

2021 Annual Report

Galston Public School



1952

Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Galston Public School

School Rd

Galston, 2159

<https://galston-p.schools.nsw.gov.au>

galston-p.school@det.nsw.edu.au

9653 2062

School vision

Galston Public School believes in and 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 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 making the the school's PBL values of 'Respect', 'Responsibility' and 'Personal Best' visible to staff, students and community through our systems and processes.

At Galston Public School, we recognise that the greatest influence on improving student outcomes is teacher quality. We are committed to teacher professional learning and meaningful engagement with data as part of this reflective improvement process.

At the core of all we do is building and strengthening positive relationships in our learning community.

School context

Galston Public School is located near Dural in Northern Sydney. We are a small school which caters for around 230 students. 5 of these students are from an ATSi background. Our children come from a variety of housing, from units and residential housing in the village of Galston to acreage in the surrounding hills area. We have a current Family Occupation and Education Index (FOEI) of 60, which is reflective of our children's middle to high socio economic background. Galston Public School's excellent facilities, attractive gardens and expansive playing fields offers a pleasant and inviting learning environment for our 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'. It is imperative that staff, students and community continue to have a genuine sense of ownership of systems that are underpinned by these core values.

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.

The school, in consultation with our community and local AECG, has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around developing student Literacy/Numeracy skills, Teacher Professional Learning and Wellbeing.

In the Learning domain, STUDENT PERFORMANCE MEASURES will be an area of focus.

In the Teaching domain, DATA SKILLS AND USE will be an area of focus.

In the Leading domain, EDUCATIONAL LEADERSHIP will be an area of focus.

These 3 areas are closely related, and form the basis of our future directions for the life of this school plan.

Our school will undertake External Validation in 2023.

Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading, numeracy and attendance we will develop and sustain whole school processes for regular short cycle engagement with data.

We will also ensure strong Learning Support structures, informed by data analysis, are embedded into our approaches to enable every child to achieve their personal best.

Initiatives

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

- Data Talks
- Evidence Based Learning Support Programs, Procedures and Guidelines

Resources allocated to this strategic direction

Aboriginal background: \$3,813.78

English language proficiency: \$2,400.00

Socio-economic background: \$14,634.65

Literacy and numeracy: \$29,771.60

Low level adjustment for disability: \$89,035.00

P&C Funding: \$20,000.00

Professional learning: \$2,000.00

6101 funds: \$6,000.00

Integration funding support: \$91,016.00

Summary of progress

Data Talks:

Activity -

- 7 rounds of Data Talks have been completed by all staff K-6.
- 2 rounds of Data Talks have also been completed by our SLSO team.
- Instructional Leadership has been ongoing throughout the year in all classrooms K-6. most recently, this IL time has utilised teaching strategies found on the DoE's Literacy and Numeracy Hub with a literacy focus on Vocabulary and Comprehension.
- Clarity (by Lyn Sharratt) Professional Learning has been delivered throughout the year with particular emphasis on the 14 parameters of successful schools and the 3rd Teacher.
- Data Walls have been developed and moved from a paper version to digital data walls using Miro. This has allowed all staff to be involved in putting faces on the data.
- Streamlined attendance procedures and guidelines, leading to a significant decrease in unexplained absences and an overall increase in those children attending 90% of the time or more.

Process Quality -

- We have refined our engagement with data processes through Data Talks during and after each round through the year.
- Teachers have found this time to collaborate and engage with their data invaluable, as it has allowed them to shape their teaching and make informed educational decisions for the children in their classes.
- Having the technological expertise of one of our Assistant Principals has allowed us to move to digital data walls using Miro, linking data sets more easily for triangulation.
- While attendance and literacy data has been our first focus, we will continue to refine both the assessments and data analysis of Numeracy moving forward.
- Improving staff confidence in these assessments and data analysis will be part of this ongoing focus.

Impact -

- Fluid and flexible reading groups have been more confidently formed as part of Data Talks in collaboration and across stage groups rather than just in individual classes.
- Whole school focus on Vocabulary and Comprehension during IL team teaching sessions.
- Greater communication with parents regarding their child's progress in reading.
- Greater accountability for parents/families regarding ongoing absences.
- Greater sense of whole school/stage responsibility for increasing student outcomes rather than individual teacher

responsibility for their own class.

Future Directions -

- Further refinement of Data Talks Procedures and use of digital Data Walls.
- Increased focus on Numeracy assessments and data.
- Increase SLSO Data Talks to be conducted each term.
- Increase Instructional Leadership time significantly: AP C&I 4 Hours/day x 4 days a week, plus AP IL 4 Hours/day x 5 days a week = (36 Hours per week total K-6)
- Increased opportunities for enrichment in Literacy and Numeracy for all students K-6.

Evidence Based Learning Support Programs, Procedures and Guidelines

Activity -

- Increased number of students accessing Tier 2 MacqLit/MiniLit reading intervention through both school funds and COVID ILSP funds.
- Authentic implementation of the MacqLit/MiniLit intervention as a research based model. Training and ongoing mentoring of all staff involved.
- Implementation of more tailored Maths programs (extension as well as remedial) for students in Stage 3. Maths Pathways and Maths Games/Olympiad implemented for all students in Year 5 and 6.
- Regular 5 weekly monitoring of attendance (Individual student %, as well as grouping of attendance brackets).
- Follow up for unexplained absence through weekly letters home.
- Development and implementation of GPS Attendance Procedures and Guidelines in consultation with teaching and office staff.
- Formalisation of OOHC, IFS, ATSi meetings and development of PLaSPs for each student in consultation with parents carers.
- Professional Learning in the development of Learner Profiles, NCCD and SMART Goals for PLaSPs.
- Professional learning for the Learning Support Teacher in writing Access Requests for students with disability.

Process Quality -

- Class and SLSO Timetabling of MacqLit/MiniLit has ensured that there has been authentic implementation of this reading intervention, closely supervised by our Instructional Leader. This timetabling and supervision has also ensured all students complete their Literacy block at a regular allocated time each day, creating consistency for students and staff.
- Selection of Maths Olympiad students needs to continue to be refined to include more substantive evidence.
- Weekly attendance monitoring and follow up of unexplained absence has had a significant impact. Development of Procedures and Guidelines has clarified staff understanding of systems at a classroom and school level.
- Attendance plans developed for individual students in consultation with their families had mixed success.
- OOHC, IFS and ATSi meetings/plans were well received and productive for our students.
- While SLSOs were involved in constant modelling, discussion and refining of practice around MacqLit and MiniLit, our teaching staff did not have the opportunity to be immersed in this professional learning.

