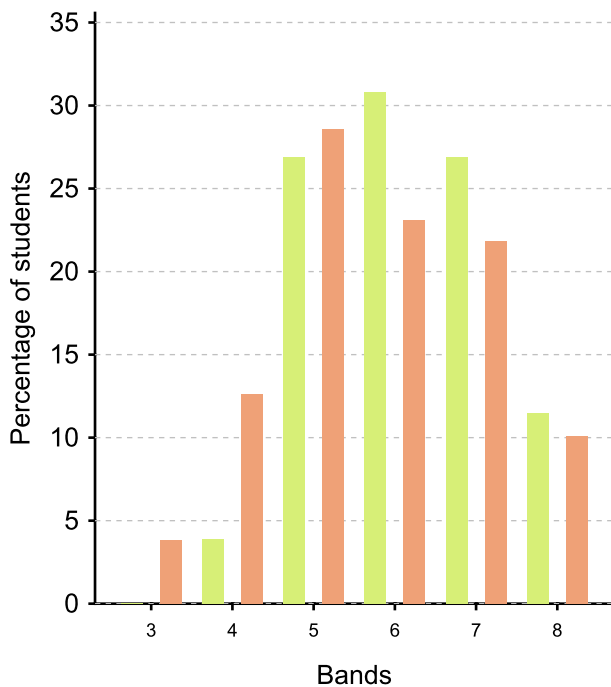
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Parent/caregiver, student, teacher satisfaction

This year a survey was completed by parents on homework at GSPS which included a section on parent /caregiver satisfaction. While the homework survey showed mixed results between the benefits of doing homework and who valued this, the parents were highly satisfied with the school as a whole and were supportive of new initiatives and ideas.

Comments included "I value the effort my child's teachers gives to support my child".

"My child enjoys coming to school and is growing in confidence".

Policy requirements

Aboriginal education

This year saw children celebrated Indigenous culture through learning Aboriginal content throughout all areas of learning. This was supported by 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 have participated this year in weekly cultural learning session designed to help them make a connection with each other and their culture. Richard Faulkner from Yarnteen taught our students the Gomerioi language fortnightly. Our Aboriginal students took pride in planning and presenting our NAIDOC week assembly where they shared their growing knowledge through song, personal stories and the creation of iMovies with the rest of the school. Stage 3 students throughout NAIDOC week taught language across the school, shared with others how they felt about their culture and their own acknowledgement of country.

Each Friday lunch our Aboriginal students were supported in sharing their cultural learning with the

other students through the running of games using the Gomeri language, singing songs, making artworks and teaching weaving.

Our students designed and started to make a yarnning circle and garden with the help of the schools general assistant(GA). This will be an area that is available to all teachers and classes and work towards its completion will continue in 2018.

Personalised Learning Plans (PLPs) were developed for each of our 18 Aboriginal students. Stage 3 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, weaving, language, dance, talking to other Aboriginal girls from local primary schools and Cardiff High School and to learn from women from the local Aboriginal community.

Aboriginal students and their families were welcomed to the school for our second 'Yarning Breakfast'. The children, parents and carers came together to get to know each other, celebrate the students' PLP achievements and goals that students had selected that they may work towards next year.

Two staff participated in Connecting to Country run by the local Kumaridha AECG. Connecting to Country is an Aboriginal community cultural awareness teaching program. Teachers were offered a unique opportunity to engage directly with Aboriginal Australians at the local community level.



Multicultural and anti-racism education

To support multicultural education units of work in history and geography and literacy are embedded with multicultural perspectives. Year 3/4 Wallabies completed a comprehensive unit on Japan, while 3/4 worked on the differences between Australian and Asian countries with a focus on China. Year 5/6 Emus explored South American art when they made dream catchers. Harmony Day was supported with class activities across the school. Anti-racism updates have been added to the completed school wellbeing policy.

