

# Galston Public School

## Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Galston 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.

Robert Jarvis

Principal

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## Message from the Principal

At Galston Public School our students, teachers, support staff and parents come together to create a nurturing, well-rounded learning environment. It is with great pleasure that I provide to the community of Galston Public School the Annual Report for 2016. As a school community, we are proud of the many and varied successes our students and staff have experienced throughout the year.

Throughout 2016, our students have been engaged in a variety of educational activities, excursions, incursions and extra-curricular opportunities. I thank our wonderful teachers and support staff for their dedicated work, not only for the special events, excursions, incursions and activities they have organised, but for the care and attention they provide to students every day, and for the sense of fun and enjoyment that they bring to the school. Positive relationships are a key factor in fostering a nurturing school environment and improving student learning outcomes, and our teachers are willing to go above and beyond for our students. Our wonderful office staff play a vital role in our school, working closely with the teaching staff to make sure our school continues to be a welcoming environment for all students and the wider community.

Our supportive and hard-working parent volunteers once again made an outstanding contribution to our school in many different capacities this year. In particular, I recognise the members of our amazing P&C and its sub-committees for their hard work. Jo Stephenson's tenure as P&C President will be ending in 2017. Jo has been, and continues to be, an outstanding advocate for Galston Public School, always ensuring that our students are the focus of all P&C initiatives. One excellent example is this year's Canteen and Uniform Shop refurbishment, a massive undertaking that has transformed these facilities at our school for some time to come.

As we reflect on the year and look to the future, consider the qualities we would like to continue to develop in our students. Look no further than our PBL values of 'Respect, Responsibility and Personal Best', and our school motto of 'Honest Work and Fair Play'. We support our students to develop their resilience, to be willing to have a go, to stand up for their values and not despair when things don't always go their way. We want them to feel the reward that comes with hard work, to question, analyse and create, but not to forget to have fun. We want our students to be able to develop relationships with all different kinds of people and to show empathy for others.

Rob Jarvis

## Message from the school community

Galston Public School's P&C Association has had another wonderfully productive year. Our aim is to support our school by providing services and activities to our families, and to supplement the school's educational resources and equipment. We achieve this by reinvesting profits from our activities into our school.

We share the vision of improving the experiences for our children whilst at school with our wonderfully supportive school staff. Rob Jarvis, our school Principal, and his Assistant Principals, Giulia Muscat, Dean Finch and Rebecca Wallace continue to show constant backing by attending P&C meetings and supporting every P&C initiative and activity.

The Uniform Shop is one of our main profit centres and continues to offer a complete range of uniform items to our families, always aiming to maintain competitive pricing. The new range of uniforms with the school logo are very popular and new options are constantly being investigated to ensure that our uniform stays up-to-date. Our online uniform shop continues to offer working parents a convenient shopping alternative, whilst the in-shop experience is still available and very popular, particularly for families of younger children.

Last year saw an enormous shift in our canteen with the Healthy Canteen guidelines being introduced. This year the P&C met its goal to overhaul the physical canteen facility to ensure that our healthy food options could be prepared and served in a clean and equally healthy environment. This project was a massive undertaking for our P&C and we are thrilled with the outcome. Our project cost totalled over \$66,000, of which in excess of \$35,000 was contributed by the P&C itself. The balance of the funding was gratefully accepted from: The Department of Education (\$11,500); Matt Kean's Community Building Grant (\$10,000); Galston Public School for re-painting (over \$6,500), Bendigo Bank Galston for refrigeration (\$4,200) and The Rotary Club of Galston (\$1,500). We are proud that the fully refurbished canteen and uniform shop facility will meet the needs of the school for many years to come.

The Fundraising committee continue to work hard to bring fun, exciting and profitable activities to our school. This year's events/initiatives included: Continuation of our Class Coordinator program; our inaugural Comedy for a Cause night; Mother's Day and Father's Day Stalls; Provision of canteen at school Cross Country and Athletics Carnivals; School Disco; the Galston Public School smart phone App; Provision of lunch BBQ at Open Day; Artwork Calendars; and our always popular Family Christmas Carols night.

In line with our aims, the P&C have returned association profits to the school in the following ways: Contribution of \$15,000 towards our important Learning Support program; continuation of Student Injury Insurance costing over \$1,200; and full refurbishment of the school canteen costing over \$66,000. The P&C have maintained relevant insurances throughout the year which covers the uniform shop and canteen stock, public liability and parent/helper injury compensation. There have been no reported incidents or injuries during this year.

As always, we give enormous thanks to the volunteer parents who give their time and personal resources to enable our P&C to be so successful. We are grateful to have a wonderful core group of parents who give their support to the whole school community. Without this, we would not be in the position to give so much back to the school in valuable resources, services and additional equipment for our children.

