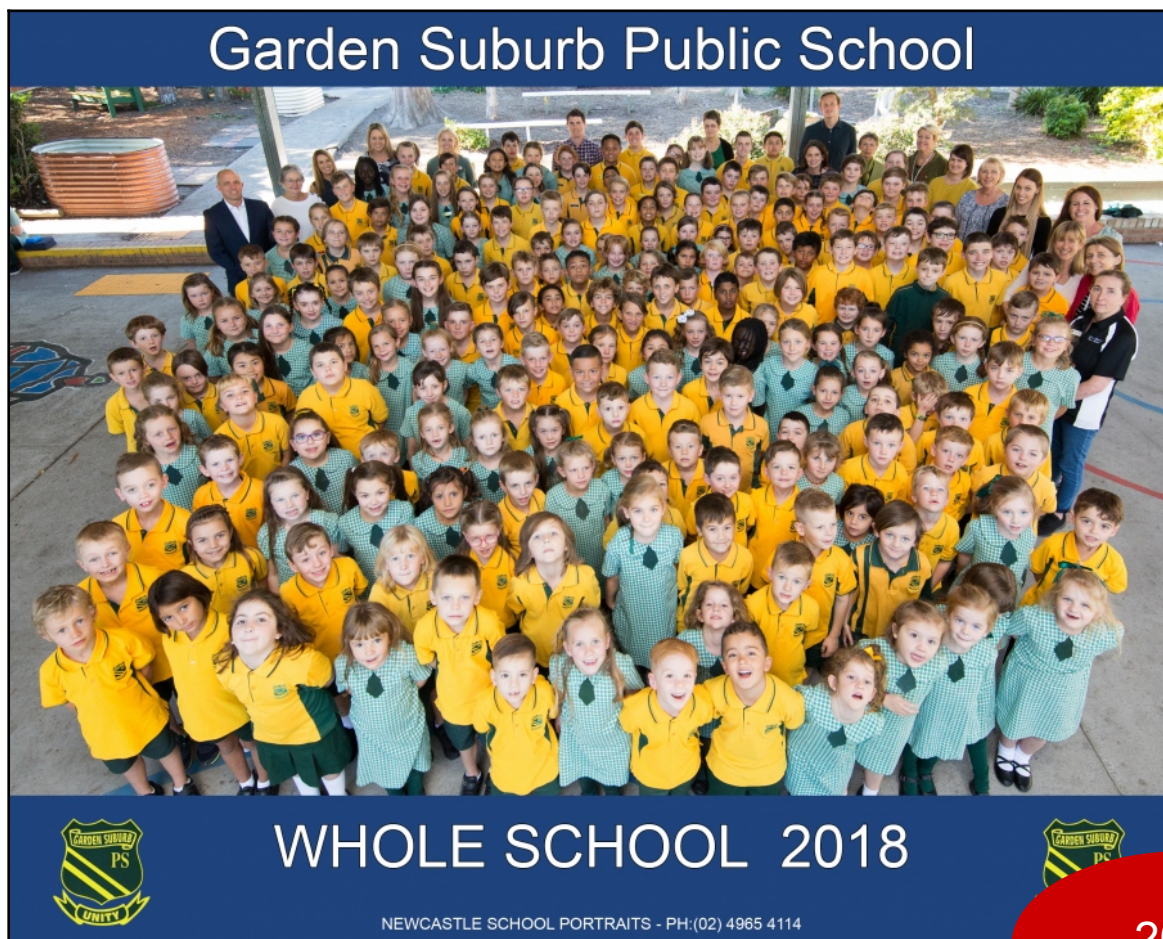


Garden Suburb Public School

Annual Report



2018



4136

Introduction

The Annual Report for 2018 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.

Louise Dunn

Principal

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School background

School vision statement

Garden Suburb Public School aims to create a quality education in a caring and unified learning environment. At Garden Suburb every child is known, valued and cared for and given every opportunity to grow and develop. Effective partnerships with parents are fostered and supported to ensure that each student is engaged in rich learning experiences, developing vital skills to flourish. Staff are highly motivated to develop continuous improvement in their own learning to plan quality teaching programs for all students. The school provides innovative future-focused learning across all areas of the curriculum and provides a climate where students can thrive, connect and succeed.

School context

Garden Suburb Public School has served the local community for 60 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, including the Kumaridah Aboriginal Education Group and Tamal Language Group, ensure that mutually agreed outcomes are obtained in a climate of shared understanding and goodwill.

The school's staff are extremely hard working and committed to achieving quality educational outcomes across all Key Learning Areas. Our teaching and learning programs encourage excellence, commitment and personal best and produce respect and responsibility 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 2 classes 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

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 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>

Learning: Culture

In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

The school's on-balance judgement for this element is: Sustaining and Growing

Learning: Wellbeing

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

The school's on-balance judgement for this element is: Delivering

Learning: Curriculum

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

The school's on-balance judgement for this element is: Delivering

Learning: Assessment

In schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

The school's on-balance judgement for this element is: Delivering

Learning: Reporting

In schools that excel, reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum.