Other school programs

Goalball:

This year GSPS competed in two Goal ball competitions, sending seven representatives to the NSW Schools Goalball Knockout Cup and 15 representatives to the Hunter Regional Goalball Knockout competitions. The teams had trained hard throughout Term 1 and 2. At the Hunter Regional competition our three teams represented the school with great pride, with two teams making it through to the final round of the competition achieving first and second place. At the NSW Schools Goalball Knockout Cup in Sydney our team became the state champions. In Terms 1 and 4, all Stage 2 and 3 students developed skills in Goalball through weekly sport.

Art Show

On Wednesday October 18 GSPS held its second biennial art show. Each student, with the guidance of their teachers, produced an art piece, which was available for purchase. A wide variety of media was represented; nail-and-string art, batik cushions, button art, dream catchers, weaving with fabric and found objects, bottle-bot garden sculptures, mosaic house numbers, rolled-paper pictures, so it made for a colourful and exciting display in the school hall. The show was accompanied by a photography competition with more than 60 entries. Again the subject matter was diverse and thought-provoking. Each student also produced a feather which contributed to an enormous wingspan that was mounted on the wall and became a focal point for photos throughout the afternoon.

Technology and STEM

During 2017, GSPS has had a focus on STEM based learning. Science, technology, engineering and mathematical skills are valuable tools that benefits 21st century learning within the classroom. It provides students with engaging hands on activity to develop their inquiry and problem solving skills. All classes have participated in STEM activities to support learning across all key learning areas. The school has supported this through open family days for parents to participate in challenges with their children. Our school has supported after-school STEM workshops held within the school to allow our students to further their interest in this area and raise funds for the school.

This year we have purchased 15 new iPads and carry cases to be used within the classrooms, allowing all stages to have access on a regular daily basis. Whole staff training was conducted to help staff up-skill and engage teachers and students in transformative apps.

Through a successful grant application of Mrs Jillian Traynor and Mr Lee Smith, the school has been able to successfully purchase 12 Lego WeDo 2.0 kits to create a portable maker space within the school. The kits have been deployed and utilised across the school allowing students to develop skills in robotics and coding.

With the assistance of the school P and C along with

the school's e Teaching Four Learning(T4L), aging computers have been replaced with up to date machines to help facilitate 21st century learning and accommodate NAPLAN online readiness testing and the schools growing technological needs.

Concert Band and GSPS LIVE

This year at GSPS was another very successful year for our concert band and GSPS Live programs. Our concert band had 16 student members from Years 3–6 and the GSPS Live program ran in Term 4 as an after school activity for interested students.

This year the concert band participated in BandLink for the tenth 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 8 of Term 4 to showcase the students amazing developments. The students played a selection of band, small ensemble and solo pieces.

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's end of year music performance night. This performance helped students increase their confidence and was 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 scripture and assembly time.

As a result of these programs all students from Years 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.

Harmony Day 2017

On Tuesday the 21st March, students in Kindergarten to Year 6 joined together in mixed aged groups to celebrate our cultural diversity through participation in various Harmony Day activities across the school. The celebration was about promoting inclusiveness, respect and a sense of belonging for everyone. Students were encouraged to wear orange on the day, as it is the official Harmony Day colour. All students explored a specific culture or country with their group and then shared their experiences with their classmates when they returned to class. Activities included learning some language from the country/culture, reading a story that reflects the country, locating the country on a map/globe, exploring traditional dress, tasting the food, art/craft activities, dancing and singing or games and sporting activities. The key theme for Harmony Day 2017 was **Everybody Belongs**.

