

2023 Annual Report

Garden Suburb Public School



4136

Introduction

The Annual Report for 2023 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 Strategic Improvement 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.

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Message from the principal

Over the last three terms of 2023, I had the pleasure of getting to know each and everyone of the students, teachers and SASS staff at Garden Suburb Public School.

We have many things to be thankful for at Garden Suburb Public School:

- The kind and caring nature of our students who follow the PBL values of Respect, Responsibility and Personal Best, prioritising the learning of themselves and other.
- The staff who share their expertise and truly are here each and every day to make a difference to the lives of your children.
- The parents and carers who inspire, love and support our students, sending them to school every day ready to learn, to be the best they can be!

We have had a very exciting year with some school improvements including new bubblers, new COLA for our bike rack, new blinds and wall wrap in the library, new computers in every classroom allowing teachers to easily access technology to support the teaching and learning in the classroom and many more plans in the works.

As well as learning in our Key Learning Areas, we offered many opportunities for extra curricular activities and events throughout the year such as the Dunford Cup - Netball and Soccer, Touch Football Gala Day, Public Speaking, Debating, NAIDOC Week, Choir, Musical, Electrical Vehicle Challenge, Chess Club, Yoga, Art and Craft Club, Gardening Club, Great Aussie Bush Camp, Disco, Drum Blast and our Christmas Picnic.

All of this would not be possible without the devotion of our amazing, talented and dedicated teachers, who give up their time, eat lunch on the run to ensure your children, our students have as many opportunities as possible.

I would like to thank our P&C for their tireless efforts organising events which not only raise money to benefit our students but more importantly bring our community together as a whole.

Claire Bradshaw

Proud Principal

Thank you to our 2023 leaders and PBL ambassadors, you have done an amazing job representing the voice of your peers in the classroom, collectively problem solving challenges in the playground and raising money for local community members and national charities such as the Paralympians. The sense of giving to others and paying forward at GSPS is to be commended!

Message from the school community

Garden Suburb P&C can report that 2023 was a very busy, eventful and productive year of fundraising. A year in which we all came together, welcoming a new cohort of volunteers and P&C members. We also welcomed in Claire Bradshaw, our new Principal.

With all fresh energy and ideas, the P&C got busy with a number of extra events and fundraisers. More than solely fundraising, the P&C have continued the proud tradition of bringing the community together, to bring extra meaning and support for all our teachers, families, greater community and most importantly, all the children attending Garden Suburb Public School. The events proved their worth in the great feedback, significant attendance and overwhelming support from our school and surrounding community.

Successful Events Held:

- * State election BBQ and Cake Stall
- * Federal Referendum BBQ and Cake Stall
- * Easter raffle
- * Easter Treat Day with Hat parade
- * Mother's Day Stall
- * Trivia Night
- * Father's Day Stall
- * Colour Run
- * Christmas Carnival
- * Christmas Raffle

Catriona

President

School vision

At Garden Suburb Public School, we strive for excellence in an inclusive environment where all students and teachers are supported to achieve success and their personal best. Teachers, parents and students work in partnership for learning and collaboratively empower all students to become respectful and responsible learners. We support the development of student growth and wellbeing with a valued approach to culture and community.

School context

Garden Suburb Public School is located in Lake Macquarie North with an enrolment of 224 students, including two Autism and one multi categorical Support classes. We promote the values of respect, responsibility and personal best in all aspects of the students' learning, providing opportunities in the performing arts and technology. Garden Suburb Public School has a proud sporting history and the spacious playground allows students to learn and participate in a large variety of sports.

Garden Suburb Public School have strong collaborative relationships with an energetic P&C consisting of parents and caregivers, Kumaridha Aboriginal Education Consultative Group and the wider community. Our Yarning Circle and extensive school grounds provides us opportunities to conduct outdoor learning and invite families and the community onto school grounds for organised events and to support student learning.