The school's on-balance judgement for this element is: Delivering

Learning: Student Performance Measures

In schools that excel, students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.

The school's on-balance judgement for this element is: Delivering

Teaching: Effective Classroom Practice

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

The school's on-balance judgement for this element is: Delivering

Teaching: Data Skills and Use

In schools that excel, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

The school's on-balance judgement for this element is: Delivering

Teaching: Professional Standards

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement.

The school's on-balance judgement for this element is: Sustaining and Growing

Teaching: Learning and Development

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

The school's on-balance judgement for this element is: Delivering

Leading: Educational Leadership

In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

The school's on-balance judgement for this element is: Delivering

Leading: School Planning, Implementation and Reporting

In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well-conceived, effectively implemented and effects improvement.

The school's on-balance judgement for this element is: Delivering

Leading: School Resources

In schools that excel, resources are strategically used to achieve improved student outcomes and high quality service delivery.

The school's on-balance judgement for this element is: Delivering

Leading: Management Practices and Processes

In schools that excel, administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

The school's on-balance judgement for this element is: Delivering

Strategic Direction 1

Excellence in Leading

Purpose

Excellence in Leading

Strong, strategic and effective leadership where there is a culture of continuous improvement efforts, with the school's vision and strategic directions evident in all activities.

Overall summary of progress

Principal Network Days provided opportunities for the professional development, collegial discussions and networking opportunities.

Assistant Principal Network Days provided opportunities for APs and aspiring leaders to develop leadership skills, participate in professional learning and networking opportunities.

Student Leaders learnt valuable leadership skills to lead the student body in their roles as GSPS student leaders.

Year 6 students learnt many valuable skills by participating in the buddy program.

Valuable information collected and collated in preparation for the school plan using the School Excellence Framework. Feedback was reflected upon as a whole staff to determine 'where to next'.

The TTFM survey was completed however work will continue around the best use of this data. Additional community feedback via Survey Monkey was very positive.

The new school Facebook page is proving to be an effective way of providing information to the wider community.

Community connections are developed and fostered through the AECG meeting to collaboratively look at how to best meet the needs of the Aboriginal students in our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching staff engaging with the School Excellence Framework and the School Plan to ensure high quality educational opportunities for every child.	<ul style="list-style-type: none">• QTTS (Quality Teaching Successful Students Staffing).• Teacher Professional Learning Allocation.	<ul style="list-style-type: none">• 100% of teaching staff have been supported to engage with the SEF. Staff have been responsible for collecting evidence for each domain of the SEF.• School wide systems have been developed to ensure the effective running of the school.• Staff and students provided leadership opportunities.
Community feedback is sought through a variety of channels on school performance to ensure a culture of high expectations and best practice.	TTFM Surveys SASS casual day to collate survey information.	<ul style="list-style-type: none">• The school solicited feedback from staff, students and the community through two school surveys and the TTFM survey.• 44% of staff participated in the People Matter survey.

Next Steps

- Staff continue to engage in and with the School Excellence Framework and be responsible for the collection of evidence to support the school's Self Assessment against the SEF Domains.
- Professional Learning opportunities are provided to all staff in line with our Strategic Direction 1.
- Leaders and Aspiring Leaders (Staff and Students) are provided with a variety of opportunities to develop leadership skills.
- Curriculum and policy implementation is underpinned by effective school wide systems.

- Collaborative partnerships are continue to develop throughout the Cardiff CoS and the Lake Macquarie North Network to provide opportunities for teachers to further develop their skills and collegial networks.

Strategic Direction 2

Excellence in Teaching

Purpose

Excellence in Teaching

To build the capacity of all teachers through focused professional learning and collaborative mentoring that ensures all staff are engaged in quality, innovative and evidence based teaching practices.

Overall summary of progress

All staff engaged in a focus group relating to the school plan and directions – Writing, PBL and EI. Staff members attended Tamworth Directorate (TD) Writing Initiative training at Adamstown District Office. EI / EDI focus group members engaged with research texts about these methods of pedagogy. PBL was successfully implemented across the school.

Staff collaboratively worked with staff from across the CoS and Lake Macquarie Networks to develop skills, collaborate and network.

Staff are developing their skills to enter data every 5 weeks consistently. LAST groups were established from this data.

Staff are entering PLAN data every 5 weeks, more work is required around the use of this data.

Two staff members maintained their NESA accreditation while another successfully gained NESA accreditation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers demonstrate evidence based teaching methods to inform practice and ensure optimum learning progress for all students.	<ul style="list-style-type: none">• \$10000 Tamworth Writing Initiative• \$6000 EDI – John Fleming• QTSS Fund expended to complete the PDP process.	<ul style="list-style-type: none">• 100% staff completed the PDP process.• Lesson observations and feedback completed.• Review of current programs.
100% of staff are confident to regularly track, monitor and analyse data using appropriate software to ensure they meet the needs of all students.	<ul style="list-style-type: none">• QTSS Allocation• Casual release – \$10,000	<ul style="list-style-type: none">• Stage planning days to develop resources and collaborate with colleagues.• Staff PL on data analysis.• Staff research and collaborate best practices in maths and spelling. Staff collaborate within the CoS to review and analyse teaching and learning programs.• Staff CTJ sessions were held every Semester.

