

Galston Public School

Annual Report



2017



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Introduction

The Annual Report for 2017 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.

Rob Jarvis

Principal

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Message from the Principal

At Galston Public School our students, teachers, support staff and parents work 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 2017. As a school community, we are proud of the many and varied successes our students and staff have experienced throughout the year.

We've had another productive year here at Galston Public School, with many wonderful educational activities, excursions and incursions, sporting events, performances and extra-curricular opportunities. I thank the teachers and support staff for their dedicated work throughout the year, not only for the special events and activities, but for the day-to-day care and attention they give to our students. I feel privileged to lead such a wonderful team of teachers, executive and support staff, and also thank our amazing office staff who 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.

I thank our parent volunteers for their outstanding contribution to our school in many different capacities. In particular, I would like to thank the members of our amazing P&C and all its sub committees for their hard work throughout the year, and welcome our new P&C President, Mrs Kim Alsdorf, to the role. I thank long-serving former President Jo Stephenson. Jo has been, and continues to be, an outstanding advocate for Galston Public School. Jo has taken an interest in our strategic goals and directions and the hard work being done amongst the teaching staff to build capacity and improve student outcomes.

As we reflect on the year and look to the future, what qualities would we like to continue to develop in our students into the future? 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, 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

A message from the P&C

It is with some sadness that I provide my last Annual Report as President of Galston Public School's P&C Association. We have had another productive year, always supporting our school by providing services and activities to our families, and supplementing the school's educational resources and equipment. This is achieved by reinvesting profits from our activities into our school.

Our primary vision is to improve and enhance life for our children whilst at school. This cannot be achieved without the support of Rob Jarvis, our school Principal, and his Assistant Principals, Giulia Muscat, Dean Finch and Rebecca Wallace. They, along with the entire staff of the school, continue to support every P&C initiative and activity.

One of our main profit centres, the Uniform Shop, continues to offer a complete range of uniform items to our families, always aiming to maintain competitive pricing. The online uniform shop continues to offer working parents a convenient shopping alternative and this service was streamlined at the end of 2017 by transferring to Flexi Schools, offering easier payment options. The in-shop experience is still available, providing an opportunity to try uniforms on for size.

Following last year's total refurbishment of the canteen, operations here have continued with enthusiasm. The Canteen Committee continually work to offer interesting menu options, always striving to meet the Healthy Canteen guidelines now required by the Department of Education. The recent implementation of Flexi Schools for online ordering has streamlined processes in the canteen, providing more time to concentrate on food preparation and service. The canteen has grown in popularity and is much loved by the students (and staff) who look forward to lunch orders and counter sales twice each week.

As always, the Fundraising Committee has been working hard to bring interesting activities and events to the school. This year's events included: Mother's Day and Father's Day stalls; School Disco; Artwork Calendars; the final Annual Golf Day and dinner at our Family Christmas Carols Night.

Other events and initiatives offered jointly throughout the year include: continuation of our Class Coordinator programme; Movie Night; provision of canteen at the school Cross Country Carnival; the Galston Public School smart phone App; provision of lunch BBQ on Open Day; representation at ANZAC Day, Kindy Orientation and Presentation Day; and a Family Photo Weekend at Fagan Park.

In keeping with our philosophy, the P&C have returned profits to the school in the following ways: contribution of \$15,000 towards our Learning and Support programme; continuation of Student Injury Insurance costing over \$1,200; supply of the final piece of furniture in the canteen refurbishment – the Uniform Shop mobile counter at \$2,585; and new air conditioning units in the Reading Room and KW classroom, costing \$8,241. In addition, the P&C have committed to making a substantial contribution (in the order of \$50,000) to the new playground equipment which is anticipated to go ahead in 2018.

The P&C have maintained relevant insurances throughout the year covering the uniform shop and canteen stock, public liability and parent helper injury compensation. There have been no claims on insurance during this year.

At the AGM in September I stood down as P&C President after five (5) years leading this extraordinary group of parents. I am extremely proud of the achievements of the P&C during this time and will always look back on this experience with fondness. I wish our new President, Kim Alsdorf, much success as she continues the good work of our P&C.

In closing, I give thanks to the volunteer parents who donate their time, skills and personal resources to enable our P&C to thrive. This core group of parents support the whole school community and without them, we could not give so much back to the school.