Impact -

- Teaching staff have been very open to having Instructional Leader working in classrooms to support students and their learning. This has created a team approach to improving outcomes and practices.
- Teachers have developed their confidence to document adjustments and record these on learning profiles and PLaSPs.
- Staff are more proficient at developing SMART Goals, however this work will continue to be refined moving forward.
- Whole school Procedures and Guidelines have created a systemic approach to attendance as well as Learning Support.

Future Directions -

- Triangulating data to ensure we are targeting the correct students for enrichment will remain a focus in Maths Olympiad (Stage 3) and Maths Games (Stage 2).
- Further work needs to be completed in the development of SMART Goals for PLaSPS to refine practice.
- Professional Learning for teaching staff in MacqLit and MiniLit practices - supporting reading development in the classroom.
- Parent sessions for MiniLit, MacqLit and Initial Lit will be a priority in 2022 as we further refine and embed our practices.
- Teacher observations of reading intervention in practice.
- Staff consultation in the development of and familiarisation with GPS Learning Support Procedures and Guidelines.
- Implementation of Maths Groups in all classes K-4.
- Rich Assessment Tasks and Kaizen Lesson study approach to differentiated Maths instruction.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Achievement of 2021 system negotiated targets:</p> <ul style="list-style-type: none"> • Increased (uplift) percentage of students achieving expected growth NAPLAN reading from a baseline of 61.4% to a lower bound target of 68.6%. • Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy from a baseline of 68.3% to a lower bound target of 74.5% • Actual results in 2019 were 51.4% reading and 40% numeracy 	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading is 54.3%. • The percentage of students achieving expected growth in overall numeracy is 25.7%.
<p>Achievement of 2021 system negotiated targets:</p> <ul style="list-style-type: none"> • Top 2 bands (or equivalent) NAPLAN reading increase from a baseline of 49.3% to a lower bound target of 57.8% • Top 2 bands (or equivalent) NAPLAN numeracy increase from a baseline of 43.1% to a lower bound target of 51.3% • Actual results in 2019 were 46.3% reading and 38.55% numeracy 	<ul style="list-style-type: none"> • Data indicates that 46.8% of students in top 2 bands reading and 30.65% of students in top 2 bands numeracy.
<p>Achievement of 2021 system negotiated targets:</p> <ul style="list-style-type: none"> • Increase (uplift) number of students attending school more than 90% of the time from 86.43% to 93.3% 	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased to 82.6% from a figure of 72.2% in 2020.
<p>School Based Targets</p> <ul style="list-style-type: none"> • 100% ATSi students achieving in the top 3 NAPLAN bands in reading and numeracy. • 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 X. • Each grade from Years 1-6 will record growth equivalent to an effect size of 0.4 or greater in pre- and post- Progressive Achievement Test (PAT) comprehension and mathematics standardised assessments. • Value added data in Scout for K-3 and Y3-5 moves to Sustaining and Growing; Value added data in Scout for Y5-7 moves from Delivering to Sustaining and Growing 	<ul style="list-style-type: none"> • While not all students exited their grade reading and comprehending text at or above minimum standards, this remains an area of focus. • The total number of students across the school K-6 achieving benchmark or higher is 74%. • The minimum was 70% (Year 6) and the maximum 81% (Year 4). • Value added data in Scout for K-3 is Sustaining and Growing • Value added data in Scout for Y3-5 remains at working towards Delivering • Value added data in Scout for Y5-7 is Sustaining and Growing • The number of Year 3 students in the top two bands for reading continues to climb, with 69% in 2021 as compared to 58% in 2019. • The number of Year 5 students in the top two bands for reading remained steady, with 11 students. The percentage dropped from 34% to 31% due to cohort size. • 89% of Year 3 students scored Band 4 or higher in Numeracy. • 59% of Year 5 students scored Band 6 or higher in Numeracy. • Our school implements PAT assessments in Maths and Reading. Based on comparison of student data, an effect size of 0.4 reflects a year's worth of learning. • All grades recorded significant growth as reflected through pre and post PAT Mathematics assessments. Many were at 0.52 or above with the greatest growth being in Year 4 (1.09), Year 3 (0.95) and Year 5 (0.86). • All grades recorded significant growth as reflected through pre and post PAT Comprehension assessments. Many were at 0.45 or above with the greatest growth being in Year 3 with an effect size of 0.84. • All grades recorded significant growth as reflected through pre and post PAT Grammar assessments. Many were at 0.45 or above with the greatest growth being in Year 3 with an effect size of 0.84.
<p>Improvement as measured by the School Excellence Framework:</p>	<p>Student Performance Measures - Sustaining and Growing</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of

<p>Learning:</p> <ul style="list-style-type: none"> • Student Performance Measures - Sustaining and Growing • Curriculum - Sustaining and Growing <p>Teaching:</p> <ul style="list-style-type: none"> • Data Skills and Use - Sustaining and Growing <p>Leading:</p> <ul style="list-style-type: none"> • Educational Leadership - Sustaining and Growing 	<p>Student Performance Measures. This is improved from a self assessment of Delivering in 2019.</p> <p>Curriculum - Sustaining and Growing</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school remaining at Sustaining and Growing in the element of Curriculum. <p>Data Skills and Use - Sustaining and Growing</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Data Skills and Use. This is improved from a self assessment of Delivering in 2019. <p>Educational Leadership - Sustaining and Growing</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of effective classroom practice. This is improved from a self assessment of Delivering in 2019.
<p>Systems, processes and Learning Support communication streamlined across the school as articulated in our Procedures and Guidelines to include the following:</p> <ul style="list-style-type: none"> • Attendance monitoring and support • OOHC and ATSi students • Behaviour Management Plans and Risk Management • Nationally Consistent Collection of Data (NCCD) • Teacher programs reflective of differentiation and disability adjustments • Collation of student reports/data on Sentral • Writing PLaSPs using SMART goals • Communication processes with parents/caregivers 	<ul style="list-style-type: none"> • Attendance monitoring and support - Development and implementation of Attendance Procedures and Guidelines completed in consultation with teaching and administration staff. Weekly follow up of unexplained absences as part of this implementation. • OOHC and ATSi students - Regular meetings and development of Personalised Learning and Support Plans (PLaSPs) in consultation with carers and support agencies. These form a part of the Learning Support Procedures and Guidelines which are being redeveloped and enhanced at Galston Public School. • Behaviour Management Plans and Risk Management - Development of Behaviour and Risk Management plans in consultation with carers, teachers and support staff (Learning Support Team and SLSOs). These form a part of the Learning Support Procedures and Guidelines which are being redeveloped and enhanced at Galston Public School. • Nationally Consistent Collection of Data (NCCD) - Development of systems whereby teachers collaboratively determine levels of adjustment and categories of disability for students. Data collated by the Learning Support Team and analysed throughout 5 weekly Data Talks. Adjustments are reflected in Individual Learner Profiles and Personalised Learning and Support Plans (PLaSPs). This data forms part of the Learning Support Procedures and Guidelines which are being redeveloped and enhanced at Galston Public School. • Teacher programs reflective of differentiation and disability adjustments - Adjustments are reflected in Individual Learner Profiles and Personalised Learning and Support Plans (PLaSPs). • Collation of student reports/data on Sentral - Learning Support Procedures and Guidelines are being redeveloped and enhanced at Galston Public School. This includes using Sentral as a platform to store and revisit critical student data has been pivotal to this process. • Writing PLaSPs using SMART goals - Professional Learning has been undertaken on writing Personalised Learning and Support Plans (PLaSPs) using SMART goals throughout the year. This practice continues to be supported through the Learning Support Team. • Communication processes with parents/caregivers - Learning Support Procedures and Guidelines are being redeveloped and enhanced at Galston Public School. This includes the planned opportunities for collaboration with parents/carers, including parent teacher interviews, OOHC/ATSi/IFS meetings and Learning Support Meetings.