Next Steps

- Five weekly data collection and analysis.
- Implementation of a new Maths and Spelling Program.
- Regular professional learning opportunities for SLSO staff.
- Professional learning around quality feedback. Quality feedback embedded within the teaching and learning practices of all teaching staff.
- Professional learning around PLAN2 and the Learning Progressions.
- Opportunities for CTJ across the CoS.

Strategic Direction 3

Excellence in Learning

Purpose

Excellence in Learning

Students need to be supported to learn through a culture of high quality learning opportunities in literacy and numeracy to equip them for the future where they will continue to face exponential change.

Overall summary of progress

Parents were able to provide input into the PLSP process to determine the learning focus (educational/social and emotional) for the Semester. There were a high number of PLSPs. PLSPs were reviewed and goals altered. Discussions were had about how to improve the process.

Spelling program was reviewed. Staff attend Cardiff South Public School to see Spelling Mastery in action and discuss the program with staff.

Maths scope and sequence to be implemented. Maths resources will need to be looked at to ensure there is enough per stage.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff track and monitor student data every five weeks and collaboratively use data to inform practice. Students are able to articulate their own data and know the 'where to next' in their learning	\$1000 Casual Relief	<ul style="list-style-type: none">• Baseline data collected.• Whole school assessment processes reviewed.• collaboration around effective feedback.
100% of students achieve their expected growth in literacy and numeracy.	N/A	<ul style="list-style-type: none">• Review of student data.• Review of programs and practices within the school.• LaST processes reviewed.
Data analysis reflects improved levels of student wellbeing. 20% improved attendance rate with a baseline of 95%.	\$10000 – PBL	<ul style="list-style-type: none">• PBL implantation – School Wide Systems.• Systems designed to enable each student to have one teacher they can always go to.• Attendance data monitored weekly. Students are targeted at 90%.

Next Steps

- PL around high quality feedback.
- Consistent approach to PBL across the school. The next step is PBL classrooms.
- Weekly monitoring of attendance. Referral to HSLO if need be.
- 5 weekly data analysis and
- TPL around SCOUT data.
- Support with differentiation of a wide range of needs within the classroom..

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$14,019	<ul style="list-style-type: none"> • Staff attended Connecting to Country PL. • Weekly Cultural Group continued to support Aboriginal students meet goal within their PLPS. • Development of an Aboriginal Yarning Circle, a place where Aboriginal students can learn about their culture, have a yarn and develop a sense of community.
Low level adjustment for disability	\$19,332	<ul style="list-style-type: none"> • All students requiring learning adjustments have an IEP with teacher release each term. • SLSO employed to support the needs of students both academically and socially.
Quality Teaching, Successful Students (QTSS)	\$41,853	<ul style="list-style-type: none"> • Teachers released to develop evidence based teaching practices and develop skills in new programs.
Socio-economic background	\$27,158	<ul style="list-style-type: none"> • School Learning and Support Offices were employed to support students who are having difficulty academically and socially. • Behaviour management systems were reviewed. PBL implemented and funds were utilised to support this wellbeing initiative.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	117	126	118	119
Girls	102	107	98	93

Student attendance has dropped slightly due to the school reaching its capacity and non local enrolments are no longer accepted.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.5	94.8	95.9	96.5
1	95.2	96.4	95.2	94.4
2	95.6	94.3	97.1	95.2
3	94.8	95.9	95.2	96.5
4	94.4	94.9	95.9	96.8
5	95.6	94.1	97.2	94.7
6	94	94.9	93.7	96.2
All Years	94.8	95	95.7	95.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

At Garden Suburb Public School we recognise the importance of developing and implementing effective attendance strategies and practices to maximise learning outcomes for our students. To improve attendance we realise the importance of working in partnership with parents and are committed to ensuring the following core attendance beliefs and practices are established in

our school. The school attendance policy states the expectation of the Department of Education in regards to attendance and offers strategies to students who need support.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	10.31
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	4.42

*Full Time Equivalent

Garden Suburb Public School has one member of staff who identifies as Aboriginal.

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 2018 one teacher became NESE Accredited as a Proficient Teacher and a further two teachers met the maintenance requirements of accreditation.

Mandatory professional learning included the Code of Conduct, Anaphylaxis, Corruption, Child Protection Update and Health and Safety.

In line with the Strategic Directions in our School Plan staff have completed professional learning in the Tamworth Operational Directorate Writing Initiative, PBL Tier 1 Universal School-wide Systems professional learning, PBL Coach PL, Explicit Instruction and Explicit Direct Instruction PL.

The Principal of the school attended Lead Learner Network meetings and Primary Principals Association meetings each term, working with Principals across

Lake Macquarie and Newcastle. The Principal completed units of work towards the Certificate of Instructional Leadership. The principal also attended External Validation Panel Professional Learning and finance PL to support the implementation of the eFPT. The Principal attended the ConnectED Principal Conference.