High expectations are supported across our Cardiff Community of Schools in the development of leadership for students, opportunities for High Potential and Gifted (HP&G) students and Aboriginal initiatives. Our close working relationships within the Cardiff Community of Schools allow us to support all students in a successful transition to high school and provide evidence-based interventions for students with additional learning and support needs.

The school has completed a situational analysis that has identified two areas of focus for this Strategic Improvement Plan:

1. Numeracy - focusing on whole number in particular multiplication, division, fractions and decimals. This focus has been highlighted by SCOUT trend data for 2017-2019.
2. Reading - all skills in reading and comprehension have been identified as areas of need and in particular improving student vocabulary. Garden Suburb Public School staff are committed to improved use of PLAN2 to create focus areas for student learning.

From our external validation the focus is on accurate and timely feedback, use and analysis of data and engagement with all members of the school community.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning growth and quality teacher practice, student learning is underpinned by high quality teaching. Teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices
- Effective Feedback

Resources allocated to this strategic direction

AP Curriculum & Instruction

Integration funding support

QTSS release

Per capita

Low level adjustment for disability

Socio-economic background

English language proficiency

Summary of progress

Data Driven Practices

Processes for five weekly data meetings were established, with all classroom teachers participating. 100% of staff surveyed agreed the data meetings were beneficial in the analysis of student data. Clarifying canvases were evident in classroom programs, demonstrating beginning processes for data analysis at a class level. Assistant Principal Curriculum & Instruction (APC&I) weekly timetables reflected mentoring in teacher's sprint focus and the support of whole school teaching sprints in Fluency. Data entry and analysis sessions were scheduled through the term for Classroom Teachers with the APC&I to identify areas of intervention and extension with a focus on Reading Fluency. Pre-survey results showed approximately one third of teachers felt confident teaching and assessing fluency in reading. All staff have implemented the Fluency Assessment Tool to identified students. A focus for 2024 will be school wide implementation of the Fluency Assessment Tool. The post survey will be conducted in Term 2 2024 to measure the impact of this focus area.

K-2 and 3-6 assessment schedules have been reviewed and refined in line with the new English and Mathematics syllabus, informing semester reports. Rubrics aligned to K-2 reading practices were developed to inform reporting to parents. Formative assessment strategies were trialled in K-2 rooms. Learning and Support Teacher (LaST) worked collaboratively Assistant Principal Curriculum and Instruction and interventionists to ensure that data informed the teaching and learning cycles. Covid Intensive Learning and Support Programs (COVID ILSP) continued to be developed in response to internal and external student data. This program will no longer continue under the title COVID ILSP but rather intensive small group tuition. The impact has been consistent in K-2. In 2024 small group tuition will continue and be expanded to support students K-6, assessment schedules refined, reading rubrics will be aligned with the new English syllabus.

Effective Feedback

K-2 programs demonstrate adaptations that are responsive to class context and learning needs. Learning intentions and success criteria from sample units have been contextualised in individual lessons, evident in teaching programs. K-2 curriculum reform days allowed teachers the opportunity to review and refine formative assessment strategies and collaboratively develop summative assessment tools.

Two parent information sessions were successfully delivered with a focus on the new K-2 curriculum and assessment and reporting in K-6. Parents who attended these workshops reported an increase in understanding of the new curriculum and the school's assessment and reporting processes and systems.

Every staff member participated in the collaborative walks process in 2023, guiding staff in the achievement of their PDP goals. Tighter processes for the pre collaborative guide resulted in an increase as compared to 2022. The model of

Collaborative Walks evolved to include an increased number of staff working shoulder to shoulder in the planning, designing and analysing phase of the teaching and learning cycle. An increased amount of classroom teachers acted as internal experts in 2023. Curriculum walks were trialled in 2023, providing current 3-6 staff with the opportunity to explore K-2 syllabus and units with the APC&I and to observe K-2 units being implemented in the classroom.