Strategic Direction 2: Engagement with Learning

Purpose

In order to improve teacher efficacy and achieve greater student growth, we will expertly implement formative assessment K-6, implementing changes to teaching practice to cater for the individual needs of students.

Across the school, STEM and technology will be used as a pedagogical tool to drive teaching and learning across a range of Key Learning Areas, deeply engaging students in their learning and teachers in the craft of teaching.

Initiatives

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

- Assessment for Learning
- STEM and Technology

Resources allocated to this strategic direction

Professional learning: \$3,000.00

6101 funds: \$15,000.00

Summary of progress

Assessment for Learning (AfL):

Activity -

- Miro board has been developed as an ongoing, evolving resource for teachers to refer to when implementing Assessment for Learning strategies in their classroom. This Miro Board also captures strategies and discussion as a source of evidence, tracking our professional learning journey.
- Three successful Professional Learning sessions, complete with between module tasks for teachers in their classrooms have been conducted throughout the year. These sessions have focused on Learning Intentions and Success Criteria, as well as Finding out what students have learnt. An additional session was held remotely via Teams in Term 3 due to COVID. This session had a focus on providing feedback remotely for students in the learn from home environment. All of these professional learning sessions have a focus on implementation of strategies in real time with students currently being taught. This is in line with the High Impact Professional Learning (HiPL) model.
- One session had to be postponed to 2022 due to a focus on settling students back to school in Term 4.
- Observations of practice using QTSS time during between module implementation of strategies were planned for Semester 2, but not able to be implemented due to COVID 19 restrictions. QTSS time was used for planning of PL sessions as well as set up of the Miro resource in Semester 1.

Process Quality -

- Miro board has proved to be an excellent resource for teachers, with staff able to contribute at PL sessions, as well as when completing between module tasks. Professional Learning on navigation and use was essential for teachers in Semester 1.
- In order to create collegial accountability, a more structured approach to peer observations during between module tasks where teachers are implementing their action plans with their class will be crucial. Time will also need to be factored in for reflection around strategies observed. COVID 19 during Semester 2 provided significant disruption, as well as competing priorities such as CLARITY and Data Talks in the first year of implementation.

Impact -

- Teachers have been introduced to research based strategies to improve the quality of instruction as well as maximise student learning. This year has been the beginning of this process, with a model of learning new strategies, planning and implementing their employment in a real context, peer observations and sharing from both teachers and peer observers being established. This cyclic approach will now continue to be replicated as we work through the Professional Learning package "Embedded Formative Assessment" over the next few years.
- Evidence of teacher professional learning and discussion being captured and built as an ongoing resource using Miro Board.

Future Directions -

- A template needs to be developed to capture peer observations during implementation of action plans (between module tasks). While these sessions occurred in pockets, a more structured timetable and approach will strengthen the quality of teacher collaboration around AfL strategies.

- Continue to work through the Professional Learning package "Embedded Formative Assessment", building on the cyclic approach developed in the first year of implementation.
- Observations, timetables, personal action plans and feedback templates will be collected by the AfL team for further analysis and determining ongoing Professional Learning directions based on teacher and student need.

STEM/Technology:

Activity -

- Stocktake conducted regarding how STEM is currently implemented into the K-6 curriculum across classrooms.
- Research conducted into Robotics - What are the best suited for purpose into current K-6 classrooms at Galston PS?
- Purchase of OzBots and Spheros based on this research.
- Initial visits into classrooms to introduce STEM/Robotics concepts.
- Use of Professional Learning sessions as internal collegial discussions/research as external PL was not readily available.
- Several changes were made throughout the year to PL provided due to lower than anticipated levels of teacher confidence in STEM pedagogies, impact COVID lockdowns (T3) and return to school (T4), as well as staffing changes in team leaders T4.
- Modified PL provided remotely to all staff in incorporating STEM into the Learn from Home model Term 3.

Process Quality -

ENABLERS:

- Time to prepare, plan and implement quality Professional Learning sessions tailored to the needs of staff and students.
- Funds to purchase OzBots and Spheros for the implementation of robotics and coding for all students K-6.
- Experience of teachers and Instructional Leaders during team teaching sessions.
- Receptive attitude of all staff to embrace and embed new STEM pedagogies and practices across KLAS.

BARRIERS:

- Purchase of Robotics resources was delayed due to supply issues.
- COVID Learn from Home Term 3 and return of students to school routines Term 4.
- Class Visits/Team teaching was implemented but only for a shortened number of sessions in Term 2 and 4. This needs to be built upon in 2022 through regular, timetabled sessions across K-6.

Impact -

- Even with the limited Team Teaching time available in 2021, staff have been extremely receptive to this as well as Professional Learning sessions on embedding STEM and Technology into their classrooms.
- Students have been excited and highly engaged during STEM/Technology Robotics sessions.
- COVID restrictions have heavily impacted the planned implementation of team teaching sessions in both STEM and Robotics across KLAS.
- Several staff members have indicated a desire in their PDP reflections to increase STEM capabilities through Professional Learning. This is reflective of both the receptive nature of staff as well as a perceived need to engage our students using STEM, Technology and Project Based Learning approaches. Both of these factors will be critical factors in ongoing success moving forward.