Jo Stephenson

President – Galston Public School P&C Association



## School background

### School vision statement

Galston Public School is committed to creating a learning culture which provides high quality educational opportunities in order for every child to fulfil their potential and become a lifelong learner.

We aim to work together, school and families, to guide our students towards a future that will see them enjoy life as confident, independent and resilient members of the community.

Implicit in achieving our vision is a focus on wellbeing, with particular emphasis on the school's PBL values of respect, responsibility and personal best.

### School context

Galston Public School, with expansive playing fields, beautiful shade trees, diverse gardens and excellent facilities, offers a pleasant and inviting learning environment for its students.

Enthusiastic and dedicated classroom teachers, including three Assistant Principals and various support staff, cater for all learners by providing a diverse range of engaging educational, social, creative and sporting opportunities for students, and demonstrate a commitment to developing positive relationships.

Our highly active and involved parent body work in partnership with the staff and members of the wider community to undertake projects to support the school and to maintain the strong and supportive spirit that is embodied in the school's values of 'Respect', 'Responsibility' and 'Personal Best'.

Students enjoy a wide variety of quality learning experiences, opportunities to interact in supportive peer groups and regular recognition of achievement and effort. They are encouraged to achieve to their full potential, display a positive attitude and develop a strong sense of belonging.

The school is an active member of the Galston Community of Schools, the Northern Sydney Learning Alliance and the Dural–Griffith/Leeton Network Rural and Remote Link, contributing to and benefitting from active partnerships with schools nearby and further afield. Galston enjoys productive partnerships with local pre-schools and our feeder high school, Galston High. The school has benefitted from outstanding support from Bendigo Bank, Galston Branch to undertake school improvement projects.



# 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. Here is a summary of our findings based on this self-assessment process in relation to the three domains:

### LEARNING

- **Learning Culture** – Sustaining and Growing
- **Wellbeing** – Delivering
- **Curriculum and Learning** – Sustaining and Growing
- **Assessment and Reporting** – Sustaining and Growing
- **Student Performance Measures** – Sustaining and Growing
- **Overall** – Sustaining and Growing

### TEACHING

- **Effective Classroom Practice** – Delivering
- **Data Skills and Use** – Delivering
- **Collaborative Practice** – Sustaining and Growing
- **Learning and Development** – Sustaining and Growing
- **Professional Standards** – Sustaining and Growing
- **Overall** – Sustaining and Growing

### LEADING

- **Leadership** – Sustaining and Growing
- **School Planning, Implementation and Reporting** – Delivering
- **School Resources** – Sustaining and Growing
- **Management Practices and Processes** – Sustaining and Growing
- **Overall** – Sustaining and Growing

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Student learning and engagement

#### Purpose

To improve student learning and engagement through the provision of explicit, meaningful, balanced and differentiated learning opportunities, allowing individuals to engage successfully with their world.

