

# Galston Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### School contact details

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## School background

### School vision statement

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

We place children at the centre of our decision-making and 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's excellent facilities, attractive gardens and expansive playing fields offers a pleasant and inviting learning environment for its students.

Enthusiastic and dedicated classroom teachers, leaders 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 works 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 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 welcomes 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 the support of Bendigo Bank, Galston Branch to undertake school improvement projects.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Student learning and engagement in literacy and numeracy

### Purpose

To enhance 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 changing world.

### Improvement Measures

80% of students K–6 will exit their grade reading and comprehending text at or above school–set minimum standards using the Fountas & Pinnell benchmarking kits: Kindergarten: Level E ; Year 1: Level J; Year 2: Level M; Year 3: Level P; Year 4: Level S; Year 5: Level V; Year 6: Level Y.

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.

Increase the proportion of students in the top 2 NAPLAN bands in reading and numeracy by 10% as per the Bump It Up Strategy.

### Progress towards achieving improvement measures

**Process 1:** Engage students in quality, differentiated literacy programs.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Two trained staff members continued to deliver effective and engaging professional learning workshops in Focus on Reading – Phase 1 throughout the year. Between module tasks and lesson observations once again 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.</li><li>• Some teachers trialed strategies for including individual writing goals. This area needs to be further investigated in 2020 as staff increase their knowledge of the Literacy Progressions and plotting student growth using the PLAN2 software.</li><li>• We maintained our focus on collaborative programming and assessment practices in English. What Works Best TPL focused on supporting stage teams to continue to build LISC into their teaching, as well as effective feedback. Benchmarking data was used to inform guided reading, with stage planning days supporting consistency and quality in the programming of guided reading, supported by the analysis of benchmarking results.</li><li>• All teachers were actively engaged in the External Validation process, evaluating school achievement in Literacy in line with the School Excellence Framework.</li><li>• All grades recorded significant growth as reflected through pre and post PAT comprehension assessments. Many were at 0.55 with the greatest growth being in Year 2 with an effect size of 0.97.</li><li>• While not all students exited their grade reading and comprehending text at or above school set minimum standards, this remains an area of focus as we move into the next cycle of planning. The minimum was 55% (Kindergarten) and the maximum 84% (Year 5). The average across the school was around 76%.</li><li>• The number of Year 3 students in the top two bands for reading continues to climb, with 58% in 2019 as compared to 56% in 2018.</li><li>• The number of Year 5 students in the top two bands for reading remained steady, with 14 students. The percentage dropped from 38% to 34% due to cohort size.</li></ul>	<p>\$7,000 Professional Learning funds</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul>

**Process 2:** Engage students in quality, differentiated mathematics programs.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• We maintained our focus on collaborative programming and assessment practices in Mathematics. Stage planning saw further refinement of our maths scope &amp; sequence and our differentiated maths programming to cater for all learners.</li><li>• What Works Best TPL focused on supporting stage teams to continue to build LISC into their teaching, as well as effective feedback.</li><li>• Stage planning days supporting consistency and quality in programming focused on areas such as the integration of technology and the use of assessments such as SENA were highly effective.</li><li>• Staff familiarisation with 'Quantifying numbers' sub-element of the Numeracy Learning Progression also remained a priority, with all staff engaged in the development of SENA style assessments to inform teaching and learning.</li><li>• All grades recorded significant growth as reflected through pre and post PAT mathematics assessments. Many were at 0.55 or above with the greatest growth being in Year 1 and 2 above 0.9 and Year 5 with an effect size of 0.96.</li><li>• 56% of Year 3 students were in the top 2 bands of NAPLAN numeracy, which is up from 45% in 2018.</li><li>• Conversely, 21% of Year 5 students were in the top 2 bands of NAPLAN Numeracy, meaning this will be an ongoing area of focus for our school moving forward.</li></ul>	\$2,000 Professional Learning Funds

## Strategic Direction 2

### Quality teaching and leadership

#### Purpose

To foster a school-wide culture of high expectations through a collaborative, consistent and committed approach to developing collective teacher efficacy and a rigorous focus on professional learning, quality teaching, mentoring, participative goal setting and instructional leadership that builds capacity for change and improvement.

#### Improvement Measures

100% of teachers will plot and track their students in selected sub-elements of the literacy and numeracy learning progressions that relate to current professional learning initiatives, draw on the link between the progressions and the syllabuses, and use the data to develop individualised student goals.

100% of teachers will develop their capacity and expertise to cater for every child, reflected in teaching and learning programs, program and bookwork supervision, lesson observations, feedback, team teaching, mentoring and professional discussions.

100% of teachers will develop professional goals in their Performance and Development Plans that align with the school's strategic plan and the Australian Professional Standards for Teachers.

