2020 Annual Report

Galston Public School

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Introduction

The Annual Report for 2020 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.

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School vision

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. 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.

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

Self-assessment using the School Excellence Framework

Elements	2020 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)
• Two trained staff members have finalised the delivery of effective and engaging professional learning workshops in Focus on Reading throughout the year, concluding in Term 4. 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. • Teachers continued to increase their knowledge of the Literacy Progressions and plotting student growth using the PLAN2 software. • 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. • All teachers were actively engaged in the development of the school's Situational Analysis, as we reflect on our last 3 year plan and we gather our baseline data for the development of the next 4 year Strategic Improvement Plan. • All grades recorded significant growth as reflected through pre and post PAT comprehension assessments. Many were at 0.5 (lowest being 0.4) with the greatest growth being in Year 1 with an effect size of 1.7. • 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 62% (Year 1) and the maximum 85% (Year 4). The average across the school was around 75%. • NAPLAN was not conducted in 2020 due to COVID 19 and our school did not participate in the check in Assessments for Year 3 and 5. • As we move into the next phase of Strategic Planning, our target for % students achieving expected growth in reading according to NAPLAN will be moving from a baseline of 61.4% to 65.9%. Our target for students in the top 2 bands of reading will be moving from 49.4% to 56.4%.	Professional Learning Funds

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

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
• We maintained our focus on collaborative programming and assessment practices in Mathematics. Stage planning saw further refinement of our maths scope & sequence and our differentiated maths programming to cater for all learners. • What Works Best TPL focused on supporting stage teams to continue to build LISC into their teaching, as well as effective feedback. • 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. • In Term 4, baseline data was gathered for all students K-5 in the area of number acquisition and additive strategies as part of planning for more intensive Maths support in the new planning cycle using specific areas of the SENA assessment. • 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. • All grades recorded significant growth as reflected through pre and post PAT mathematics assessments. Many were at 0.55 or above (lowest 0.43) with the greatest growth being in Year 1 and 2 above 0.98 and Year 1 with an effect size of 1.9. • NAPLAN was not conducted in 2020 due to COVID 19 and our school did not participate in the check in Assessments for Year 3 and 5. • As we move into the next phase of Strategic Planning, our target for % students achieving expected growth in Numeracy according to NAPLAN will be moving from a baseline of 68.3% to 70.9%. Our target for students in the top 2 bands of Numeracy will be moving from 43.2% to 49.6%.	$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)
• 100% of Teachers worked in groups to track students in the Literacy and Numeracy sub elements of 'Fluency' and 'Quantifying numbers'. • All Teachers developed bump it up walls to display student writing goals in Stage teams, linked to the 'Creating texts' sub element. • 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. • Continued implementation of evidence-based professional learning to improve pedagogy and build teacher capacity and positively impact student learning outcomes. • All staff were actively engaged in whole school development of the Situational Analysis in preparation for our next 4 year cycle of Strategic Improvement.	$??? 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)
Student Growth and Attainment • Data Talks (Based on the work of Lyn Sharrat) - Regular, short cycle engagement with data, using an instructional leader approach. • Supporting Student Learning - Increase levels of growth and achievement for students in Literacy and Numeracy acquisition K-6. Engagement with Learning • Assessment for Learning - building teacher and student capacity using	Staff time

Progress towards achieving improvement measures	
evidence based approaches • Communication and Engagement - Communication as an area of focus to engage with parents and community. Wellbeing • Evidence based approaches to providing safe and orderly learning environments • Evidence based approaches to student wellbeing (in collaboration with the School Sport Unit) All teachers and Administration staff have nominated one of these teams to be a member of in 2021, dependent on areas of interest and/or responsibility. This team approach will ensure all staff are engaged in the authentic and meaningful development/implementation of whole school initiatives which can also link directly to their PDP development.	

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/carer 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)
Recently, our staff reviewed our overarching positive systems throughout the school, as well as the teaching tool which are our consequences. This was an interesting session with a strong focus on increasing visibility of our existing strong procedures (both positive and restorative) for students, teachers and families. Feedback has been sought from community and students to refine these systems and implement updated procedures moving into 2021. In this way, expectations of behaviour systems are being co-designed with students, staff and the community to ensure effective conditions for learning.	Time with community, students and staff.