In 2024, classroom teachers will use a consistent platform for programming with the inclusion of lesson-based learning intentions and success criteria, the school will have an increased focus on formative feedback strategies, which will be reviewed in collaborative, curriculum walks and provide additional parent workshops in response to parent voice.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	Year 4 2023 mean scale score in Reading was 399.9 compared to Year 3 2022 mean scale score of 365.7 (above state). Year 6 2023 mean scale score in Reading was 412.2 compared to Year 5 2022 mean scale score of 403.9 (above state).
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	Year 4 2023 mean scale score in Numeracy was 372.2 compared to Year 3 2022 mean scale score of 349.1 (close to state). Year 6 2023 mean scale score in Numeracy was 409.6 compared to Year 5 2022 mean scale score of 396.6 (above state). Year 3 2023 Aboriginal students were above state and similar school groups in Numeracy.
School Self-Assessment of the School Excellence Framework (SEF) of the element 'Data Skills and Use' indicates improvements from Sustaining and Growing towards Excelling.	The school has progressed from Sustaining and Growing to Excelling in the theme of Data analysis. In data use and planning the school has maintained Sustaining and Growing. With a change of leadership team there has been an implementation dip, however we expect to see growth reflected in 2024 in the themes of data literacy and data use in planning.
School Self-Assessment of the School Excellence Framework (SEF) of the themes 'Feedback' and 'Feedback and collaborative practice' indicates improvements from Sustaining and Growing towards Excelling.	The school is currently performing at Sustaining and Growing in the focus theme of Feedback and Collaborative Practice. With a change of leadership team there has been an implementation dip, however we expect to see growth reflected in 2024 in the themes of Feedback and Collaborative Practice.

Purpose

In order for all of our students to be known, valued and cared for there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Learning Support Practices
- Student Wellbeing

Resources allocated to this strategic direction

Aboriginal background
Socio-economic background
Refugee Student Support
Professional learning
Low level adjustment for disability
Integration funding support

Summary of progress

Learning and Support Practices

Attendance:

As part of the school's attendance improvement plan communication occurs regularly between the school and community through various media, incentives are driving student engagement and attendance.

Future direction is to continue to closely monitor attendance with a focus on partial and unexplained absences.

Transition:

Kindergarten transition survey results show that 100% of new families attended a meeting with the principal prior to the Kindergarten orientation sessions. The introduction of the new transition initiative was successful.

100% of students from Year 6 transitioning to high school attended a minimum of one transition visit to their local high school.

In 2024 our school will continue to enhance the transition initiatives to support families in developing a sense of belonging within the new school environment and improve children's educational and social wellbeing.

Student Wellbeing

The school has continued to refine wellbeing practices. Staff engaged in professional development around High Potential and Gifted Education (HPGE). As a result staff revisited the schools HPGE procedures and developed further processes to identify HPGE students.

The evaluation of the school's behaviour strategy and PBL processes was reviewed, and it was determined a relaunch would be required to ensure consistency of practice is embedded.

In 2024 the school will engage with 'The Resilience Project' following an identified need to deliver emotionally engaging programs and provide evidence-based, practical wellbeing strategies to build resilience and support student wellbeing.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Percentage of students attending 90% or more of the time increases 5% from baseline.	There was a 17% increase from 2022 with the school reaching 70.4% of students attending 90% of the time.
Tell Them From Me data reporting 'Expectations for Success, Advocacy and Sense of Belonging' improves upon the 2021 progress measure and is trending towards the 2024 improvement measure of 5% increase from baseline.	Whilst we have not met our target, the expectations culture within the school have been raised and as a result our school has experienced an implementation dip. There has been a marked improvement in the area of Sense of Belonging which is trending up (2%) towards our 2024 target.
School Self-Assessment of the School Excellence Framework (SEF) in the themes 'A planned approach to wellbeing' and 'Individual learning needs' indicates improvements from Sustaining and Growing to Excelling.	The school is currently performing at Sustaining and Growing in the focus theme of A Planned Approach to Wellbeing and Individual Learning Needs.