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 and the Northern Sydney Learning Alliance, 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** – Sustaining and Growing
- **Curriculum** – Sustaining and Growing
- **Assessment** – Sustaining and Growing
- **Reporting** – Sustaining and Growing
- **Student Performance Measures** – Delivering
- **Overall** – Sustaining and Growing

TEACHING

- **Effective Classroom Practice** – Delivering

- **Data Skills and Use** – Sustaining and Growing
- **Professional Standards** – Sustaining and Growing
- **Learning and Development** – Sustaining and Growing
- **Overall** – Sustaining and Growing

LEADING

- **Educational Leadership** – Sustaining and Growing
- **School Planning, Implementation and Reporting** – Sustaining and Growing
- **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 our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Student learning and engagement

Purpose

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

Overall summary of progress

- Our three trained staff members continued to deliver effective and engaging professional learning workshops in Focus on Reading – Phase 1 throughout the year. Lesson observations supported the implementation of key strategies. All staff continue to be engaged in and enthusiastic about Focus on Reading professional learning, taking part in productive professional dialogue, reflecting on current practice, sharing ideas with colleagues and refining their pedagogy as a result of this evidence-based program.
- Seven Steps to Writing Success continued to be implemented. New staff were made aware of resources and supported via team teaching. Continued opportunities for collaboratively applying consistent teacher judgement were delivered through the refinement and implementation of writing rubrics and the investigation of individualised writing goals.
- Continued focus on and improvement in collaborative programming and assessment practices in English and mathematics. Mathematics programs clearly differentiating to cater for all learners and increased consistency in assessment. Collaborative revision of SENA for implementation in 2018.
- Benchmarking undertaken K–6, with data used to inform guided reading. Ongoing teacher professional learning in effective benchmarking and analysis of results to inform and support guided reading.
- Professional learning around and unpacking of the seven elements of CESE's What Works Best document.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students will exit their grade reading and comprehending text at the expected level.	<p>\$7,064 Literacy and Numeracy funding: support teachers to implement benchmarking and SENA testing.</p> <p>\$2,291 Professional Learning funds: train LaST in MacqLit and purchase resource.</p> <p>\$7,300 from KLA budget to purchase K–2 guided readers.</p>	<ul style="list-style-type: none">• 91% of Kindergarten students exited the grade reading PM Benchmark Level 5 or above.• 75% of Year 1 students exited the grade reading PM Benchmark Level 16 or above.• 58% of Year 2 students exited the grade reading PM Benchmark Level 26 or above (82% of Year 2 students exited the grade reading Level 24 or above).• 86% of Year 3 students exited the grade reading Fountas & Pinnell Level P or above.• 82% of Year 4 students exited the grade reading Fountas & Pinnell Level S or above.• 85% of Year 5 students exited the grade reading Fountas & Pinnell Level V or above.• 79% of Year 6 students exited the grade reading Fountas & Pinnell Level Y or above.• Use of Fountas & Pinnell Benchmark Kits to support consistency in benchmarking Years 3–6.• MacqLit program targeting identified students in Years 3–6 reading below Level 30.• 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.
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>PAT Comprehension</p> <ul style="list-style-type: none">• Year 1: 1.2, Year 2: 0.5, Year 3: 0.0, Year 4: 0.3, Year 5: 0.6, Year 6: 0.6 <p>PAT Maths</p> <ul style="list-style-type: none">• Year 1: 1.0, Year 2: 0.66, Year 3: 0.97, Year 4: 0.92, Year 5: 0.9, Year 6: 0.59

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.		Staff professional learning, analysing trends and considerations for programming.
Increase the proportion of students in the top 2 NAPLAN bands in reading and numeracy by 10% as per Bump It Up Strategy (2019).	\$1,200 from KLA budget to purchase problem solving cards for maths.	<p>2015 – 2017 comparison of students from Year 3 to Year 5 and from Year 5 to Year 7.</p> <p>Year 3 2015 to Year 5 2017</p> <ul style="list-style-type: none"> • Reading 33.4% in top 2 bands (Year 3 2015), 42.4% in top two bands (Year 5 2017). • Numeracy 42.4% in top 2 bands (Year 3 2015), 36.3% in top two bands (Year 5 2017). <p>Year 5 2015 to Year 7 2017</p> <ul style="list-style-type: none"> • Reading 43.8% in top 2 bands (Year 5 2015), 35.9% in top two bands (Year 7 2017). • Numeracy 33.4% in top 2 bands (Year 5 2015), 46.2% in top two bands (Year 7 2017). <p>Premier's Priority –Increase the average percentage of NAPLAN Reading and Numeracy in Top 2 Bands</p> <ul style="list-style-type: none"> • 2015 – 38.17% • 2016 – 40.44% • 2017 – 45.70%