Assistant Principals participated in the ConnectED Conference and the Cardiff Community of Schools AP Network Meetings each term. Topics included dealing with difficult conversations, Scout, AP Role Statement PL.

Staff have also attended the three day Connecting to Country Professional Learning, Seasons for Growth refresher PL, Literacy and Numeracy Progressions and Learning Sprints PL and Leading the Implementation of the Kindergarten Best Start Assessment.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	177,195
Revenue	2,448,385
Appropriation	2,362,358
Sale of Goods and Services	9,469
Grants and Contributions	74,219
Gain and Loss	0
Other Revenue	0
Investment Income	2,340
Expenses	-2,256,995
Recurrent Expenses	-2,256,995
Employee Related	-2,064,367
Operating Expenses	-192,627
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	191,391
Balance Carried Forward	368,586

In 2019, the school will utilise planned funds to upgrade the technology within the school. This will include a future focused technology space that all students can access. The school will use some unused funds to provide additional SLSO support to students to provide they are reaching their academic potential. The school has designed and will construct an Aboriginal Yarning Circle, a place where students, staff and community can meet for a yarn for years to come.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,573,129
Base Per Capita	44,096
Base Location	0
Other Base	1,529,033
Equity Total	128,274
Equity Aboriginal	14,019
Equity Socio economic	27,158
Equity Language	5,298
Equity Disability	81,799
Targeted Total	431,228
Other Total	149,428
Grand Total	2,282,059

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

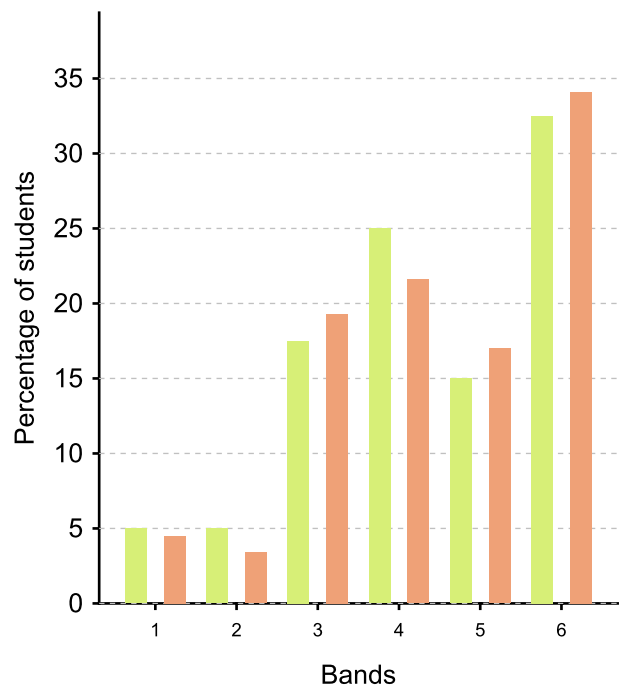
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

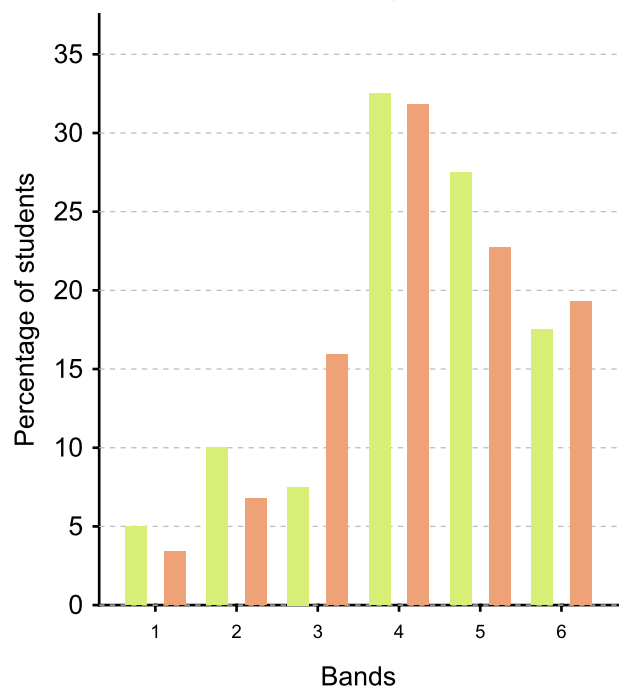
Average scaled growth for Year 5 Grammar and Punctuation, Numeracy, Reading and Spelling has shown greater growth compared to students across the state. Writing is slightly below the state average.