Strategic Direction 3: Shared Learning Community

Purpose

The school leadership team model instructional leadership and support a culture of high expectations and community engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaboration and Engagement
- Leadership Practices

Resources allocated to this strategic direction

Integration funding support Socio-economic background

Summary of progress

Collaboration and Engagement

The School and P&C worked collaboratively attending meetings twice per term. This provided the opportunity for discussion, planning future directions and as a platform to provide informative feedback to the school. Additional information and feedback were provided through online surveys and parent workshops. Community attendance rates at school events were high.

Leadership Practices

Networks were established within the Cardiff Community of Schools (CCoS) between Stage 3 Assistant Principal and Head teachers at Cardiff High School. The Assistant Principal Curriculum and Instruction leaders in the CCoS continued to network with face-to-face meetings. Combined professional learning was delivered through the CCoS to Executive staff.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Tell Them From Me data 'Leadership and Collaboration' improves upon the 2021 progress measure and is trending towards the 2024 improvement measure of 10% increase from baseline.	The Tell Them From Me survey data shows a significant trend upwards in both 'Leadership and Collaboration' in 2023. In Leadership the increase was 28% and Collaboration grew by 10% from baseline 2021 data.
Tell Them From Me data 'Parents Feel Welcome' improves upon the 2021 progress measure and is trending towards the 2024 improvement measure of 10% increase from baseline.	The tell them from me survey indicated that there is an upward trend of parents feeling welcome, increasing from 6.8 in 2021 to 7.6, an 11% increase.
School Self-Assessment of the School Excellence Framework (SEF) in the element 'School planning, implementation and reporting' indicates improvements from Sustaining and Growing to Excelling.	The school is currently performing at Sustaining and Growing in the focus theme of 'School planning, implementation and reporting'.

School Self-Assessment of the School Excellence Framework (SEF) in the element of Educational Leadership focus theme 'Instructional leadership' and 'Performance management and development' indicates improvements from Sustaining and Growing to Excelling.

The school is currently performing at Sustaining and Growing in the focus themes of 'Instructional leadership' and 'Performance management and development'.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$666.74</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Support Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: Targeted intervention in literacy through small group tuition, supporting students to build their language skills and confidence in the classroom environment.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor identified students and deliver small group tuition that meets the needs of identified students.</p>
<p>New Arrivals Program</p> <p>\$12,958.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Garden Suburb Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing an interventionist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Identified students have received intensive language support whilst transitioning to school and integrating into the classroom after recently arriving in Australia. Language support has also been provided in the playground to foster ongoing friendships. Connections have been built with families to support additional literacy activities at home.</p> <p>After evaluation, the next steps to support our students will be: Professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible for students and practices are sustainable for the future.</p>
<p>Integration funding support</p> <p>\$129,639.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Garden Suburb Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Effective Feedback • Student Wellbeing • Collaboration and Engagement <p>Overview of activities partially or fully funded with this targeted</p>

<p>Integration funding support</p> <p>\$129,639.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • staffing release for targeted professional learning around development and implementation of PLSPs <p>The allocation of this funding has resulted in the following impact: Personalised Learning Support Plans (PLSPs) were developed for identified students, these plans were regularly updated and responsive to student learning needs and progress.</p> <p>After evaluation, the next steps to support our students will be: To further refine PLSP processes, staff will continue to engage in professional learning to build their capacity to support student needs, ensuring they are meeting the additional needs of students.</p>
<p>Socio-economic background</p> <p>\$21,342.70</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Garden Suburb Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Learning Support Practices • Collaboration and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff in new syllabus to support student learning • alignment of whole school assessment practices with new syllabus • Staff released to further develop attendance procedures • staff release to increase community engagement <p>The allocation of this funding has resulted in the following impact:</p> <p>Data Driven Practices K-2 students are confidently engaging in their learning through the delivery of the new syllabus documents.</p> <p>Learning Support Practices Whole school attendance rates for 2023 sit at 93.1%. SCOUT and Sentral attendance data shows a 2% increase in overall attendance from 2022 to 2023, with 75% of students attending 90% or more of the time. This is a 17% increase to 2022 figures of 58% of students attending 90% of the time.</p> <p>Collaboration and Engagement Students were better supported in their learning and wellbeing at home after the delivery of workshops to the community.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Data Driven Practices 3-6 Students will further engage with the new syllabus documents in 2024.</p> <p>Learning Support Practices Unexplained absences have remained steady from 2022 to 2023, these will require continued monitoring, targeting unexplained and partial absences with strategic interventions.</p> <p>Collaboration and Engagement Continue to offer workshops or focus groups to parents when significant changes or initiatives are to be implemented at school, so parents are informed and can support their child at home.</p>