Future Directions -

- Continuation of Team Teaching K-6 using the skillsets of our Instructional Leaders in STEM and Technology. Focus of these sessions will be on embedded STEM and Technology concepts across KLAS using a Project Based Learning approach.
- Further Professional Learning to be undertaken by Instructional Leaders, as well as K-6 in use of coding, robotics, STEM and Project Based Learning across the curriculum K-6 to support team teaching implementation.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
School based targets: <ul style="list-style-type: none"> • 100% of classes K-6 use formative assessment strategies to empower students as owners of their learning and become resources for one another's learning. 	<ul style="list-style-type: none"> • 100% of teachers have engaged in professional learning from the Embedded Formative Assessment suite. Sessions throughout the year have focused on Learning Intentions/Success Criteria, Finding out what students have learnt, as well as feedback both broadly as well as digitally in the context of the Learn from Home model due to COVID 19.

<p>Assessment for Learning Improvement as measured by the School Excellence Framework:</p> <p>Learning:</p> <ul style="list-style-type: none"> • Assessment - Sustaining and Growing <p>Teaching:</p> <ul style="list-style-type: none"> • Data Skills and Use - Excelling • Effective Classroom Practice - Sustaining and Growing • Learning and Development - Excelling 	<p>Assessment - Sustaining and Growing</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Assessment. <p>Data Skills and Use - Sustaining and Growing</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Data Skills and Use. This is improved from a self assessment of Delivering in 2019. <p>Effective Classroom Practice - Sustaining and Growing</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Effective Classroom Practice. <p>Learning and Development - Sustaining and Growing</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Learning and Development.
<p>School based targets:</p> <ul style="list-style-type: none"> • All students K-6 involved in quality STEM lessons integrated into Science and other Key Learning Areas • Integrated teaching and learning programs in STEM K-6 well resourced to achieve improved learning outcomes for all students • 100% of teachers develop their understanding of STEM/Design and Technology pedagogies across the KLAs as a way for students to demonstrate their learning 	<ul style="list-style-type: none"> • All students K-6 have been involved in quality STEM lessons integrated into Science and other Key Learning Areas using a team teaching approach between Instructional Leaders and Classroom Teachers. • Integrated teaching and learning programs in STEM K-6 have been well resourced to achieve improved learning outcomes for all students through timetabled IL team teaching time weekly, as well as through the purchase of Robotics hardware. • 100% of teachers have engaged in professional learning and team teaching sessions with a focus on STEM and Technology through Robotics/coding across KLAs.
<p>STEM and Technology Improvement as measured by the School Excellence Framework:</p> <p>Learning:</p> <ul style="list-style-type: none"> • Curriculum - Sustaining and Growing <p>Leading:</p> <ul style="list-style-type: none"> • Educational Leadership - Excelling 	<p>Curriculum - Sustaining and Growing</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Curriculum. <p>Educational Leadership - Sustaining and Growing</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Educational Leadership.

Purpose

In order to ensure optimum conditions for student learning across the whole school, positive, respectful relationships will be explicitly promoted through whole school evidence based practices, resulting in measurable improvements in wellbeing and engagement to support learning.

We will develop our students as healthy, resilient and respectful members of the community while exploring the link between physical activity and wellbeing in partnership with the Department of Education's School Sport Unit.

Initiatives

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

- Evidence based positive behaviour systems
- Physical Activity and Wellbeing

Resources allocated to this strategic direction

6101 funds: \$3,000.00

Professional learning: \$11,307.47

Summary of progress

Evidence Based Positive Behaviour Systems:

Activity -

- Positive Behaviour for Learning (PBL) walls displayed in each learning space. Visible tracking of Gotchas for students (stamp charts and pockets), behaviour expectations and traffic light system for behaviour warnings.
- Parent focus session for feedback around new PBL Procedures and Guidelines Term 1 and 2.
- Staff PL sessions gathering feedback and input into new PBL and Wellbeing Procedures and Guidelines.
- Gotchas, Mini Merits, Excellence Awards + PBL badges awarded to students throughout the year.
- Gotcha draw, filling of Gotcha Tube for whole school reward each term also implemented as an ongoing, whole school reward system for teaching desired positive behaviours.
- Daily structure altered for students to assemble and revisit PBL expectations at the conclusion of each break (Recess and Lunch).
- PBL Badges ordered and stored. First badges awarded Term 4.
- PBL lessons explicitly taught in all classrooms K-6 Term 1.
- PBL team attended 1,2,3 Magic emotion coaching PL Term 3 in preparation for possible implementation in 2022.
- Orange and Red Slips utilised throughout the year as a communication and teaching tool for student behaviour.
- PBL folders updated with staff input to reflect changes to PBL and Wellbeing Procedures and Guidelines. Focus on teaching desired positive behaviours at all times.

Process Quality -

- PBL lessons require revision and updating. These need to be implemented more regularly, consistently and in response to student behaviour at the point of need.
- PBL reward systems are used consistently across the school. Students have been far more engaged with the new system as it is more consistent and visible.
- Behaviour flowchart has given staff more ownership when dealing with student behaviour (both positive and negative). Professional dialogue between staff has also increased significantly, with collaboration around expectations and follow through from all levels.
- Recording systems for Excellence awards and PBL Badges have continued to be refined. This has proven to be more time consuming and complex for both teaching and administration staff than initially anticipated.

Impact -

- All staff are using a shared language around PBL expectations and systems. This has greatly increased collaboration and empowered staff when dealing with behaviour issues as they arise.
- Staff, students and community have had significant voice in the development of whole school Procedures and Guidelines, creating ownership.
- PBL walls and traffic light scaffolds are used consistently across all learning areas in the school K-6. Messaging and language is consistent.
- There has been some limitations in understanding how new systems work. These have been addressed as they have arisen with staff, students and families as they have occurred throughout the year.
- Improvements to positive systems (Gotchas being collected in a clear tube, Mini Merits, Excellence Awards and

Badges etc) have allowed students to have greater visibility with whole school rewards.

- Tracking of Excellence Awards and PBL Badges has created some administrative burden for teachers and administration staff, however this is minimal and manageable.