#### Progress towards achieving improvement measures

**Process 1:** Build teacher capacity and expertise to cater for every child in a collegial, collaborative and supportive environment, demonstrating a commitment to helping every student, teacher and leader to improve every year.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 100% of Teachers worked in groups to track students in the Literacy and Numeracy sub elements of 'Creating texts', 'Comprehending texts' and 'Quantifying numbers'.</li><li>• All Teachers developed bump it up walls to display student writing goals in Stage teams, linked to the 'Creating texts' sub element.</li><li>• Stage teams continued 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. Opportunities for team teaching to enhance and improve teacher practice remained a priority.</li><li>• Continued implementation of evidence-based professional learning to improve pedagogy and build teacher capacity and positively impact student learning outcomes.</li><li>• All staff were actively engaged in whole school evaluation against the School Excellence Framework as part of the External Validation process.</li></ul>	\$4050 School funds

**Process 2:** Meet the needs of teachers at different career stages and support them in the development and achievement of professional goals and accreditation.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• All staff completed their annual review in consultation with supervisors. All staff reflected on their goals and discussed their progress and future direction.</li><li>• Executive Team continued to use Strong Start Great Teachers induction and mentoring processes for beginning teachers.</li><li>• Process to refine the development of PDP goals that explicitly communicate intended growth, linked to professional learning and the Teaching standards was ongoing for 100% of teachers.</li></ul>	

## Strategic Direction 3

### Wellbeing

#### Purpose

To promote wellbeing through considered and systematic implementation of evidence-based systems and programs, developing healthy, resilient, creative and respectful members of the community.

#### Improvement Measures

Positive practices to support and promote student wellbeing will be evident through the programs and initiatives implemented in the classroom and playground and through learning and support practices.

100% of staff will record wellbeing notifications and details of parent/carers correspondence in Sentral, and collectively use this data to identify and address wellbeing priorities.

90% of results for positive climate for social-emotional outcomes in the Tell Them From Me survey will reflect above NSW Government norms.

#### Progress towards achieving improvement measures

**Process 1:** Maintain a school-wide focus on Positive Behaviour for Learning (PBL) systems to underpin school wellbeing processes in order to contribute to a positive, engaging and consistent classroom and playground environment.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Implementation of planned PBL and classroom reward scheme changes.</li><li>• Ongoing implementation and refinement of PBL Playground and Classroom Systems of Support.</li><li>• 100% of staff maintained a continued focus on Sentral record keeping for well being notifications and parent/carers correspondence. Executive staff implemented additional layer of Sentral monitoring to ensure consistency.</li><li>• Students with positive relationships – In September 93% of students at GPS have friends at school they can trust and who encourage them to make positive choices. The NSW Govt norm for these years is 85%. This figure is also up from 86% in April 2019.</li></ul>	

**Process 2:** Investigate, implement, refine and monitor evidence-based approaches to enhance student wellbeing, including ongoing refinement and development of learning and support practices.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Implementation of Peer Support in the area of resilience was well supported by teachers through debriefing sessions. Whole school language developed through these sessions led by Stage 3 student leaders.</li><li>• Positive evaluation of Bounce Back program by teachers; a wealth of activities to choose from. Need to streamline programming process across stages to ensure programs are explicit and time efficient.</li><li>• Excellent attendance and engagement reported during programs focusing on mental health and wellbeing throughout the year.</li></ul>	



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>\$2,078 Aboriginal background funding.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$2 078.00)</li> </ul>	PLPs collaboratively developed with Aboriginal Education Contact, LaST, classroom teachers and parents. Monitored and implemented throughout the year.
<b>English language proficiency</b>	<p>\$400 English language proficiency funding</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$400.00)</li> </ul>	SLSO working closely with classroom teachers to support students in literacy. This process is monitored and reviewed regularly by the LaST teacher and Co-ordinator.
<b>Low level adjustment for disability</b>	<p>\$20,320 Low level adjustment for disability funding</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$20 320.00)</li> </ul>	Val (SLSO) working closely with LaST (Lisa) to implement the school's LS programs and to support students and teachers.
<b>Quality Teaching, Successful Students (QTSS)</b>	0.43 staffing entitlement	<p>APs working with early career teachers to set up classroom, implement PBL behaviour systems and implement teaching and learning programs.</p> <p>APs working with stage teachers to refine their practice.</p> <p>QTSS mentoring timetable formalised to track support.</p> <p>Support for teachers assessing and reporting on students.</p>
<b>Socio-economic background</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$10 947.00)</li> </ul>	<p>Student assistance provided throughout the year to families when required.</p> <p>SLSO working closely with LaST (Lisa) to implement the school's LS programs and to support students and teachers.</p>
<b>Support for beginning teachers</b>		Professional reflection/learning strengthened through these collaborative structures. All staff supported in familiarisation with tools such as Learning Progressions and School Excellence Framework. Strong leadership/mentoring made possible through the use of QTSS funding and release of AP's to provide this ongoing support.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	140	135	135	128
Girls	124	129	129	122

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	95.9	96	95
1	95.6	93.9	95.8	95.4
2	95.5	94	94.2	94.1
3	94.1	95	94.1	93.1
4	96.8	92.7	95.2	93.8
5	93.5	95.1	93	92.5
6	95.5	93.5	95	91.4
All Years	95.3	94.3	94.7	93.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.25
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.52

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

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

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	407,248
<b>Revenue</b>	2,582,389
Appropriation	2,424,732
Sale of Goods and Services	5,423
Grants and contributions	148,073
Investment income	4,161
<b>Expenses</b>	-2,635,200
Employee related	-2,173,401
Operating expenses	-461,799
<b>Surplus / deficit for the year</b>	-52,811

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

## Financial summary - Equity loadings

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

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	102,617
<b>Equity Total</b>	101,186
Equity - Aboriginal	2,078
Equity - Socio-economic	10,946
Equity - Language	400
Equity - Disability	87,762
<b>Base Total</b>	1,895,407
Base - Per Capita	61,944
Base - Location	0
Base - Other	1,833,462
<b>Other Total</b>	247,866
<b>Grand Total</b>	2,347,076

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

## School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

## Parent/caregiver, student, teacher satisfaction

In 2019, 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.