#### Overall summary of progress

- Seven Steps to Writing Success continuing to be implemented. New staff engaged in Seven Steps, were made aware of resources and supported via team teaching. New resource for early years writing purchased to help implement program with Years 1 and 2. Further opportunities for collaboratively applying consistent teacher judgement were delivered through the refinement and implementation of writing rubrics.
- All staff highly engaged in and enthusiastic about Focus on Reading professional learning, resulting in improved classroom practice and productive professional dialogue.
- Benchmarking undertaken K–6, with data used to inform guided reading. Continued teacher professional learning in Focus on Reading will be undertaken in 2017 and will further inform guided reading practices and strategies.
- Learning Support Team processes and practices have been refined, including improved methods for storing and accessing student learning support records. Identification procedures have been enhanced through school-wide benchmarking and assessment initiatives.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students K–6 will exit their grade reading and comprehending text at the expected level; Kindergarten: Level 5–8; Year 1: Level 16–18; Year 2: Level 26; Years 3–6: Level 30+.	<ul style="list-style-type: none"> <li>• 95% of Kindergarten students exited the grade reading Level 5 or above.</li> <li>• 81% of Year 1 students exited the grade reading Level 16 or above.</li> <li>• 44% of Year 2 students exited the grade reading Level 26 or above (80% of Year 2 students exited the grade reading Level 24 or above).</li> <li>• 84% of Year 3 students exited the grade reading Level 30 or above.</li> <li>• 76% of Year 4 students exited the grade reading Level 30 or above.</li> <li>• 57% of Year 5 students exited the grade reading Level 30 or above.</li> <li>• 83% of Year 6 students exited the grade reading Level 30 or above.</li> <li>• Use of Fountas &amp; Pinnell Benchmark Kits to support consistency in benchmarking Years 3–6.</li> <li>• MacqLit program targeting students in Years 3–6 reading below Level 30.</li> <li>• Staff are engaged in Focus on Reading TPL and participating in between module tasks supported by Focus on Reading Team and colleagues during stage meetings.</li> </ul>	<p>QTSS staffing allocation.</p> <p>Professional Learning funds (\$12,816) for MacqLit training for LaST and reading budget to purchase MacqLit kit.</p>
Each grade from Years 1–6 will record growth equivalent to an effect size of 0.4 or greater in pre- and post-PAT comprehension and mathematics standardised assessments.	<p><b>PAT Comprehension</b></p> <p>Year 1: 1.3, Year 2: 0.8, Year 3: 0.51, Year 4: 0.34, Year 5: 0.26, Year 6: 0.43</p> <p><b>PAT Maths</b></p> <p>Year 1: 0.99, Year 2: 0.67, Year 3: 0.67, Year 4: 0.57, Year 5: 0.75, Year 6: 0.76</p> <p>Staff guided in analysis of trends and</p>	<p>QTSS staffing allocation.</p> <p>Literacy and Numeracy funds (\$9,194) and professional learning funds (\$12,816) expended on L3 and Focus on Reading professional learning, including FoR folders.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Each grade from Years 1–6 will record growth equivalent to an effect size of 0.4 or greater in pre- and post-PAT comprehension and mathematics standardised assessments.	considerations for and modifications to programming.	
Increase the percentage of students in the top 2 NAPLAN bands in reading and numeracy within matched cohorts.	<p><b>Year 3 2014 to Year 5 2016</b></p> <ul style="list-style-type: none"> <li>• Reading: 53% in top 2 bands (Year 3 2014), 35% in top two bands (Year 5 2016); 66.7% of students achieved greater than or equal to expected growth in reading.</li> <li>• Numeracy: 32% in top 2 bands (Year 3 2014), 24% in top two bands (Year 5 2016); 51.9% of students achieved greater than or equal to expected growth in numeracy.</li> </ul> <p><b>Year 5 2014 to Year 7 2016</b></p> <ul style="list-style-type: none"> <li>• Reading: 33% in top 2 bands (Year 3 2014), 34% in top two bands (Year 5 2016); 46.3% of students achieved greater than or equal to expected growth in reading.</li> <li>• Maths: 36% in top 2 bands (Year 3 2014), 40% in top two bands (Year 5 2016); 70.7% of students achieved greater than or equal to expected growth in numeracy.</li> </ul> <p>Pre- and post-PAT assessment and data analysis to inform school programs, individual tracking and learning support.</p> <p>Program differentiation through professional learning, stage planning and collaboration.</p>	

## Next Steps

- Continuation of Focus on Reading teacher professional learning in will be undertaken throughout 2017 and will further inform guided reading practices and strategies.
- Further development of consistent benchmarking practices.
- Revisit and review Seven Steps to Writing Success.
- Differentiated mathematics programming, including revised scope and sequences, to be a focus of stage-based professional learning.
- Extension of SENA testing.
- Continued focus on data analysis to support teaching strategies and student learning outcomes.



## Strategic Direction 2

### Quality teaching and leadership

#### Purpose

To create a school-wide culture of high expectations through a collaborative, consistent and committed approach to building staff and school capacity, with a rigorous focus on professional learning, quality teaching, mentoring, participative goal setting and distributed leadership.

#### Overall summary of progress

- Practical and relevant professional learning, combined with extensive stage collaboration and planning is contributing to raised expectations and improved teaching and learning programs.
- A school-wide culture of high expectations is being developed through a collaborative, consistent and committed approach to building staff and school capacity, with a rigorous focus on professional learning, quality teaching, mentoring, participative goal setting and distributed leadership.
- Teachers enhanced the quality of their teaching and their focus on their own professional learning and growth through continuing to develop an understanding of the Performance and Development Framework and Performance and Development Plans, as well as lesson observations, feedback and team teaching.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teaching staff will collaboratively develop and reflect upon a Performance and Development Plan, aligning their professional goals and professional learning with the school's strategic plan and the Australian Professional Standards for Teachers.	<ul style="list-style-type: none"><li>• Performance and Development Plan (PDP) goals developed in consultation with supervisors and with reference to the school's strategic directions and the teaching standards.</li><li>• Strong Start Great Teachers (SSGT) induction plan developed for beginning teachers and delivered by Assistant Principals.</li><li>• Teaching staff identified a chosen colleague to conduct lesson observations, chose a key learning area relevant to their goals and identified target areas for observations and team teaching. This promoted collegial discussion, contributed to opening classroom doors and minds to observation, team teaching and collaborative growth.</li><li>• PDP self-assessments and annual reviews contributed to this.</li></ul>	QTSS staffing allocation.
All teachers will engage in collaborative programming, setting clear learning intentions and success criteria for their students.	<ul style="list-style-type: none"><li>• Professional learning on LISC and sharing of strategies used to implement in classroom practice, e.g. exit slips.</li><li>• Purchase and installation of dedicated LISC whiteboards in every classroom to display learning intentions.</li><li>• Analysis of assessment to inform explicit teaching practices.</li><li>• Staff engaged in fortnightly collaborative stage planning.</li><li>• End-of-term stage planning days provided opportunities to reflect on practice and plan and develop teaching and learning programs for the following term.</li><li>• Time allocated during Terms 2 and 4 for staff to engage in consistent teacher judgement.</li><li>• Extensive collaborative TPL provided throughout the year.</li></ul>	QTSS staffing allocation and professional learning funds (\$12,816).