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)
• 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. • 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. • Excellent attendance and engagement reported during programs focusing on mental health and wellbeing throughout the year. • Moving into the next round of whole school planning, a learning team will be formed with a focus on evaluating existing physical activity and wellbeing programs. The programs listed will be evaluated by this team, as well as new initiatives developed to meet the wellbeing needs of our students.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($2 400.00)	PLPs collaboratively developed with Aboriginal Education Contact, LaST, classroom teachers and parents. Monitored and implemented throughout the year.
English language proficiency	**Funding Sources:** • English language proficiency ($1 288.00)	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.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($21 764.00)	SLSOs working closely with LaST (Lisa) to implement the school's LS programs and to support students and teachers.
Quality Teaching, Successful Students (QTSS)	0.43 staffing entitlement	APs working with all teachers K-6 • Team Teaching • Supervision of staff • Accreditation of staff • lesson observations • Engagement in the PDP process and individual professional development • Collaborative Planning
Socio-economic background	$10,000 School Based Funds	Student assistance provided throughout the year to families when required. SLSO working closely with LaST to implement the school's LS programs and to support students and teachers.
Support for beginning teachers		None of the teaching staff at GPS attract beginning teacher funds this year. Support for those staff in their first five years of teaching has taken the form of team teaching, AP support and ongoing professional learning/dialogue.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	135	135	128	127
Girls	129	129	122	105

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.9	96	95	96.1
1	93.9	95.8	95.4	94.6
2	94	94.2	94.1	95.3
3	95	94.1	93.1	94.5
4	92.7	95.2	93.8	95.3
5	95.1	93	92.5	95.1
6	93.5	95	91.4	95.1
All Years	94.3	94.7	93.5	95.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

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)	7.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.42

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	354,437
Revenue	2,379,614
Appropriation	2,261,595
Sale of Goods and Services	4,553
Grants and contributions	112,440
Investment income	925
Other revenue	100
Expenses	-2,411,714
Employee related	-2,172,306
Operating expenses	-239,408
Surplus / deficit for the year	-32,100
Closing Balance	322,337

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.

	2020 **Approved SBA** ($)
Targeted Total	93,187
Equity Total	104,707
Equity - Aboriginal	2,136
Equity - Socio-economic	13,888
Equity - Language	1,288
Equity - Disability	87,395
Base Total	1,825,566
Base - Per Capita	60,126
Base - Location	0
Base - Other	1,765,440
Other Total	231,178
Grand Total	2,254,638

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.

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

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parent, Teacher and Student surveys:

- 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.
- Students reported sense of belonging is steadily decreasing over the past 4 years (54% school vs 81% state).
- 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 7.2 out of 10. The NSW Govt norm is 7.7
- School Pride - 78% of students reported a feeling of pride in their school
- 33% Year 4, 22% Year 5 and 31% Year 6 students show signs of early disengagement - Interventions aimed at improving basic reading and maths skills. Developing positive friendships and resolving conflict in constructive ways.
- 48% students in Years 4-6 are interested and motivated in their learning vs 78% across the state.
- Our girls (41%) report high levels of perseverance less than our boys (52%)
- 19% of students have positive homework behaviours. State norm is 63% - How can we make homework more engaging?
- 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
- Parents feel informed - 5.4 out of 10, with some areas (social development, academic progress) as low as 4.6. State average is 6.6
- Parents rate their support of student learning at home 7.4 out of 10. NSW norm is 6.3. The vast majority of parents (up to and above 90%) report that they have never or rarely done voluntary work at the school.
- Parents have expressed that while they have a strong sense of connection with their child's teachers, they have a desire for greater communication about student achievement and work undertaken through surveys conducted after the COVID learning from home period.
- Positive Behaviour and Safety at school were ranked 6.7 and 5.8 respectively (State norms of 7.7 and 7.4). While children feeling safe going to school was rated at 7.8, areas like behaviour being dealt with in a timely manner and a perception that "good kids" aren't rewarded were areas of concern.
- 2021 homework - 60% of parents would value a combination of paper based and online.

The Eight Drivers of Student Learning:

- Leadership 8.8 (NSW Govt norm 7.1)
- Collaboration 8.7 (NSW Govt norm 7.8)
- Learning Culture 8.6 (NSW Govt norm 8.0)
- Data Informs Practice 8.4 (NSW Govt norm 7.8)
- Teaching Strategies 8.4 (NSW Govt norm 7.9)
- Technology 6.3 (NSW Govt norm 6.7)
- Inclusive School 8.5 (NSW Govt norm 8.2)
- Parent Involvement 6.8 (NSW Govt norm 6.8)

The Four Dimensions of Classroom and School Practices

- Challenging and Visible Goals 7.8 (NSW Govt norm 7.5)
- Planned Learning Opportunities 8.3 (NSW Govt norm 7.6)
- Quality Feedback 7.8 (NSW Govt norm 7.3)
- Overcoming Obstacles to Learning 8.2 (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.