Percentage in bands:
Year 3 Grammar & Punctuation



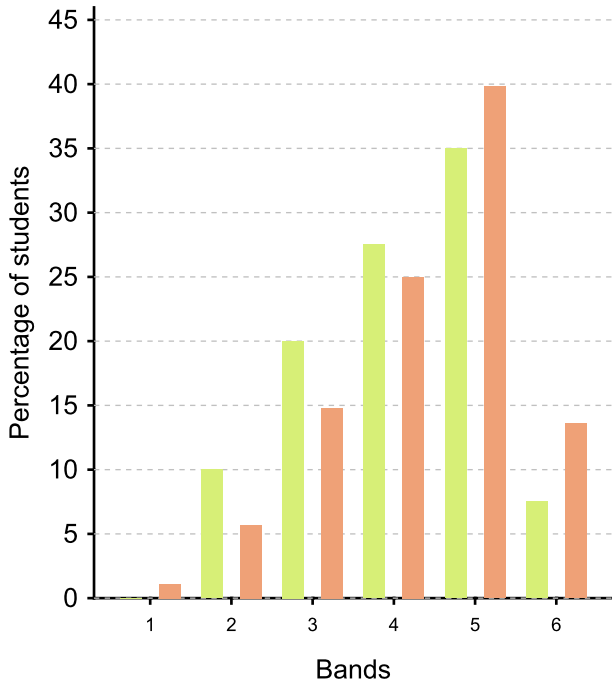
Band	1	2	3	4	5	6
Percentage of students	5.0	5.0	17.5	25.0	15.0	32.5
School avg 2016-2018	4.5	3.4	19.3	21.6	17	34.1

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	5.0	10.0	7.5	32.5	27.5	17.5
School avg 2016-2018	3.4	6.8	15.9	31.8	22.7	19.3

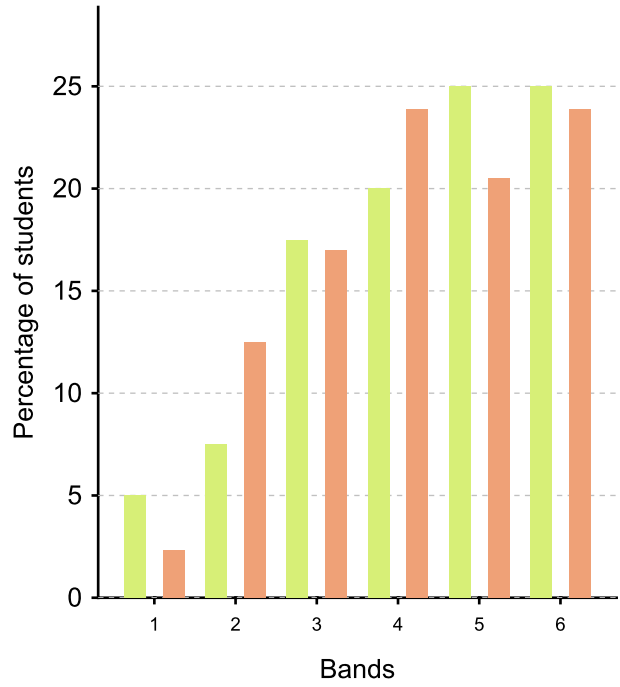
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	10.0	20.0	27.5	35.0	7.5
School avg 2016-2018	1.1	5.7	14.8	25.0	39.8	13.6

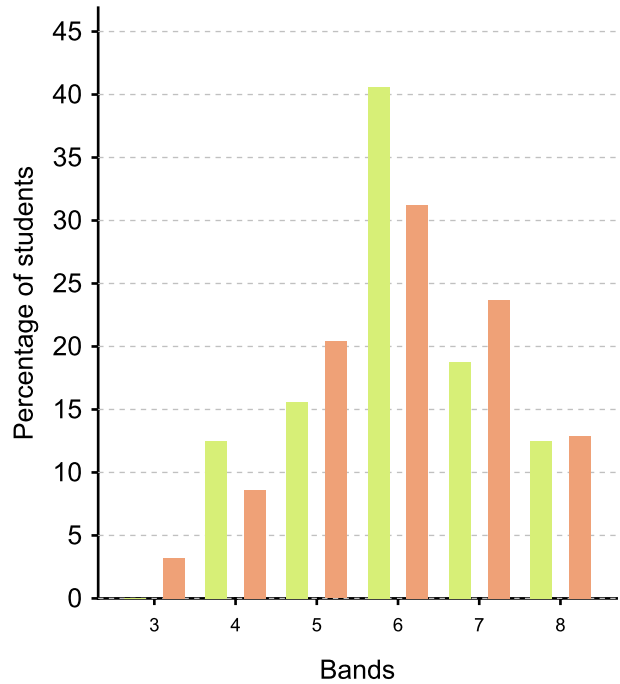
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	5.0	7.5	17.5	20.0	25.0	25.0
School avg 2016-2018	2.3	12.5	17.0	23.9	20.5	23.9