Next Steps

- Completion of Focus on Reading – Phase 1. Two staff members will undertake training in Focus on Reading – Phase 2 and will commence delivering professional learning workshops to the teachers.
- Further development of consistent benchmarking practices, including clarification of instructional level. Ongoing collaborative planning and sharing of ideas through stage planning and programming to continue to improve guided reading instruction.
- Revisit and review Seven Steps to Writing Success through whole-school professional learning workshop involving our community of schools. One staff member to undertake Seven Steps Coach training to support ongoing implementation at a school level. Expansion of writing goals, linked to learning progressions.
- Differentiated mathematics programming, including revised scope and sequences, to be a focus of stage-based professional learning. Teacher-modified SENA testing data to be reviewed and linked to programming and learning progressions.
- 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

- Teachers continued to enhance the quality of their teaching and their focus on their professional learning and growth through participating in the Performance and Development Framework and Performance and Development Plans, as well as lesson observations, feedback and team teaching.
- A school-wide culture of high expectations is continuing to be 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. Programming and book supervision processes continue to build these expectations and refine teaching and learning programs, supported by extensive collaborative programming opportunities.
- Practical and relevant professional learning, combined with extensive stage collaboration and planning is contributing to raising expectations and improving teaching and learning programs. Professional learning sessions unpacking the 'What Works Best' document have focused teachers on strategies that have the greatest impact on student learning outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	QTSS staffing allocation; BTRA funding (\$13,450)	<ul style="list-style-type: none">Performance and Development Plan (PDP) goals developed in consultation with supervisors and with reference to the school's strategic directions and the teaching standards.BTRA money used to effectively support and mentor beginning teachers.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.PDP self-assessments and annual reviews contributed to this.
All teachers will engage in collaborative programming, setting clear learning intentions and success criteria for their students.	Professional Learning funds to employ casuals in order to undertake stage planning	<ul style="list-style-type: none">Professional learning to unpack and investigate 'What Works Best' and sharing of strategies used to implement in classroom practice.Analysis of assessment to inform explicit teaching practices.Staff engaged in fortnightly collaborative stage planning.End-of-term stage planning days provided opportunities to reflect on practice and plan and develop teaching and learning programs for the following term.Time allocated during Terms 2 and 4 for staff to engage in consistent teacher judgement.Extensive collaborative TPL provided throughout the year.

Next Steps

- Continue to use Strong Start Great Teachers induction and mentoring processes for beginning teachers. Continue to refine the development of PDP goals that link more closely to professional learning and the Teaching Standards, as well as continued opportunities for lesson observations and feedback.
- Continue to provide collaborative planning and programming opportunities to raise expectations for students and teachers. Enhanced opportunities for supportive and relevant team teaching and lesson observations to address targeted areas of need to build teacher capacity. Continue to provide relevant opportunities for team teaching to enhance and improve teacher practice.
- Continued professional learning based upon What Works Best, putting strategies into practice within teaching and learning programs and lessons in an observable manner to build teacher capacity 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.
- PBL classroom systems professional learning supported teachers to refine or establish consistent expectations and school-wide consistency. Lesson observations focusing on active supervision provided opportunities for teachers to receive feedback on an aspect of the classroom management and engage in collegial discussion.
- Students undertook athletics clinics during Term 2 and gymnastics clinics during Term 4.
- Peer Support successfully delivered student-led sessions focusing on values. The Positive Relationships program was delivered to all students as part of RFF.
- Kids Matter Kindergarten Transition Program was again successfully delivered.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School Positive Behaviour for Learning (PBL) practices will be refined 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.	Professional Learning funds.	<ul style="list-style-type: none">• Selected teachers attended PBL Universal Prevention Catch-up Training.• PBL Committee provided additional professional learning for staff in Universal Prevention Classroom Systems of Support, continuing the development of consistent classroom expectations to match our school values. Lesson observations focusing on active supervision provided teachers with the opportunity to reflect on their classroom management.• School discipline procedures were revised and consistent classroom discipline procedures were develop and implemented.
Teaching staff will use Sentral to record attendance, monitor student wellbeing and welfare, record parent communication and produces student reports.	Yearly Sentral subscription (\$3,850).	<ul style="list-style-type: none">• New staff trained in the use of Sentral.• All staff using Sentral to record attendance, relevant parent communication and student wellbeing issues.• All staff confidently using Sentral for student academic reports.