<p>Aboriginal background</p> <p>\$25,662.87</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Garden Suburb Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Support Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staffing release to support development and implementation of Personalised Learning Plans • Professional Learning to deepen staff knowledge • Staff released to implement weekly cultural group program <p>The allocation of this funding has resulted in the following impact: Culture groups are implemented on a weekly basis for Aboriginal and Torres Strait Islander students. Our Tell them from Me survey data indicated that 77% of students agreed or strongly agreed that they felt good about their culture and 69% indicated that teachers understood their culture. Year 3 Aboriginal Students were above state and similar school groups in numeracy. Community have engaged with the Personalised Learning Plans process resulting in 100% of Aboriginal and Torres Strait Islander student and families yarning with their classroom teacher to set goals for their placemat. Connections have been strengthened with our local AECG, GSPS represented at general meetings 100% of the time.</p> <p>After evaluation, the next steps to support our students will be: PLP process has been adjusted to allow time to teachers to create relationships with families and students before making goals. This will ensure that more authentic goals are developed for students.</p>
<p>English language proficiency</p> <p>\$6,886.23</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Garden Suburb Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to map individual students against the EAL/D progressions <p>The allocation of this funding has resulted in the following impact: Learning Support Team (LST) engagement in using the EAL/D progressions to support teachers to deepen understanding of progressions for plotting students and reporting on achievement.</p> <p>After evaluation, the next steps to support our students will be: Continue to use EAL/D progressions to deepen teacher understanding.</p>
<p>Low level adjustment for disability</p> <p>\$118,136.84</p>	<p>Low level adjustment for disability equity loading provides support for students at Garden Suburb Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Effective Feedback

<p>Low level adjustment for disability</p> <p>\$118,136.84</p>	<ul style="list-style-type: none"> • Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact:</p> <p>Data Driven Practices K-2 and 3-6 assessment schedules have been reviewed and refined in line with the new English and Mathematics syllabus, informing Semester reports. Rubrics aligned to K-2 reading practices were developed to inform reporting to parents.</p> <p>Effective Feedback Every staff member participated in the collaborative walks process in 2023, guiding staff in the achievement of their Performance and Development (PDP) goals. Collaborative walks evolved to include an increased amount of staff working shoulder to shoulder in the planning, designing and analysing phase of the teaching and learning cycle.</p> <p>Student Wellbeing A more consistent approach to student learning support and interventions has now been implemented, with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Data Driven Practices Assessment schedules will continue to be reviewed and refined in 2024 in line with enacting K-2 and 3-6 syllabus. In 2024, 3-6 reading rubrics will be designed in line with the new English syllabus.</p> <p>Effective Feedback Curriculum walks will take place In Term 1, providing 3-6 staff the opportunity to undertake 1:1 PL and lesson planning with the Assistant Principal Curriculum & Instruction (APC&I). In 2024, the Executive Team will revise the PDP processes for all staff to include SMART goals relevant to individual development, stage and whole school initiatives.</p> <p>Student Wellbeing Whole school implementation of 'The Resilience Project' and targeted programs identified within the Care Continuum in GSPS Behaviour Support Management Plan.</p>
<p>Professional learning</p> <p>\$21,884.68</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Garden Suburb Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of spelling and fluency in reading, resulting in improved internal student results. Specialised Occupational Therapist provided professional learning that deepened staff knowledge in the areas of sensory processing,</p>