- Students with positive relationships – 93% of students at GPS have friends at school they can trust and who encourage them to make positive choices. The NSW Govt norm for these years is 85%.
- Positive Behaviour – 90% of students at GPS perceive that they do not get in trouble at school for disruptive or inappropriate behaviour. The NSW Govt norm for these years is 82%. School based data supports this perception, with the vast majority of students being well behaved in the classroom and playground.
- Skills vs Challenge in Literacy and Mathematics – 44% of students at GPS had scores that placed them in the desirable quadrant, with high skills and high challenge. The NSW Govt norm for this category is 53%. 26% of students were confident of their skills, but did not find classes challenging. The NSW Govt norm for this category is 26%.
- Advocacy – At GPS, students feel they have someone at school who consistently provides encouragement and can be turned to for advice, giving a rating of 8.0 out of 10. The NSW Govt norm is 7.7
- School Pride – 78% of students reported a feeling of pride in their school.
- Expectations for success – The school staff emphasises academic skills and hold high expectations for all students to succeed: In this school, students rated Teachers' Expectations for Academic Success 8.9 out of 10; the NSW Govt norm for these years is 8.7.
- Student Perseverance Levels – The extent to which students can pursue their goals to completion, even when faced with obstacles. 55% of students at GPS report high levels of perseverance, compared to the NSW Govt mean of 47%.
- Parents feel welcome – Parents of GPS reported a score of 7.5 out of 10 when asked about the welcoming atmosphere of our school. The NSW Govt norm is 7.4.
- Parents support learning at home – Parents rated their level of support for student learning at home as 6.9 out of 10, compared to a NSW Govt norm of 6.3.

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:

1. Leadership 7.6 (NSW Govt norm 7.1)
2. Collaboration 8.0 (NSW Govt norm 7.8)
3. Learning Culture 8.0 (NSW Govt norm 8.0)
4. Data Informs Practice 7.4 (NSW Govt norm 7.8)
5. Teaching Strategies 8.1 (NSW Govt norm 7.9)
6. Technology 6.4 (NSW Govt norm 6.7)
7. Inclusive School 8.3 (NSW Govt norm 8.2)
8. Parent Involvement 7.2 (NSW Govt norm 6.8)

The Four Dimensions of Classroom and School Practices

1. Challenging and Visible Goals 7.4 (NSW Govt norm 7.5)
2. Planned Learning Opportunities 7.7 (NSW Govt norm 7.6)
3. Quality Feedback 7.7 (NSW Govt norm 7.3)
4. Overcoming Obstacles to Learning 7.8 (NSW Govt norm 7.7)

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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

## Other School Programs (optional)

### 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 P&C provided 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 2019 to collaboratively support the academic, social and emotional needs of students at Galston Public School. Students are identified as requiring academic support or extension or wellbeing support 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. MacqLit and MiniLit, explicit and systematic reading intervention programs for small groups, were implemented to support low-progress readers.

### Student Representative Council

2019 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 2019. 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, a number of students earned a gold PRC certificate for completing their fourth consecutive year of reading commitment and a awarded a platinum certificate for completing seven consecutive years of the challenge, a remarkable achievement.

### **Debating**

Our school once again participated in the Dural Friendly Debating Competition. Our group of debaters thrived under the tutelage of Ms Sundin, working well together, developing their debating skills, and enjoying the experience.

### **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 2019, 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. Laptops were purchased for all Stage 3 students which saw the ratio of iPads to students in K–4 increase.

### **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 Opera House 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 and Miss Mahony conducted the Junior Choir, which enjoyed weekly rehearsals and performed at school and presentation day assemblies, Open Day and P&C Carols Night.

Miss Mifsud selected an enthusiastic Dance Group from Years 3–6 who enjoyed performing at a school assembly.

Mrs Sundin ran a Junior and Senior Drama Group, with each group performing an enjoyable play in Semester 1 and 2 respectively.

### **Premiers Sporting Challenge**

Galston once again participated in the Premiers Sporting Challenge (PSC) in 2019, coordinated by Miss Mahony 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**

2019 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 used to provide cricket clinics in 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 7–a–side Rugby League Gala Day and the

North Sydney League Tag 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 and one student qualifying all the way to the NSWPSA State Athletics Championships. It is wonderful to be a part of the Beecroft PSSA Zone carnivals, 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 are 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 setup, clean up and transport students to and from carnivals, performance events, games and gala days.