Next Steps

- Beginning teachers to attend PBL Universal Prevention Catch-up Training.
- Ongoing implementation and refinement of PBL Classroom Systems of Support through professional learning.
- Continued 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	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$636 Aboriginal Background equity loading	Classroom teacher, Aboriginal Education Contact and LaST worked together to develop PLPs for our two Aboriginal students.
English language proficiency	\$616 English Language Proficiency equity loading	English Language Proficiency funding contributed to the Learning and Support Program to employ SLSOs to support students.
Low level adjustment for disability	\$29,917 Low Level Adjustment for Disability flexible equity loading	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.
Quality Teaching, Successful Students (QTSS)	QTSS staffing allocation Semester 1: 0.194 QTSS staffing allocation Semester 2: 0.444	During Semester 1, 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. During Semester 2, our three Assistant Principals were released from class one day per week to undertake above mentioned practices.
Socio-economic background	\$9,303 Socio-economic Background equity loading	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.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	125	130	140	135
Girls	115	122	124	129

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.7	96	95.8	95.9
1	95.6	96.6	95.6	93.9
2	97.2	95.2	95.5	94
3	94.5	97.5	94.1	95
4	95.9	95.7	96.8	92.7
5	95.4	95.3	93.5	95.1
6	96.4	94.9	95.5	93.5
All Years	96	95.9	95.3	94.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Teachers accurately record student attendance each day by marking their class roll on Sentral, including making note of partial absences and following up on non-attendance by requesting notes from parents explaining absences. Attendance monitoring is a regular agenda item at Executive and Stage Meeting. Where attendance is of concern, class teachers, with the support their Supervisors, implement strategies to improve attendance. Most cases of non-attendance are effectively managed at a school level. When required, the school seeks the assistance of the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.16
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	2.52
Other Positions	0

*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 2017, 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.

School-based and external professional learning undertaken by staff included:

- Child Protection – Mandatory Update

- Code of Conduct Update
- CPR and anaphylaxis face-to-face training
- Workplace Health & Safety
- New Focus on Reading 3–6: Masterclass Phase 1
- New Focus on Reading – ongoing implementation of Phase 1
- Seven Steps to Writing Success
- Unpacking What Works Best
- School-based What Works Best workshops
- Performance and Development for Non-teaching Staff Workshop
- Improving communication and engagement within your school and your community
- Learning and Support Teacher (LaST) Network Meetings
- Proactive Learning and Support Teachers
- Planned Adjustments K–6
- Interim Enterprise Financial Planning Tool (eFPT) Training
- Using Data With Confidence
- Maths – differentiated programming and problem solving
- PBL Classroom Systems
- Positive Behaviour for Learning Module 1: Universal Prevention Catch-Up Team
- Training
- Primary Choral Teachers' Workshop
- Benchmarking and running records
- SENA
- Northern Sydney Regional Conference
- Primary Principals Association meetings
- Dural Network meetings

There were three permanent and five temporary new scheme teachers at Galston Public School during 2017. No teachers undertook accreditation at Highly Accomplished or Lead Teacher levels.

	2017 Actual (\$)
Opening Balance	305,143
Revenue	2,521,579
Appropriation	2,331,808
Sale of Goods and Services	12,254
Grants and Contributions	172,908
Gain and Loss	0
Other Revenue	0
Investment Income	4,609
Expenses	-2,484,381
Recurrent Expenses	-2,484,381
Employee Related	-2,147,750
Operating Expenses	-336,630
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	37,199
Balance Carried Forward	342,342

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

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

Financial summary

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

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,904,030
Base Per Capita	40,346
Base Location	0
Other Base	1,863,684
Equity Total	90,861
Equity Aboriginal	636
Equity Socio economic	9,303
Equity Language	616
Equity Disability	80,306
Targeted Total	140,426
Other Total	154,292
Grand Total	2,289,609