#### Next Steps

- Continue Strong Start Great Teachers induction and mentoring processes for beginning teachers.
- Continue to refine the development of PDP goals, lesson observations and feedback.
- Provide additional relevant opportunities for team teaching to enhance and improve teacher practice.
- Unpack and reflect upon What works Best, and build teaching practises around the seven identified themes that have the greatest impact on student learning.



## Strategic Direction 3

### Wellbeing

#### Purpose

To foster wellbeing through considered and systematic implementation of school-wide systems and programs, developing healthy, resilient, creative and respectful members of the community.

#### Overall summary of progress

- All mandatory staff training undertaken, including e-Emergency care, child protection, anaphylaxis and CPR.
- Weekly 'Mindfulness in Action' workshops delivered during Term 2 for students, highly supported by the school's Health & Wellbeing Committee. Teachers were able to draw on the techniques and strategies in their classrooms.
- Two executive members attended a Kids Matter briefing.
- Anti-bullying policy drafted in consultation with teachers and with parents through P&C meeting.
- Peer Support successfully delivered, focusing on anti-bullying.
- Positive Relationships program delivered to all students as part of RFF.
- Kids Matter Kindergarten Transition Program again successfully delivered.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School Positive Behaviour for Learning (PBL) practices will be refined and re-launched, and all teachers will teach PBL lessons and consistently implement PBL strategies within their classrooms and the playground. All students will be able to articulate the school's PBL values.	<ul style="list-style-type: none"><li>• Selected teachers attended PBL Universal Prevention Catch-up Training.</li><li>• PBL Committee undertook Benchmarks of Quality survey and analysed results to inform PBL planning and priorities.</li><li>• Two staff members undertook PBL Universal Prevention Classroom Systems of Support training and delivered school-based TPL, including the development of consistent classroom expectations to match our school values.</li><li>• PBL awards, signs and classroom focus have ensured that the vast majority of students are able to clearly articulate the school's three core PBL values.</li></ul>	Professional learning funds (\$12,816).
All teaching staff will use Sentral to record attendance and monitor parent communication and classroom welfare matters, and Assistant Principals will enter classroom and playground welfare data into Sentral.	<ul style="list-style-type: none"><li>• New staff trained in the use of Sentral.</li><li>• All staff using Sentral to record attendance, relevant parent communication and student wellbeing issues.</li><li>• All staff confidently using Sentral for student academic reports.</li></ul>	Yearly Sentral subscription (\$3,850).

#### Next Steps

- Beginning teachers to attend PBL Universal Prevention Catch-up Training.
- Further implementation of PBL Classroom Systems of Support professional learning.
- Investigation of 'Bounce Back' program to develop resilience.
- Through research and consultation with students, teachers and parents, refine school's positive reward system to be more immediate, flexible and targeted to positive behaviours.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Classroom teacher, Aboriginal Education Contact and LaST worked together to develop a PLP for our Aboriginal student. Remaining funding was added to the Learning and Support Program to employ SLSOs to support our Aboriginal student.	Equity loading – Aboriginal Background:  \$1,063.00
<b>English language proficiency</b>	English Language Proficiency funding contributed to the Learning and Support Program to employ SLSOs to support our students.	Equity loading – English Language Proficiency:  \$2,053.00
<b>Low level adjustment for disability</b>	Low Level Adjustment for Disability funding was used to employ an SLSO as part of the school's Learning and Support Program to support our students in English and mathematics.	Equity loading – Low Level Adjustment for Disability:  \$13,575.00
<b>Quality Teaching, Successful Students (QTSS)</b>	The QTSS staffing allocation was used to release teachers to undertake lesson observations as per the Performance and Development Framework (PDF) and Performance and Development Plans (PDPs). Teachers were provided with opportunities to collaborate and provide collegial feedback to their peers pre- and post-observation. Additional funds were used to provide opportunities for mentoring and team teaching.	Semester 1: 0.09  Semester 2: 0.194
<b>Socio-economic background</b>	Socio-economic Background funding was used to employ an SLSO as part of the school's Learning and Support Program to support our students in English and mathematics, and to support families to meet the costs of school activities and excursions.	Equity loading – Socio-economic Background:  \$7,098.00



## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	125	125	130	140
Girls	119	115	122	124

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.8	96.7	96	95.8
1	96	95.6	96.6	95.6
2	96.4	97.2	95.2	95.5
3	95.6	94.5	97.5	94.1
4	95.3	95.9	95.7	96.8
5	97.1	95.4	95.3	93.5
6	97	96.4	94.9	95.5
All Years	96.4	96	95.9	95.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.96
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration & Support Staff	2.52
Other Positions	1.09

\*Full Time Equivalent

There are currently no Aboriginal staff members at Galston 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	20

### Professional learning and teacher accreditation

During 2016, teaching and non-teaching staff engaged in an extensive range of school-based and external mandatory and optional professional learning activities to assist in the achievement of our three strategic directions, develop expertise and capacity, keep abreast of best practice, improve learning outcomes for our students and to harness areas of staff and student interest. Teaching staff engaged in regular stage meetings and undertook stage planning days to collaboratively plan, develop and evaluate units of work and programs and develop and implement consistent assessment of, for and as learning.

Galston Public School hosted a successful professional learning workshop for the Galston Community of Schools with award-winning speaker, author and futurist Michael McQueen on 'The Shape of Things to Come in Education' and '21st Century Teaching and Learning'.

Professional learning undertaken by staff included:

- Child Protection Update
- Code of Conduct Update
- e–Emergency Care
- Workplace Health & Safety
- Implementation of standardised testing
- Seven Steps to Writing Success
- Communicating and Engaging with your school community
- Accreditation
- New Focus on Reading – Phase 1
- Support for Students with a Vision Impairment 2016
- Plotting students on the literacy and numeracy continuums
- Positive Behaviour for Learning – Universal Prevention Classroom Systems of Support
- Positive Behaviour for Learning Module 1: Universal Prevention Catch-Up Team Training
- NCCD Overview
- Parent Teacher Interview Preparation
- Primary Choral Teachers' Workshop
- Proactive Learning and Support Teachers
- Literacy Groups in Action 3–6
- AP–DP Network – Dural Principal Network
- Learning and Support Teacher Network
- CV Writing – Temporary and Casual Teachers
- Interviews – Temporary and Casual Teachers
- Beginning Teacher Network
- Additional Training and Support for School Counsellors Working in Schools
- Introduction to the NEW Wechsler Intelligence Scale for Children, Fifth Edition
- Project Air Strategy for Schools: Understanding and Responding to Personality Disorder and Self-harm
- Autism Spectrum Disorder: Implications for schools and classrooms teachers
- Language, Learning and Literacy (L3), Ongoing Classroom Teacher Professional Learning
- Aboriginal Cultural Awareness Immersion Day, Muogamarra Nature Reserve
- Evaluation Essentials for School Leadership
- Fieldwork for Primary Teachers
- Maths: TEN, problem solving resources, numeracy continuum
- Schools Financial Management Budgeting – Preparing Your Budget Online Session
- Leadership for Proactive Behaviour Management
- Differentiated maths programming
- Literacy Planet
- Assessment and Reporting preparation, consistent teacher judgement
- CPR and anaphylaxis face-to-face training
- Performance and Development Framework
- Northern Sydney Regional Principals Conference
- Primary Principals Association meetings
- Dural Network meetings

There were three permanent and four temporary new scheme teachers at Galston Public School during 2016. One temporary new scheme teacher undertook accreditation at proficient level. No teachers undertook accreditation at Highly Accomplished or Lead Teacher levels.

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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Voluntary school contributions are generally well-supported by our families.

Income	\$
<b>Balance brought forward</b>	<b>263 884.70</b>
Global funds	99 774.97
Tied funds	62 271.44
School & community sources	57 873.88
Interest	3 175.55
Trust receipts	35 164.00
Canteen	0.00
Total income	0.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	15 813.05
Excursions	700.00
Extracurricular dissections	10 303.08
Library	5 656.67
Training & development	5 401.23
Tied funds	59 020.64
Short term relief	7 935.30
Administration & office	20 593.45
School-operated canteen	0.00
Utilities	20 752.64
Maintenance	22 040.06
Trust accounts	15 182.39
Capital programs	47 845.00
Total expenditure	0.00
<b>Balance carried forward</b>	<b>0.00</b>

The information provided in the financial summary includes reporting from 27 January to 31 December 2016.



	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	591 593.54
(2a) Appropriation	463 250.84
(2b) Sale of Goods and Services	551.17
(2c) Grants and Contributions	125 823.93
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 967.60
<b>Expenses</b>	-286 450.33
Recurrent Expenses	-286 450.33
(3a) Employee Related	-109 865.71
(3b) Operating Expenses	-176 584.62
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	305 143.21
<b>Balance Carried Forward</b>	305 143.21

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The school's finance management team meets regularly to monitor and manage the school budget in line with the school's strategic directions and fiscal responsibilities.