Future Directions -

- PBL lessons require refinement to a shorter, more regular format (fortnightly focus). This will spread lessons throughout the year in a much shorter, sharper time frame. It will also allow lessons to be responsive to student data as behaviour evolves throughout the year.
- Investigating other school models of effective practice in this shorter format will be part of the process for updating our current systems.
- Community and student feedback sessions after a full year of implementation.
- PBL expectations/walls implemented in new withdrawal spaces so that expectations are consistent.
- Resourcing for positive systems (paper, cardboard, badges etc) to be monitored and updated as required.
- Instigation of Principal's Afternoon Tea with parents once COVID restrictions eased in 2022.
- Implementation of 1,2,3 Magic Emotion Coaching for staff - Whole day Professional Learning session with a view to having this teaching approach underpin our current PBL Procedures and Guidelines.
- Tiered Fidelity to be completed and further updates to PBL systems implemented reflective of need.

Physical Activity and Wellbeing (PA and WB):

Activity -

- Clean out, stocktake and re supply of the school Sports shed.
- Brain Breaks implemented as part of training undertaken by two PA and WB Teacher Leaders in "Thinking while moving" professional learning. This PL was then brought back and implemented K-6 with all staff.
- 150 minutes of scheduled Physical Activity planned using NESAs compliant weekly timetable.
- Student, staff and parent surveys completed regarding Physical Activity and Wellbeing at GPS.
- Daily fitness trialled in Term 4.
- Inclusion in the University of Newcastle Uniform trial. GPS selected as control for this research opportunity.

Process Quality -

- While initiatives were well received by staff, students and families in Semester 1, COVID restrictions and an extended period (Term 3) of Learning from Home significantly impacted this team's work in Semester 2. Our PD/H/PE Scope and Sequence was not able to be updated as planned and this will remain a priority in 2022.
- Implementing feedback from surveys in Semester 1 was also hampered.
- As students returned to Face to Face learning in Term 4, we trialled daily fitness in the morning session each day for 15 minutes. This trial was extremely well received by students, staff and families and a decision made to continue this daily fitness into a structural/timetable change in the new year.

Impact -

- As 2021 progressed, we were able to note significant improvement in attendance for our students. While some of this can be attributed to the update of our Attendance Procedures and Guidelines, daily fitness and thinking while moving brain breaks were a major component in re establishing routines for our students in Term 4 as they re established school face to face routines and expectations.
- Teachers report an improvement in student behaviour, focus and concentration, particularly after periods of physical activity (ie brain breaks, scheduled fitness etc).
- Student, staff and community positivity in regards to Physical Activity and Wellbeing has been an important factor in the work undertaken so far.

Future Directions -

- Morning Fitness will be implemented x4 per week and a new timetable trialled in Term 1 with a view to a more long term change. This new timetable will need to provide 15 minutes fitness per day, while at the same time maintaining a 2 hour learning block in the morning and middle sessions.
- PD/H/PE Scope and Sequence K-6 to be updated in consultation with parents, staff and students.
- Engagement with wider community around before and after school sport opportunities.
- Increased leadership opportunities for senior students (break helpers for equipment, school sport captain roles and responsibilities, structured play opportunities for younger students etc)
- Ongoing updating of equipment to support class physical activity programs, as well as break play.
- Completion of the SEF and Wellbeing Framework evaluation survey to evaluate physical activity and wellbeing programs at GPS. To be completed by the PA and WB team leaders, in consultation with executive. What are we currently doing well in the area of wellbeing? Where can we focus our energies for improvement in our wellbeing initiatives?
- Continue to analyse and improve the quality of our explicit physical activity teaching programs, as well as building the language of resilience for our students/families

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>School based targets</p> <ul style="list-style-type: none"> • All staff have a deep understanding of differentiated adjustments for managing student behaviour with a positive teaching mindset • School Procedures and Guidelines are constantly refined and reflective of evidence based best practice • Whole school Positive Behaviour for Learning systems, processes and procedures are understood, visible and meaningful to all staff, students and families 	<ul style="list-style-type: none"> • All staff have a developed their understanding of differentiated adjustments for managing student behaviour with a positive teaching mindset through collaboration and input into our new Procedures and Guidelines • School Procedures and Guidelines have been refined with input from staff, student and community. Models of evidence based best practice (Tier 3 PBL school) have been used to guide current iteration in the context of GPS. • Whole school Positive Behaviour for Learning systems, processes and procedures are visible and meaningful to all staff, students and families.
<p>Evidence based behaviour management improvement as measured by the School Excellence Framework:</p> <p>Learning:</p> <ul style="list-style-type: none"> • Wellbeing - Excelling <p>Teaching:</p> <ul style="list-style-type: none"> • Effective Classroom Practice - Sustaining and Growing 	<p>Wellbeing - Sustaining and Growing</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Wellbeing. <p>Effective Classroom Practice - Sustaining and Growing</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice.
<p>School based targets:</p> <ul style="list-style-type: none"> • 100% of Wellbeing programs and planned physical activity evaluated against the School Excellence Framework with the support of the School Sport Unit • Teaching and learning programs in PD/H/PE K-6 well resourced to achieve improved learning outcomes for all students 	<ul style="list-style-type: none"> • Evaluation of Wellbeing initiatives at GPS remains a priority for 2022. • Teaching and Learning programs in PD/H/PE are well resourced. These resources are well organised and accessible for all staff K-6.
<p>Physical Activity and Wellbeing Improvement as measured by the School Excellence Framework:</p> <p>Learning:</p> <ul style="list-style-type: none"> • Wellbeing - Excelling <p>Teaching:</p> <ul style="list-style-type: none"> • Effective Classroom Practice - Sustaining and Growing 	<p>Wellbeing - Sustaining and Growing</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Wellbeing. <p>Effective Classroom Practice - Sustaining and Growing</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Effective Classroom Practice.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$91,016.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Galston Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Based Learning Support Programs, Procedures and Guidelines <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Improvement for IFS students in reading fluency as measured through MacqLit and Minilit WARL and WARP assessments. Progression of IFS students through the MacqLit and Mini lit levels of progression. Improvement in reading levels for IFS students as indicated by the Fountas and Pinnel reading benchmarks. Increased communication with IFS parents, including the development of meaningful individual plans for IFS students. Development/implementation of behaviour management plans and risk assessments where required to maximise learning and safety in each classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the use of funds to support targeted IFS students as outlined above. Staff consultation in the development of and familiarisation with GPS Learning Support Procedures and Guidelines. Further work needs to be completed in the development of SMART Goals for PLaSPS to refine practice.</p>
<p>Socio-economic background</p> <p>\$14,634.65</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Galston Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Talks <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of SLSOs to provide support to students both in class and through MacqLit/MiniLit Tier 2 Intervention to targeted students identified through Data Talks. • Development of Learner Profiles/PLaSPs in consultation with support staff (SLSOs). <p>The allocation of this funding has resulted in: Significant improvement in reading fluency as measured through MacqLit and Minilit WARL and WARP assessments. Significant progression of students through the MacqLit and Mini lit levels of progression. Improvement in reading levels as indicated by the Fountas and Pinnel reading benchmarks.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the use of funds to support targeted students as outlined above.</p>