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

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

School performance

NAPLAN

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

2017 NAPLAN literacy results:

- 55.8% of Year 3 students achieved in the top 2 bands for reading.
- 62.8% of Year 3 students achieved in the top 2 bands for writing.
- 60.4% of Year 3 students achieved in the top 2 bands for spelling.
- 62.8% of Year 3 students achieved in the top 2 bands for grammar & punctuation.
- 42.4% of Year 5 students achieved in the top 2 bands for reading.
- 59.4% of Year 5 students achieved greater than or equal to expected growth in reading from Year 3 to Year 5.
- 21.3% of Year 5 students achieved in the top 2 bands for writing.
- 65.6% of Year 5 students achieved greater than or equal to expected growth in writing from Year 3 to Year 5.
- 27.3% of Year 5 students achieved in the top 2 bands for spelling.
- 46.9% of Year 5 students achieved greater than or equal to expected growth in spelling from Year 3 to Year 5.
- 30.3% of Year 5 students achieved in the top 2 bands for grammar & punctuation.
- 65.6% of Year 5 students achieved greater than or equal to expected growth in grammar & punctuation from Year 3 to Year 5.

2017 NAPLAN numeracy results:

- 45.2% of Year 3 students achieved in the top 2 bands for numeracy.
- 36.3% of Year 5 students achieved in the top 2 bands for numeracy.
- 68.8% 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. Go to <http://www.myschool.edu.au> 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.

- 55.8% of Year 3 students achieved in the top two bands in reading.
- 45.2% of Year 3 students achieved in the top two bands in numeracy.
- 42.4% of Year 5 students achieved in the top two bands in reading.
- 36.3% 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 parent 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). Forty parents responded to the survey and their responses are summarised below, with NSW Govt Norm in brackets:

- Parents at Galston Public School feel welcome 8.0 (7.4)
- Parents at Galston Public School are informed 7.1 (6.6)
- Parents at Galston Public School support learning at home 5.9 (6.3)
- Support for learning at Galston Public School 7.7 (7.3)
- Support for positive behaviour at Galston Public School 8.2 (7.7)
- Safety at Galston Public School 7.8 (7.4)
- Inclusion at Galston Public School 7.2 (6.7)

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: 31, Year 5: 31 and Year 6: 27.

- *Student participation in school sports* – Students play sports with an instructor at school, other than in a gym class: 99% of students had a high rate of Participation in Sports. The NSW Govt norm for these years is 83%.
- *Student participation in extracurricular activities* –

Students take part in art, drama, or music groups; extracurricular school activities; or a school committee: 69% of students 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* – Students feel accepted and valued by their peers and by others at their school: 84% of students had a high sense of belonging; the NSW Govt norm for these years is 81%.
- *Students with positive relationships* – Students have friends at school they can trust and who encourage them to make positive choices: 92% of students had positive relationships; the NSW Govt norm for these years is 85%.
- *Students that value schooling outcomes* – Students believe that education will benefit them personally and economically, and will have a strong bearing on their future: 98% of students valued School Outcomes. The NSW Govt norm for these years is 96%.
- *Students with positive homework behaviours* – Students do homework for their classes with a positive attitude and in a timely manner: In this school, 76% of students had positive homework behaviours; the NSW Govt norm for these years is 63%.
- *Students with positive behaviour at school* – Students that do not get into trouble at school for disruptive or inappropriate behaviour: 94% of students had positive behaviour; the NSW Govt norm for these years is 83%.
- *Students who are interested and motivated* – Students are interested and motivated in their learning: 87% of students were interested and motivated; the NSW Govt norm for these years is 78%.
- *Effort* – Students try hard to succeed in their learning: 96% of students 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: 43% of students had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for these years is 53%. 36% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for these years is 26%. 19% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%. 2% 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* – Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives: students rated Effective Classroom Learning Time 8.6 out of 10; the NSW Govt norm for these years is 8.2.
- *Relevance* – Students find classroom instruction relevant to their everyday lives: students rated Relevance 8.6 out of 10; the NSW Govt norm for these years is 7.9.
- *Rigour* – Students find the classroom instruction

is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn: students rated Rigour 8.2 out of 10; the NSW Govt norm for these years is 8.2.