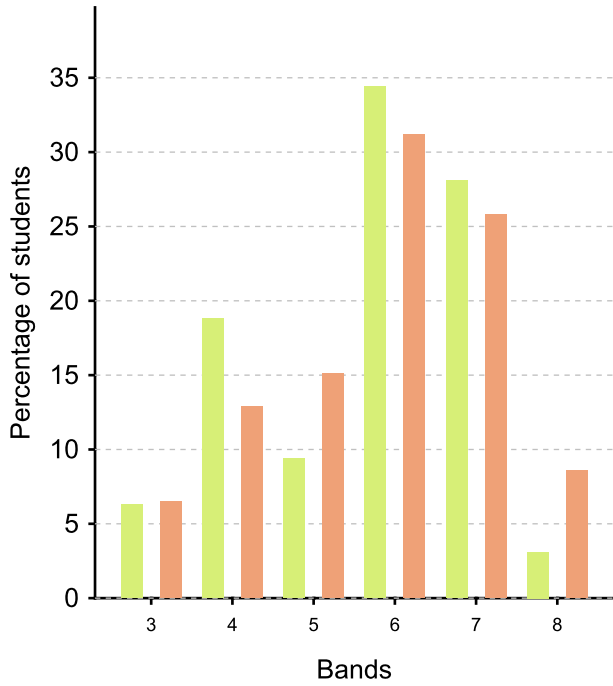
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

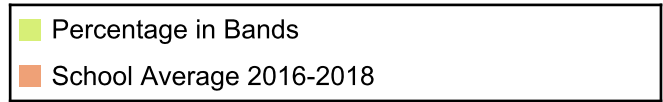
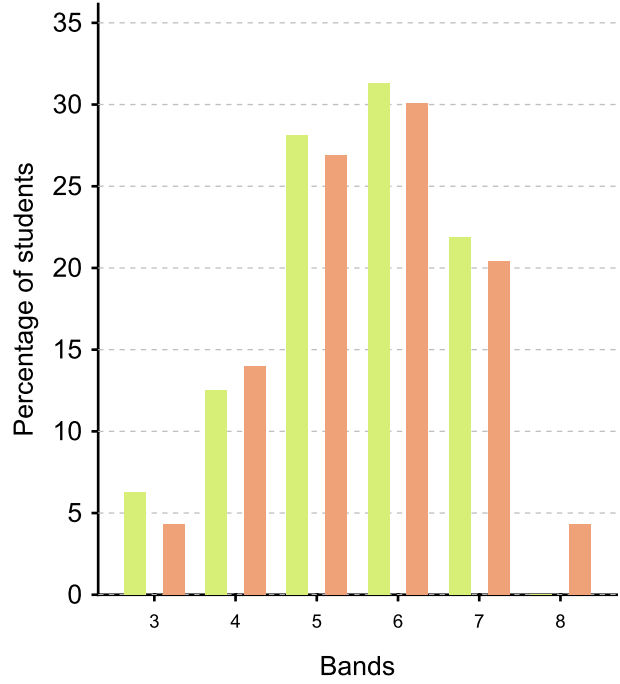
Band	3	4	5	6	7	8
Percentage of students	0.0	12.5	15.6	40.6	18.8	12.5
School avg 2016-2018	3.2	8.6	20.4	31.2	23.7	12.9

Percentage in bands:
Year 5 Reading



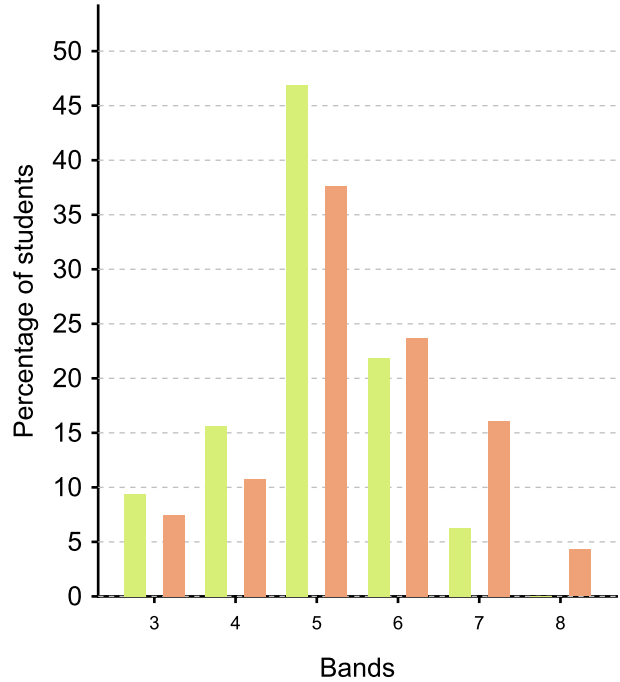
Band	3	4	5	6	7	8
Percentage of students	6.3	18.8	9.4	34.4	28.1	3.1
School avg 2016-2018	6.5	12.9	15.1	31.2	25.8	8.6

Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	6.3	12.5	28.1	31.3	21.9	0.0
School avg 2016-2018	4.3	14	26.9	30.1	20.4	4.3