<p>Socio-economic background</p> <p>\$14,634.65</p>	<p>Continuation and improvement of data through Data Talks to identify and support students who may be experiencing educational disadvantage as a result of their socio-economic background.</p>
<p>Aboriginal background</p> <p>\$3,813.78</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Galston Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Talks <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of SLSOs to provide support to students both in class and through MacqLit/MiniLit Tier 2 Intervention to targeted students identified through Data Talks. • Development of PLaSPs in consultation with support staff (SLSOs) and parents/carers. • Development of Galston Public School's Acknowledgement of Country to be used moving forward. <p>The allocation of this funding has resulted in:</p> <p>Improvement for ATSi students in reading fluency as measured through MacqLit and Minilit WARL and WARP assessments. Progression of ATSi students through the MacqLit and Mini lit levels of progression. Improvement in reading levels for ATSi students as indicated by the Fountas and Pinnel reading benchmarks. Increased communication with ATSi parents, including the development of meaningful individual plans for ATSi students. Increased engagement with ATSi students and their parents carers, through the development of Galston Public School's Acknowledgement of Country to be used moving forward.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continuation of the use of funds to support targeted ATSi students as outlined above. Further professional learning for staff in embedding Aboriginal cultural perspectives throughout the curriculum. Explore further opportunities for students and teachers to develop an authentic connection to culture and country.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Galston Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Talks <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of SLSOs to provide support to students both in class and through MacqLit and MiniLit Tier 2 Intervention to targeted students from an EAL/D background. • Development of Learner Profiles/PLaSPs in consultation with support staff (SLSOs). <p>The allocation of this funding has resulted in:</p> <p>Significant improvement in reading fluency as measured through MacqLit and Minilit WARL and WARP assessments. Significant progression of students through the MacqLit and MiniLit levels of</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>progression. Improvement in reading levels as indicated by the Fountas and Pinnel reading benchmarks.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the use of funds to support targeted EAL/D students as outlined above.</p>
<p>Low level adjustment for disability</p> <p>\$89,035.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Galston Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Talks <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with a Tier 2 evidence-based intervention (MinitLit/MacqLit) to increase learning outcomes <p>The allocation of this funding has resulted in: Teaching staff have been very open to having Instructional Leader working in classrooms to support students and their learning. This has created a team approach to improving outcomes and practices. Teachers have developed their confidence to document adjustments and record these on learning profiles and PLaSPs. Staff are more proficient at developing SMART Goals, however this work will continue to be refined moving forward. Whole school Procedures and Guidelines have created a systemic approach to attendance as well as Learning Support. Significant improvement in reading fluency as measured through MacqLit and MiniLit WARL and WARP assessments. Significant progression of students through the MacqLit and MiniLit levels of progression. Improvement in reading levels as indicated by the Fountas and Pinnel reading benchmarks.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further work needs to be completed in the development of SMART Goals for PLaSPS to refine practice. Professional Learning for teaching staff in MacqLit and MiniLit practices - supporting reading development in the classroom. Parent sessions for MiniLit, MacqLit and Initial Lit will be a priority in 2022 as we further refine and embed our practices. Teacher observations of reading intervention in practice. Staff consultation in the development of and familiarisation with GPS Learning Support Procedures and Guidelines. Continuation of the use of funds to support targeted students as outlined above. Continuation and improvement of data through Data Talks to identify and support students who may be experiencing educational disadvantage as a result of disability.</p>
<p>Professional learning</p> <p>\$16,307.47</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Galston Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

Professional learning

\$16,307.47

enabling initiatives in the school's strategic improvement plan including:

- Data Talks
- Assessment for Learning
- Physical Activity and Wellbeing

Overview of activities partially or fully funded with this initiative funding include:

- Driving Physical Activity and Wellbeing initiatives through the school.
- Driving Data Talks/CLARITY initiatives through the school.
- Driving Assessment for Learning Initiatives through the school.

The allocation of this funding has resulted in:

Physical Activity and Wellbeing -

As 2021 progressed, we were able to note significant improvement in attendance for our students. While some of this can be attributed to the update of our Attendance Procedures and Guidelines, daily fitness and thinking while moving brain breaks were a major component in re establishing routines for our students in Term 4 as they re established school face to face routines and expectations.

Teachers report an improvement in student behaviour, focus and concentration, particularly after periods of physical activity (ie brain breaks, scheduled fitness etc).

Student, staff and community positivity in regards to physical activity and wellbeing has been an important factor in the work undertaken so far.

Data Talks/CLARITY -

Clarity (by Lyn Sharratt) Professional Learning has been delivered throughout the year with particular emphasis on research around the 14 parameters of successful schools and the 3rd Teacher.

Assessment for Learning -

Miro board has proved to be an excellent resource for teachers, with staff able to contribute at PL sessions, as well as when completing between module tasks. Professional Learning on navigation and use was essential for teachers in Semester 1.

In order to create collegial accountability, a more structured approach to peer observations during between module tasks where teachers are implementing their action plans with their class will be crucial. Time will also need to be factored in for reflection around strategies observed. COVID 19 during Semester 2 provided significant disruption, as well as competing priorities such as CLARITY and Data Talks in the first year of implementation.

After evaluation, the next steps to support our students with this funding will be:

Physical Activity and Wellbeing -

Morning Fitness will be implemented x4 per week and a new timetable trialled in Term 1 with a view to a more long term change. This new timetable will need to provide 15 minutes Fitness per day, while at the same time maintaining a 2 hour learning block in the morning and middle sessions.

PD/H/PE Scope and Sequence K-6 to be updated in consultation with parents, staff and students.

Engagement with wider community around before and after school sport opportunities.

Increased leadership opportunities for senior students (break helpers for equipment, school sport captain roles and responsibilities, structured play opportunities for younger students etc)

Ongoing updating of equipment to support class PA programs, as well as break play.