### Financial summary equity funding

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

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	1 859 541.13
Base Per Capita	13 634.65
Base Location	0.00
Other Base	1 845 906.48
<b>Equity Total</b>	85 001.35
Equity Aboriginal	1 062.70
Equity Socio economic	7 098.14
Equity Language	2 052.99
Equity Disability	74 787.53
<b>Targeted Total</b>	56 759.99
<b>Other Total</b>	140 909.01
<b>Grand Total</b>	2 142 211.49

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.

2016 NAPLAN literacy results:

- 59% of Year 3 students achieved in the top 2 bands for reading.
- 64.1% of Year 3 students achieved in the top 2 bands for writing.
- 66.7% of Year 3 students achieved in the top 2 bands for spelling.
- 69.2% of Year 3 students achieved in the top 2 bands for grammar & punctuation.
- 66.7% of Year 5 students achieved greater than or equal to expected growth in reading from Year 3 to Year 5.
- 51.9% of Year 5 students achieved greater than or equal to expected growth in spelling from Year 3 to Year 5.
- 59.3% of Year 5 students achieved greater than or equal to expected growth in grammar & punctuation from Year 3 to Year 5.

2016 NAPLAN numeracy results:

- 38.4% of Year 3 students achieved in the top 2 bands for numeracy.
- 51.9% of Year 5 students achieved greater than or equal to expected growth in numeracy from Year 3 to Year 5.

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

In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

- 59% of Year 3 students achieved in the top two bands in reading.
- 38.4% of Year 3 students achieved in the top two bands in numeracy.
- 24% of Year 5 students achieved in the top two bands in reading.
- 35% of Year 5 students achieved in the top two bands in numeracy.

## Parent/caregiver, student, teacher satisfaction

This year Galston Public School participated in the *Tell Them From Me* student, parent and teacher feedback surveys. The Tell Them From Me suite of surveys consists of three surveys: **Partners in Learning parents survey**, **Tell Them From Me student survey** and **Focus on Learning teacher survey**. Together these surveys capture the views of students, parents and teachers on a number of critical aspects of school performance.

The **Partners in Learning Parent Survey** is based on a comprehensive questionnaire covering several aspects of parent's perceptions about their children's experiences at home and school. It includes seven separate measures scored on a ten-point scale (10 = strongly agree, 5 = neither agree nor disagree, 0 = strongly disagree). Twenty-eight parents responded to the survey and their responses are summarised below:

- Parents at Galston Public School feel welcome 7.9
- Parents at Galston Public School are informed 6.8
- Parents at Galston Public School support learning at home 6.1
- Support for learning at Galston Public School 7.6
- Support for positive behaviour at Galston Public School 8.3
- Safety at Galston Public School 8
- Inclusion at Galston Public School 6.9

The **Tell Them From Me student survey** measured 20 indicators based on the most recent research on school and classroom effectiveness. 89 students participated, Year 4: 32, Year 5: 27 and Year 6: 30.

- *Student participation in school sports*: 94% of students in this school had a high rate of Participation in Sports; the NSW Govt norm for these years is 83%.
- *Student participation in extracurricular activities*: 73% of students in this school had a high rate of Participation in extracurricular activities; the NSW Govt norm for these years is 55%.
- *Students with a positive sense of belonging* : 82% of students in this school had a high sense of belonging; the NSW Govt norm for these years is 81%.
- *Students with positive relationships*: In this school, 94% of students had positive relationships; the NSW Govt norm for these years is 85%.
- *Students that value schooling outcomes*: 98% of students in this school valued School Outcomes; the NSW Govt norm for these years is 96%.
- *Students with positive homework behaviours*: In this school, 67% of students had positive homework behaviours; the NSW Govt norm for these years is 63%.
- *Students with positive behaviour at school*: In this school, 97% of students had positive behaviour; the NSW Govt norm for these years is 83%.
- *Students who are interested and motivated*: 73% of students in this school were interested and motivated; the NSW Govt norm for these years is 78%.
- *Effort*: 96% of students in this school tried hard to succeed; the NSW Govt norm for these years is 88%.
- *Skills—challenge* – Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects: 35% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge; the NSW Govt norm for these years is 53%. 33% of students were confident of their skills but did not find classes challenging; the NSW Govt norm for these years is 26%. 15% of students were not confident of their skills and found English or Maths challenging; the NSW Govt norm for this category is 14%. 5% of students lacked confidence in their skills and did not feel they were challenged; the NSW Govt norm for this category is 7%.
- *Effective Learning Time*: In this school, students rated Effective Classroom Learning Time 8.6 out of 10; the NSW Govt norm for these years is 8.2.
- *Relevance*: In this school, students rated Relevance 8.4 out of 10; the NSW Govt norm for these years is 7.9.
- *Rigour*: In this school, students rated Rigour 8.4 out of 10; the NSW Govt norm for these years is 8.2.
- *Students who are subjected to physical, social, or verbal bullying, or are bullied over the Internet*: 16% of students in this school were victims of moderate to severe bullying in the previous

month; the NSW Govt norm for these years is 36%.