Percentage in bands:
Year 5 Writing



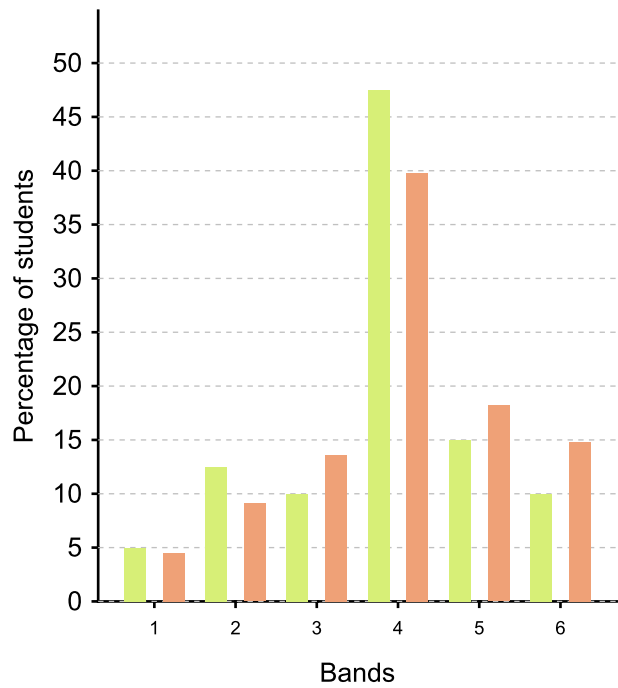
Band	3	4	5	6	7	8
Percentage of students	9.4	15.6	46.9	21.9	6.3	0.0
School avg 2016-2018	7.5	10.8	37.6	23.7	16.1	4.3

Best Start to Year 3 Value add trend is sitting at Working Towards Delivering.

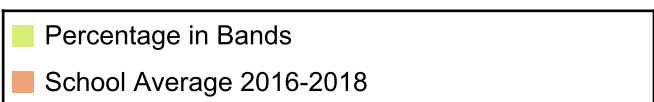
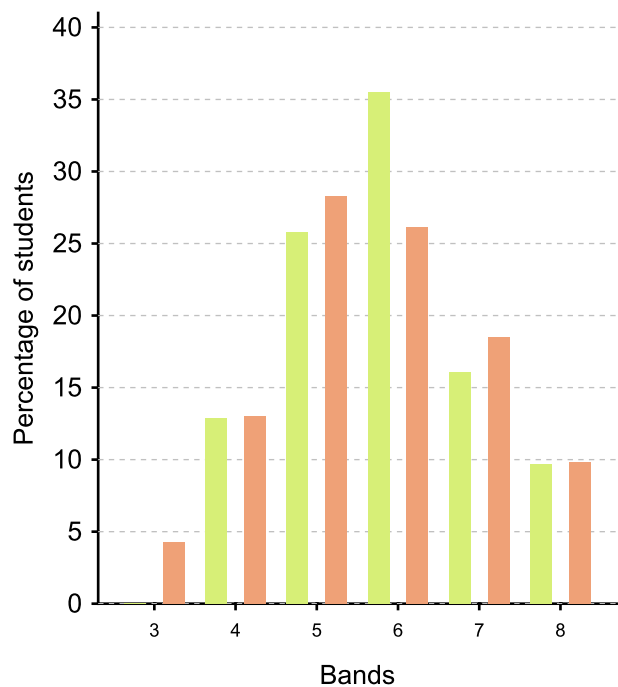
Year 3 to Year 5 Value add trend is sitting at Delivering.

Year 5 to Year 7 Value add trend is sitting at Delivering.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In 2018 an average of 32.17% of Aboriginal students reached the Premier's Priorities of reaching the Top 2

Bands in Reading and Numeracy.

25% of students in Year 3 and 25.81% of students in Year 5 reached the Top 2 Bands in Numeracy and 45% of student in Year 3 and 31.25% of students in Year 5 reached the Top 2 Bands in Reading.

Parent/caregiver, student, teacher satisfaction

This year three surveys were completed by the school community. The school community initially completed a survey on three things they would like to keep, change and let go of. This provided future directions for the school. Parents also completed a Survey Monkey Survey, specifically looking at the school newsletter distribution and the time that the community would like to see the P&C meetings held. The community also participated in the Tell Them From Me Surveys which measured student engagement and wellbeing.

Staff also completed the first community survey and completed the People Matter Survey looking at experiences with their own work, how they work with colleagues at Garden Suburb Public School and how they work with their managers and the organisation.

Policy requirements

Aboriginal education

This year children celebrated Indigenous culture throughout all areas of learning. This was supported by class activities such as art, dreaming stories, learning the National Anthem in the Awabakal language.

Our Aboriginal students have participated in weekly cultural lessons 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.

Throughout Terms 1 and 2, students were supported in sharing their cultural learning with other students during lunch breaks by running of games using the Gomerioi language, singing songs and teaching weaving.

Our students have continued to discuss and plan for the development of a yarning circle. They attended Yamuloong for a bush tucker walk, creating artworks using Aboriginal symbols and learning about culture through artefacts. The students discussed their garden plans and will continue to work with Yamuloong.

Personalised Learning Plans (PLPs) were developed for each of our 16 Aboriginal students and were evaluated each Semester. Our 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, 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.

Aboriginal students and their families were welcomed to the school for 'Yarning Breakfasts' in Terms 2 and 4. The children, parents and carers came together to get to know each other and make connections with the school. Two staff participated in Connecting to Country run by the local Kumaridha AECG.