<p>Professional learning</p> <p>\$21,884.68</p>	<p>inclusivity, emotional regulation and behaviour management.</p> <p>After evaluation, the next steps to support our students will be: Continued targeted professional learning in literacy and numeracy led by Assistant Principal Curriculum and Instruction. Professional Learning for identified staff in Seasons for Growth, High Potential Gifted Education, and 'The Resilience Project'. Continued professional learning in Connecting To Country and Aboriginal Education for all staff.</p>
<p>QTSS release</p> <p>\$49,004.35</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Garden Suburb Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Whole school teaching sprint focusing on fluency, with a clear focus on the evidence base and its link to the fluency assessment tool. This was supported by the APCI working shoulder to shoulder mentoring in classrooms timetabled to reflect class specific teaching sprints. This resulted in class specific reviewing and reflection of teaching sprints to inform future teaching focus, building teacher knowledge in the implementation of the new tool with a small group of identified students.</p> <p>After evaluation, the next steps to support our students will be: A focus for 2024 will be school wide, whole class implementation of the fluency assessment tool and to complete the teacher post survey to gauge teaching confidence in teaching and assessing fluency.</p>
<p>COVID ILSP</p> <p>\$45,402.31</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups <p>The allocation of this funding has resulted in the following impact: Students included in this program have shown measurable academic growth as well as increased personal confidence in learning areas identified as requiring remediation and support.</p> <p>After evaluation, the next steps to support our students will be: To continue small group intervention, as students who return for assistance in intervention groups generally do so with enthusiasm, suggesting that the small group environment suits their learning needs at this stage of their educational journey.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	111	120	117	116
Girls	98	92	98	99

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.4	94.6	91.6	95.0
1	95.6	94.2	91.4	92.0
2	96.2	94.6	89.0	92.3
3	96.0	96.3	90.1	90.9
4	95.6	94.3	92.0	88.8
5	96.2	93.0	90.6	93.6
6	94.7	93.1	86.6	88.3
All Years	95.8	94.3	90.3	91.6
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- * Families evacuating and relocating due to NSW floods
- * Sick students staying at home until a negative COVID-19 test was returned
- * Household members testing positive to COVID-19
- * The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.8
Classroom Teacher(s)	10.44
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	5.42

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	238,353.66
Revenue	3,358,445.19
Appropriation	3,261,169.53
Sale of Goods and Services	1,109.50
Grants and contributions	89,400.74
Investment income	6,765.42
Expenses	-3,354,470.25
Employee related	-2,969,523.60
Operating expenses	-384,946.65
Surplus / deficit for the year	3,974.94
Closing Balance	242,328.60

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 SBAR Adjustments (\$)
Targeted Total	93,347
Equity Total	172,029
Equity - Aboriginal	25,663
Equity - Socio-economic	21,343
Equity - Language	6,886
Equity - Disability	118,137
Base Total	2,392,257
Base - Per Capita	60,656
Base - Location	0
Base - Other	2,331,601
Other Total	381,319
Grand Total	3,038,952

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.

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent

Tell Them from Me Teacher 'Partners in Learning' Parent Survey was completed by 18 families. Trend reported growth in the all areas with comparable data, this includes; School supports positive behaviour, Safety at School and Inclusive School. GSPS scored well in the areas of 'I feel welcome when I visit the school' 8.6, 'My child is clear about the rules for school behaviour' 8.0 and 'Teachers expect my child to pay attention' 7.9.

Student

The Tell Them from Me results based on data from 77 students indicated 'Students with positive behaviour at school' - 88%. 'Students with positive relationships', which includes friends at school then can trust and who encourage them to make positive choices - 79%. 'Students that value schooling outcomes', believe that schooling useful in their everyday life and will have a strong bearing on their future - 88%. 71% of the students at GSPS expect to attend university.

Teacher

Tell Them From Me Teacher survey results indicated that we were above NSW Govt Norms in seven out of the eight drivers of students learning this included; Leadership, Learning Culture, Data Informs Practice, Teaching Strategies, Technology, Inclusive School and Parent Involvement.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.