- *Advocacy at school, someone at school who consistently provides encouragement and can be turned to for advice:* In this school, students rated advocacy at school 8.2 out of 10; the NSW Govt norm for these years is 7.7.
- *Positive teacher–student relations:* In this school, Positive Teacher–Student Relations were rated 8.6 out of 10; the NSW Govt norm for these years is 8.4.
- *Positive Learning Climate:* In this school, students rated Disciplinary Climate of the Classroom 7.5 out of 10; the NSW Govt norm for these years is 7.2.
- *Expectations for success:* In this school, students rated Teachers' Expectations for Academic Success 9.1 out of 10; the NSW Govt norm for these years is 8.7.

The **Focus on Learning Survey** is a self–evaluation tool for teachers and schools. Eleven teachers completed the survey.

#### *The Eight Drivers of Student Learning:*

- Leadership 8.3
- Collaboration 8.5
- Learning Culture 8.2
- Data Informs Practice 8.2
- Teaching Strategies 8.5
- Technology 6.5
- Inclusive School 8.5
- Parent Involvement 7.7

#### *The Four Dimensions of Classroom and School Practices*

- Challenging and Visible Goals 7.8
- Planned Learning Opportunities 8.3
- Quality Feedback 7.9
- Overcoming Obstacles to Learning 8.3



## Policy requirements

### Aboriginal education

During 2016, our Aboriginal student was supported through the collaborative development of a Personalised Learning Pathway, with consultation between the classroom teacher, student, school

Aboriginal Education Contact, Learning & Support Teacher and parents.

Aboriginal origins of the local area are recognised through the 'Acknowledgement of Country' at the beginning of school assemblies.

Classroom teachers integrated Aboriginal and Torres Strait Islander histories and cultures cross–curriculum priority into key learning areas. Aboriginal perspectives were examined to educate students about the history, culture and aspirations of Aboriginal Australia. This was enhanced and strengthened through participation in a cultural immersion teacher professional learning day at Muogamarra Nature Reserve, organised through Gibberagong Environmental Education, on our Term 3 school development day with colleagues from the Galston Community of Schools.

### Multicultural and anti-racism education

Integrated units in classrooms and library lessons frequently focus on a variety of different cultures, draw on students' cultural backgrounds and involve the sharing of quality literature that highlights the cultural diversity of modern–day Australia. Multicultural education outcomes are included within the key learning areas where appropriate, fulfilling the general capability of intercultural understanding.

Harmony Day was celebrated by the staff and students, with students wearing outfit from their cultural background or orange. Orange traditionally signifies social communication and meaningful conversations, and relates to the freedom of ideas and encouragement of mutual respect.

One staff member is a trained Anti–Racism Contact Officer (ARCO), responsible for promoting racial harmony within the school environment.

### Other school programs

#### Transition to School

Galston Public School once again ran a successful School Readiness Evening and three Kids Matter Transition Program sessions for parents, assisting to make the transition to school experience as smooth as possible. Whilst the three parent sessions were running, our prospective Kindergarten students attended three orientation sessions, where they took part in activities that they may experience when they start school and became familiar with their school environment.

#### Learning Support Team

Consisting of the Principal, Assistant Principals, Learning and Support Teacher (LaST) and School Counsellor, the Learning Support Team (LST) met weekly during 2016 to collaboratively support the academic, social and emotional needs of students at Galston Public School. Students are identified as



requiring support or extension through teacher or parent referral and analysis of assessment data. The LST, in consultation with team members, classroom teachers and parents, makes decisions to support the students in our school. School Learning Support Officers are funded to support learning in the classroom. This year, the LaST undertook training in MacqLit, an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

### **Student Representative Council**

2016 was another productive year for all students involved in the Student Representative Council, led by Mrs Pendharkar and our School Captains and Vice Captains, who also attended the Dural/Hornsby Student Leadership Camp. The SRC provides a voice for students and develops empathy through the organisation of events to support a variety of charities throughout the year that are close to the hearts of the Galston community.

### **Premiers Reading Challenge**

Galston Public School students once again had the opportunity to participate in the Premier's Reading Challenge (PRC) in 2016. This event is an annual challenge dedicated to stimulating a child's love of reading and literary learning. In addition to the many children who completed the challenge, eight students earned a gold PRC certificate for completing their fourth consecutive year of reading commitment and one student was awarded a platinum certificate for completing seven consecutive years of the challenge, a remarkable achievement.