Completion of the SEF and Wellbeing Framework evaluation survey to

<p>Professional learning</p> <p>\$16,307.47</p>	<p>evaluate PA and Wellbeing programs at GPS. To be completed by the PA and WB team leaders, in consultation with executive. What are we currently doing well in the area of Wellbeing? Where can we focus our energies for improvement in our wellbeing initiatives?</p> <p>Continue to analyse and improve the quality of our explicit Physical Activity teaching programs, as well as building the language of resilience for our students/families.</p> <p>Data Talks/CLARITY -</p> <p>Further refinement of Data Talks Procedures and use of digital Data Walls. Increased focus on Numeracy assessments and data. Increase SLSO Data Talks to be conducted each term. Increase Instructional Leadership time significantly: AP C&I 4 Hours/day x 4 days a week, plus AP IL 4 Hours/day x 5 days a week = (36 Hours per week total K-6) Increased opportunities for enrichment in Literacy and Numeracy for all students K-6.</p> <p>Assessment for Learning -</p> <p>Template needs to be developed to capture peer observations during implementation of action plans (between module tasks). While these sessions occurred in pockets, a more structured timetable and approach will strengthen the quality of teacher collaboration around AfL strategies. Continue to work through the Professional Learning package "Embedded Formative Assessment", building on the cyclic approach developed in the first year of implementation. Observations, timetables, personal action plans and feedback templates will be collected by the AfL team for further analysis and determining ongoing Professional Learning directions based on teacher and student need.</p>
<p>School support allocation (principal support)</p> <p>\$14,979.99</p>	<p>School support allocation funding is provided to support the principal at Galston Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of a SAO to manage communication systems with community <p>The allocation of this funding has resulted in: Employment of a SAO to:</p> <p>Manage communication systems with community (School Stream App, Website, set up/manage Facebook Page, administer PBL rewards etc) Development of an updated newsletter platform using SWAY. Management of the school stream app, staff communication, School electronic sign, attendance monitoring (unexplained absences) and website. Integration of the school calendar (Sentral) with these various communication devices. Development, launch and ongoing management of the school Facebook page.</p> <p>All of this work has been completed in consultation with community. A strategic 3 year communication plan has been developed with input from the Department of Education's Communication and Engagement Team.</p> <p>After evaluation, the next steps to support our students with this funding will be: This work has been extensive and evolving throughout the year. Constant feedback has been sought from our community and measure implemented to address issues as they arise.</p>

<p>School support allocation (principal support)</p> <p>\$14,979.99</p>	<p>Methods of communication have been clearly defined and systems developed to ensure our communication methods are up to date while at the same time meeting the needs of our community.</p> <p>This will be ongoing as we work through our strategic 3 year communication plan.</p>
<p>Literacy and numeracy</p> <p>\$29,771.60</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Galston Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Talks <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher (0.2 FTE) with a particular focus on Numeracy. <p>The allocation of this funding has resulted in:</p> <p>Employment of a teacher 0.2 FTE to support small group Maths intervention targeting the following:</p> <p>Implementation of more tailored Maths programs (extension as well as remedial) for students in Stage 3. Maths Pathways and Maths Games/Olympiad implemented for all students in Year 5 and 6.</p> <p>Newman's Error Analysis for solving Maths problems implemented with all students in Year 5.</p> <p>Remedial support for students identified through Data Talks.</p> <p>As a result:</p> <p>Students have been targeted for both small group remedial support as well as extension as a result of Data Talks. This has resulted in increased differentiation of lessons using data to guide instruction.</p> <p>Students have received support at their point of need, seeing an increase in results on an individual level. This is reflected in pre and post PAT maths data analysis.</p> <p>NAPLAN and Check-in Assessments have been analysed to target areas of support for students during these small group sessions.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022, this funding will be replaced with a staffing allocation of 0.8 FTE Assistant Principal Curriculum and Instruction.</p> <p>This AP C&I will have a focus on the following:</p> <p>Further refinement of Data Talks procedures and use of digital Data Walls.</p> <p>Increased opportunities for enrichment in Literacy and Numeracy for all students K-6.</p> <p>Using the Literacy and Numeracy Progressions to support differentiation, assessment and instruction</p> <p>Implementation of the new English and Maths Syllabi</p> <p>Implementation of Maths groups in all classes K-4.</p> <p>Triangulating data to ensure we are targeting the correct students for enrichment will remain a focus in Maths Olympiad (Stage 3) and Maths Games (Stage 2).</p> <p>Rich Assessment Tasks and Kaizen Lesson study approach to differentiated Maths instruction.</p>
<p>QTSS release</p> <p>\$43,389.67</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Galston Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

QTSS release

\$43,389.67

Overview of activities partially or fully funded with this initiative funding include:

- assistant principals and team leaders provided with additional release time to support classroom programs and whole school initiatives

The allocation of this funding has resulted in:

STEM/Technology -

Even with the limited Team Teaching time available in 2021, staff have been extremely receptive to this as well as Professional Learning sessions on embedding STEM and Technology into their classrooms.

Students have been excited and highly engaged during STEM/Technology Robotics sessions.

COVID restrictions have heavily impacted the planned implementation of team teaching sessions in both STEM and Robotics across KLA's.

Several staff members have indicated a desire in their PDP reflections to increase STEM capabilities through Professional Learning. This is reflective of both the receptive nature of staff as well as a perceived need to engage our students using STEM, Technology and Project Based Learning approaches. Both of these factors will be critical factors in ongoing success moving forward.

Assessment for Learning -

Miro board has proved to be an excellent resource for teachers, with staff able to contribute at PL sessions, as well as when completing between module tasks. Professional Learning on navigation and use was essential for teachers in Semester 1.

In order to create collegial accountability, a more structured approach to peer observations during between module tasks where teachers are implementing their action plans with their class will be crucial. Time will also need to be factored in for reflection around strategies observed. COVID 19 during Semester 2 provided significant disruption, as well as competing priorities such as CLARITY and Data Talks in the first year of implementation.

PBL -

All staff are using a shared language around PBL expectations and systems. This has greatly increase collaboration and empowered staff when dealing with behaviour issues as they arise.

Staff, students and community have had significant voice in the development of whole school Procedures and Guidelines, creating ownership.

PBL walls and traffic light scaffolds are used consistently across all learning areas in the school K-6. Messaging and language is consistent.

There has been some limitations in understanding how new systems work. These have been addressed as they have arisen with staff, students and families as they have occurred throughout the year.

Improvements to positive systems (Gotchas being collected in a clear tube, Mini Merits, Excellence Awards and Badges etc) have allowed students to have greater visibility with whole school rewards.

Tracking of Excellence Awards and PBL Badges has created some administrative burden for teachers and administration staff, however this is minimal and manageable.