Autism Classes 2017

This year our two autism support classes continued to thrive in our wonderful school. The classes were organised with Kinder to Year 3 students in the Green Frogs with Miss Jessica Blanch as the teacher, supported by Mrs Amanda Goninan (Semester 1) and Mrs Claire Gunn (Semester 2). We also had the Gold Frogs which had students in Years 2 to 6, with Miss Amy Duncan as the teacher, and Mrs Michelle Austine as the Student Learning Support Officer (SLSO). The classes cater for the specific learning and social needs of students from across the Hunter who have been placed in the class by a district panel. The support classes offer students an intensive program of 12 months or longer, depending on the individual needs of each student, where they learn skills that promote successful transitions into mainstream settings. We have had two students successfully transition out of their autism support class, with one returning back to his mainstream home school and the other transitioning to an autism support class in high school for 2018. We promote an inclusive learning environment across the two classes, where students participate in regular integration experiences with their same age peers in mainstream. Some highlights from the year for the students were their participation in the Frogs' pool day, cross-country, athletics carnival, Easter fun day, bike day, Harmony Day, art show, colour run, WET 8 week swimming program at Lambton Pool, gymnastics program and other excursions and activities with students from the same age peer groups (e.g. Reptile Park and Great Aussie Bush Camp).

Bunnings and the Sensory Garden

A wonderful team from our local Bunnings have worked closely with Miss Duncan, students from the Gold Frogs class and other staff to begin transforming our sensory garden into a sustainable space for students and staff to learn and play. We are extremely grateful for the contribution made by the Bunnings team who have

donated their time and materials to support this exciting project.

Seasons for Growth 2017

Change and loss are things that affect all of us at some stage in our lives. At Garden Suburb Public School we recognise that life can be a little difficult for a while when changes occur. Through the Seasons for Growth program we have helped students learn how to deal with changes that have occurred for them or in their families, through death, separation, divorce or related circumstances.

The program was facilitated in small groups twice this year and highlighted the importance of social support and the need to practise new skills to cope effectively with change and loss. Focus has been on issues such as self esteem, managing feelings, problem solving, decision making, effective communication and support networks. Miss Duncan and Mrs Hussain ran a small group of Stage 3 students in Semester 1 and in Semester 2 Miss Duncan ran a small group with students in Early Stage 1/ Stage 1. Mrs Cooper and Mrs Austine completed their Seasons for Growth companion training this year and will be facilitating the program next year.

Debating

In 2017 Year 5/6 competed against Cardiff Public School in a debate during Term 4. It was very well received with support in judging from Cardiff High school. Both schools did not want to commit to the formal competition and are hoping in 2018 to create a Cardiff Community of Schools round robin.

Transition to HS

We have had another great year within our Cardiff Community of schools. Throughout the year we have had many opportunities to visit Cardiff High, participate in a variety of subjects and get to know many students and staff at the high school. Students took part in many enrichment lessons including English, maths, art and geography.

We had our orientation day in Term 4, where students were put into their 2017 classes and moved around the high school participating in high school style lessons. Students completed a maths lesson, PE– trampolining and juggling lesson and a geography lesson. At the conclusion of the day the students enjoyed a BBQ lunch with the other 2018 Cardiff High students.

The executive teachers across the Cardiff Community of schools have worked together to achieve initiatives to help improve educational outcomes for the students in this area. Executive teachers from all schools, including Cardiff High school met throughout the year to work on helping to ensure programs, outcomes and skills are consistent amongst our students who will work together at Cardiff High School.

PSSA and School Sport 2017

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

Students qualified for the Regional Swimming carnival 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 four students qualified for Regional Cross Country with two qualifying for State. Of these one was named reserve for Nationals.

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

Forty six students qualified for Crossroads Zone Athletics, competing in a range of events. The excellent efforts of our students resulted in five students competing in the State carnival.

Soccer: The GSPS PSSA Soccer teams competed in the Dunford Cup in our zone. The junior and senior teams had a great season, juniors finishing third and the seniors winning.

Netball: The GSPS PSSA netball teams also competed in the Dunford Cup this year with our junior team finishing fourth and our senior team finishing third and qualifying for the finals series.

We had two students selected in the Crossroads zone touch football team. Another student was selected in the Crossroads soccer team. He was then selected in the Hunter team which competed in Tamworth.

Star Struck 2017

In 2017, 20 students joined our Star Struck dance group to perform at the Entertainment Centre in 'Shine On.' This group was supported by Mrs Woodbridge and Mrs Stenhouse and they all worked very hard to learn their dance. The performance was fantastic and enjoyed by all.