### **Debating**

Our school once again participated in the Dural School Network Friendly Debating Competition, a competition that is coordinated by our own Mrs Pearce. A different team was chosen for each debate, thereby maximising the number of students who were able to experience this valuable program and develop their debating skills.

### **Public Speaking**

This year, our students participated in The Hills Public speaking competition for the first time. Following school public speaking competitions, four students were selected to represent the school. They did a fine job and learnt a lot from watching the other speakers and from the adjudicators.

### **Technology**

During 2016, the school continued its implementation and provision of information communication technologies. The Technology Room, Computer Lab and iPads proved extremely engaging for students, and the staff continued to focus on developing their capacity to authentically integrate technology into teaching programs.

### **Performing Arts**

The school enjoys a strong tradition of opportunity and achievement in performing arts. The use of performance as an integral component of the Creative Arts syllabus, involving music, dance and drama, occurs on an individual, class, grade, stage and whole school level, with performance both within and outside the school setting.

Many students participated in our extra-curricular performing arts groups throughout the year. Our school band rehearsals and lessons took place each Monday under the tuition of Mrs Jenny Sparks. The students performed at school assemblies, presentation assemblies and participated in band workshops. The band performed 'An Evening of Music', an annual opportunity for the band members to showcase their developing skills, both individually and as part of the combined band, to their parents. Many band members attended band camp at Vision Valley, along with students from other local schools, and performed to a large audience at the conclusion of the camp.

Mrs Bolger conducted the Senior Choir, which rehearsed weekly and performed during the year at school and presentation assemblies, Open Day, carols night and festivals. A highlight was the choir's participation in the Arts North Primary Choral Concert at the Sydney Opera House as part of the Combined Primary Choir of over 500 voices. The concert was wonderfully entertaining and provided memorable experiences for our students.

Mrs Pendharkar conducted the Junior Choir, which enjoyed weekly rehearsals and performed at school and presentation day assemblies, Open Day and carols night.

Mrs Ambler selected a talented Years 3–6 drama ensemble. Mrs Ambler, with the support of Mrs Antonie, and the children collaborated to develop an engaging and entertaining short play titled 'The Girl With No Voice', which was based on a book written by our Librarian, Mrs Saxby. The group was delighted to be selected to perform at the Arts North Festival of Drama at NIDA and did an amazing job.

Mrs Cansdale selected an enthusiastic dance group from Years 3–6. The children enjoyed their weekly rehearsals.

### **Premiers Sporting Challenge**

Galston once again participated in the Premiers Sporting Challenge (PSC) in 2016, coordinated by Miss Dawson and supported by the school's Health and Wellbeing Committee. House Captains assisted in the logging of physical activity and many of our students accumulated some impressive hours of physical activity.

### **Sport**

2016 proved to be another great year in sport at Galston Public School. Each week students

participated in sport and fitness activities to develop their skills and to be physically active, including a Mindfulness in Action yoga-based wellbeing and movement program during Term 2, and, with funding support from a Sporting Schools grant to subsidise the cost, Hot Shots Tennis Clinics during Term 4. During Term 3, students from Years 3–6 thoroughly enjoyed taking part in interschool PSSA sport in league tag and netball.

Selected students had the opportunity to participate in several sporting competitions and gala days throughout the year, including the NSWPSA State Football and Netball Knockouts, Parramatta All Schools Rugby League Carnival, Parramatta 7-a-side Rugby League Gala Day, North Sydney League Tag Gala Day and the Wanderer's Cup Soccer Gala Day, progressing to the final of the Wanderer's Cup – an outstanding achievement.

Our annual carnivals were a highlight of the sporting year, thanks to the hard work of the organising teachers and the teachers and parents who assisted on the days. The year kicked off with our Swimming Carnival in Term 1, followed by the Cross Country Carnival and Track and Field Events Carnivals in Term 2. Well done to the House Captains and Vice Captains for organising and encouraging their houses during the carnivals.

We had enthusiastic teams of students qualify to represent Galston Public School at Beecroft Zone PSSA Swimming, Cross Country and Athletics Carnivals, with some going on to represent at Sydney North PSSA Regional Carnivals. It is wonderful to be a part of these days, with our students competing in one of the largest zones in NSW, made up of 21 very competitive schools. What our students achieved at these carnivals is to be commended.

Some of our students were provided with the opportunity to attend various Zone and Sydney North Regional PSSA trials, including football, rugby league, netball and golf. Nick N qualified to represent Sydney North at the NSWPSA Golf Championships.

It is important to note that without the support of the parents and carers of Galston Public School, our participation in many of these valuable extracurricular activities would not be possible. Thank you to all the parents and carers who volunteered to setup, clean up and transport students to and from carnivals, performance events, games and gala days.