- *Students who are victims of bullying* – Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet: 24% of students were victims of moderate to severe Bullying in the previous month; the NSW Govt norm for these years is 36%.
- *Advocacy at school* – Students feel they have someone at school who consistently provides encouragement and can be turned to for advice: students rated advocacy at school 8.2 out of 10; the NSW Govt norm for these years is 7.7.
- *Positive teacher–student relations* – Students feel teachers are responsive to their needs, and encourage independence with a democratic approach: Positive Teacher–Student Relations were rated 8.8 out of 10; the NSW Govt norm for these years is 8.4.
- *Positive Learning Climate* – There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed: students rated Disciplinary Climate of the Classroom 7.4 out of 10; the NSW Govt norm for these years is 7.2.
- *Expectations for success* – The school staff emphasises academic skills and hold high expectations for all students to succeed: 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. Seventeen teachers completed the survey. NSW Govt Norm in brackets:

The Eight Drivers of Student Learning:

1. Leadership 8.4 (7.1)
2. Collaboration 8.4 (7.8)
3. Learning Culture 8.2 (8.0)
4. Data Informs Practice 7.8 (7.8)
5. Teaching Strategies 8.3 (7.9)
6. Technology 6.3 (6.7)
7. Inclusive School 8.5 (8.2)
8. Parent Involvement 7.5 (6.8)

The Four Dimensions of Classroom and School Practices

1. Challenging and Visible Goals 7.7 (7.5)
2. Planned Learning Opportunities 8.1 (7.6)
3. Quality Feedback 7.8 (7.3)
4. Overcoming Obstacles to Learning 8.1 (7.7)

Policy requirements

Aboriginal education

During 2017, our two Aboriginal students were supported through the collaborative development of a Personalised Learning Pathway, with consultation between the classroom teacher, student, school Aboriginal Education Contact, Learning and 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 continued to integrate 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 an incursion featuring Sean Choolburra, whose presentation made a link between traditional Aboriginal customs and traditions with modern Australia in a most entertaining and engaging manner.

Multicultural and anti-racism education

Integrated units in classrooms and library lessons frequently focus on a variety of different cultures and involve drawing on students' cultural backgrounds and 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

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, during which they took part in activities that they may experience when they start school and became familiar with their school environment. At the final orientation session, Galston CWA ran a morning tea for our Kindergarten parents.

Learning Support Team

Consisting of the Principal, Assistant Principals, Learning and Support Teacher (LaST) and School Counsellor, the Learning Support Team (LST) met regularly during 2017 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 MiniLit, an explicit and systematic reading intervention program for small groups of younger 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

2017 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 2017. 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, fifteen students earned a gold PRC certificate for completing their fourth consecutive year of reading commitment and three students were 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. Our group of debaters thrived under the tutelage of Mrs Pearce, working well together, developing their debating skills, and ending the debating season undefeated.

Public Speaking

This year, our students once again participated in The Hills Public speaking competition. 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 2017, the school continued its implementation and provision of information communication technologies. The Technology Room, Computer Lab, iPads and program subscriptions proved 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 assembly 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, with the support of Miss Mahony. The Senior Choir rehearsed weekly and performed during the year at school and presentation assemblies, Open Day, P&C Carols Night and festivals. A highlight was the choir's participation in the Arts North Primary Choral Concert at the Sydney Town Hall as part of the Combined Primary Choir of over 500 voices. The concert was wonderfully entertaining and provided a memorable experience for the students.

Mrs Pendharkar conducted the Junior Choir, which enjoyed weekly rehearsals and performed at school and presentation day assemblies, Open Day and P&C Carols Night.

Mrs Moore, with assistance from Mrs Cansdale, selected an enthusiastic Dance Group from Years 3–6. The Dance Group enjoyed performing at school assemblies.

Premiers Sporting Challenge

Galston once again participated in the Premiers Sporting Challenge (PSC) in 2017, coordinated by Mrs Watson 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

2017 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, with funding support from Sporting Schools grants to subsidise the cost, an athletics program during Term 2 and a gymnastics program 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 NSW PSSA 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.

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, followed by the Cross Country Carnival and Athletics Carnivals. 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. Our students' achievements at these carnivals is to be commended.

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 set up, clean up and transport students to and from carnivals, performance events, games and gala days.