Multicultural and anti-racism education

We aim to ensure we have culturally inclusive classrooms to support the diverse cultures in our school. Our school provided many cultural opportunities to foster students' understandings and experiences relating to cultural diversity, the prevention of racism and the multicultural society to which we belong. Students also participated in units of learning in History and Geography. Each class looked at diverse societies and during Harmony Day, students presented what they learnt about cultural diversity.

Other school programs

Technology

Garden Suburb Public School has continued its 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.

Our Maker Space continues to develop, with the school moving our Computer Suite in order to create a more flexible and accessible area for students to engage in their learning. Plans are in place to further develop the space with future focused furniture and resources.

The school once again participated in the NAPLAN Online School Readiness Testing and were granted a further allocation of 15 new HP Laptops. The school was able to conduct an effective testing environment and support the number of students that will be sitting NAPLAN Online in 2019.

Transition to High School

Cardiff High School provided our students with opportunities to become more familiar with the high school setting this year.

The Year 6 students attended a Music, Art, Drama and Dance performance as part of Cardiff High School's annual showcase and some of our Year 6 students participated in the Premier's Sporting Challenge Leadership Program with staff and students from the high school.

Various students in Year 5 and Year 6 also attended enrichment lessons at the high school. These lessons provided the students with the opportunity to engage in the type of lessons that are on offer at Cardiff High School.

The Year 6 students then attended their Orientation Day in Term 4. They had the opportunity to meet the other students in their 2019 class and participate in taster lessons. They concluded the day with a BBQ lunch with the Year 7 class of 2019.

Seasons for Growth

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.

Participating in the program aims to support students to develop skills in communicating, coping, decision making, problem solving and support networks. The program was facilitated in small groups three times this year and highlighted the importance of social support and the need to practise new skills to cope effectively

with change and loss. Mrs Cooper and Mrs Austine ran small groups of Stage 1, Stage 2 and Stage 3 students throughout the year and will continue to facilitate the program next year.

School Musical – Dancing in Time

The school musical was held in September this year. The musical theme was "Dancing in Time". Three performances were held with two night shows and one matinee. Stage 2 and Stage 3 students had the opportunity to audition for various acting roles in the musical including three lead characters and narrators. Those selected worked closely with teachers to develop their characters. Each class performed a song from different decades. All of the actors and classes worked hard to put on three outstanding performances. The show was a great success and enjoyed by all.

Star Struck

This year, 32 students were a part of our Star Struck "Connect" dance group that performed at the Newcastle Entertainment Centre for its 26th Anniversary. Star Struck provides performances and learning opportunities for students in the arts and fosters and appreciation of the performing arts. The theme "Connect" explored the vital connections that our public schools students need to develop into happy, unique, confident individuals. The groups were supported by Mrs Woodbridge and Mrs Dorahy. All students worked extremely hard at all rehearsals and performances and we all enjoyed the experience.

Band

This year at GSPS was another very successful year for our Concert Band and Rock Band programs. Our Concert Band had 24 student members from Years 3–6 and the Rock Band program ran in Term 4 as an after school activity for interested students.

This year the Concert Band participated in BandLink for the 12th 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 Rock Band 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. This performance 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 Year 3 to Year 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.

PSSA Winter Sport

GSPS participated in the 2018 Winter Competitive Sports against other schools in our Crossroads Zone. We had mixed teams competing in Junior and Senior Netball and Soccer. The competition had ten rounds and culminated in a finals series.

Our Netball teams both finished 5th and our soccer teams were runner's up in both competitions.

This sporting activity provides students with the opportunity to experience new skills, play a variety of different teams and expand their social skills.

It allows students who excel at these sports to expand their skill set and gives developing students exposure to higher level playing.

Cross Country

Following our successful school Cross Country Carnival, we had 33 students qualified for the Crossroads Zone Carnival. All of our students participated with respect, responsibility and their personal best. Students went on to represent at the State level and one to go on to represent NSW at the National level.

Athletics Carnival

This year we held our annual school Athletics Carnival at Neegulbah Park, Macquarie Hills. The carnival was K–6 and featured tabloid rotations for infants students and main program events such as 100m, 200m, 800m, Long Jump, High Jump, Shotput, Discus and Relay.

Students were given prior education and instruction about how they events work and technique required to be successful at each event.

Students have the ability to progress to Zone, Hunter, State and National level.

This year we had 42 students progress to Zone, 12 progress to Regional, 4 progress to State and 1 student

progress to National level.

Goalball

This year we competed in two Goalball competitions, sending 12 representatives to the NSW Schools Goalball Knockout Cup and 14 representatives to the Hunter Regional Goalball Knockout Competitions. The teams had trained hard throughout Term 1, 2 and 4. At the Hunter Regional Competition we had two teams representing the school. The senior team won and are the current Hunter Champions and the junior team are the Hunter Silver Medallists. At the NSW Schools Goalball Knockout Cup in Sydney our junior team became the State Champions and our senior team the State Silver Medallists. In Term 4, all Stage 2 and 3 students developed skills in Goalball through weekly sport.