After evaluation, the next steps to support our students with this funding will be:

STEM/Technology -

Continuation of Team Teaching K-6 using the skillsets of our Instructional Leaders in STEM and Technology. Focus of these sessions will be on embedded STEM and Technology concepts across KLA's using a Project Based Learning approach.

Further Professional Learning to be undertaken by Instructional Leaders, as well as K-6 in use of coding, robotics, STEM and Project Based Learning across the curriculum K-6 to support team teaching implementation.

<p>QTSS release</p> <p>\$43,389.67</p>	<p>Assessment for Learning - Template needs to be developed to capture peer observations during implementation of action plans (between module tasks). While these sessions occurred in pockets, a more structured timetable and approach will strengthen the quality of teacher collaboration around AfL strategies. Continue to work through the Professional Learning package "Embedded Formative Assessment", building on the cyclic approach developed in the first year of implementation. Observations, timetables, personal action plans and feedback templates will be collected by the AfL team for further analysis and determining ongoing Professional Learning directions based on teacher and student need.</p> <p>PBL - PBL lessons require refinement to a shorter, more regular format (fortnightly focus). This will spread lessons throughout the year in a much shorter, sharper time frame. It will also lessons to be responsive to student data as behaviour evolves throughout the year. Investigating other school models of effective practice in this shorter format will be part of the process for updating our current systems. Community and student feedback sessions after a full year of implementation. PBL expectations and walls extended into new withdrawal spaces so that expectations are consistent. Resourcing for positive systems (paper, cardboard, badges etc) to be monitored and updated as required. Instigation of Principal's Afternoon Tea with parents once COVID restrictions ease in 2022. Implementation of 1,2,3 Magic Emotion Coaching for staff - Whole day Professional Learning session with a view to having this teaching approach underpin our current PBL Procedures and Guidelines. Tiered Fidelity to be completed and further updates to PBL systems implemented reflective of need.</p>
<p>COVID ILSP</p> <p>\$74,733.19</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy through the Minilit/Macqlit program <p>The allocation of this funding has resulted in: Significant improvement in reading fluency as measured through MacqLit and MiniLit WARL and WARP assessments for students receiving this targeted support through COVID ILSP funding.</p> <p>The average increase in correct words per minute (CWPM) as measured using the fluency assessment for Stage 1 students receiving this funding was 23 CWPM The average increase in correct words per minute (CWPM) as measured using the fluency assessment for Stage 2 students receiving this funding was 18 CWPM The average increase in correct words per minute (CWPM) as measured using the fluency assessment for Stage 3 students receiving this funding was 10 CWPM 88% of students receiving this funding have achieved grade expectation for reading fluency Year 1-6. 92% of students receiving this funding demonstrated an increase in reading fluency. Significant progression of students through the MacqLit and MiniLit levels of progression.</p>

<p>COVID ILSP</p> <p>\$74,733.19</p>	<p>Improvement in reading levels as indicated by the Fountas and Pinnel reading benchmarks (attached) for students receiving this targeted support through COVID ILSP funding.</p> <p>100% of Stage 1 students progressed 3 or more BM Levels. 90% of Stage 1 students progressed 4 or more BM Levels. 30% of Stage 1 students are now meeting or exceeding expected BM Levels for their grade. 100% of Stage 2 students progressed 2 or more BM Levels. 50% of Stage 2 students progressed 3 or more BM Levels. 85% of Stage 3 students progressed 2 or more BM Levels. While only a minimum number of Stage 2 and 3 students are meeting or exceeding expected BM Levels for their grade, there has been significant progress for the vast majority of students receiving this targeted support in 2021. As a direct result of the consistent, targeted intervention, we have been able to target a significantly larger group of students who would otherwise receive no targeted support. Growth achieved by these students has been significant.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide targeted, explicit instruction for student groups in literacy through the Minilit/Macqlit program.</p>
<p>P&C Funding</p> <p>\$20,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Galston Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Talks <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data through Data Talks led by an instructional leader <p>The allocation of this funding has resulted in: Implementation of Data Talks K-6 - \$20,000. This money has primarily been used to have teachers released from class to attend Data Talks facilitated by our Instructional Leader. 7 rounds of Data Talks have been completed by all staff K-6. 2 rounds of Data Talks have also been completed by our SLSO team. Instructional Leadership has been ongoing throughout the year in all classrooms K-6. Most recently, this IL time has utilised teaching strategies found on the DoE's Literacy and Numeracy Hub with a literacy focus on Vocabulary and Comprehension. Clarity (by Lyn Sharratt) Professional Learning has been delivered throughout the year with particular emphasis on the 14 parameters of successful schools and the 3rd Teacher. Data Walls have been developed and moved from a paper version to digital data walls using Miro. This has allowed all staff to involved in putting faces on the data. Streamlined attendance Procedures and Guidelines, leading to a significant decrease in unexplained absences and an overall increase in those children attending 90% of the time or more.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the Minilit/Macqlit Tier 2 intervention using school based funds. Implementation of the Tier 1 Literacy intervention - InitialLit. This is an evidence based and data driven intervention for students in K-2.</p>
<p>6101 funds</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Galston Public School</p>

\$24,000.00

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Evidence Based Learning Support Programs, Procedures and Guidelines
- STEM and Technology
- Physical Activity and Wellbeing

Overview of activities partially or fully funded with this allocation include:

- Driving STEM/Technology initiatives through the school.
- Driving Physical Activity and Wellbeing initiatives through the school.
- Driving Learning Support initiatives through the school.

The allocation of this funding has resulted in:

STEM/Technology -

Even with the limited team teaching time available in 2021, staff have been extremely receptive to this as well as Professional Learning sessions on embedding STEM and Technology into their classrooms.

Students have been excited and highly engaged during STEM/Technology Robotics sessions.

COVID restrictions have heavily impacted the planned implementation of team teaching sessions in both STEM and Robotics across KLAs.

Several staff members have indicated a desire in their PDP reflections to increase STEM capabilities through Professional Learning. This is reflective of both the receptive nature of staff as well as a perceived need to engage our students using STEM, Technology and Project Based Learning approaches. Both of these factors will be critical factors in ongoing success moving forward.

Physical Activity and Wellbeing -

As 2021 progressed, we were able to note significant improvement in attendance for our students. While some of this can be attributed to the update of our Attendance Procedures and Guidelines, daily fitness and thinking while moving brain breaks were a major component in re establishing routines for our students in Term 4 as they re established school face to face routines and expectations.

Teachers report an improvement in student behaviour, focus and concentration, particularly after periods of physical activity (ie brain breaks, scheduled fitness etc).

Student, staff and community positivity in regards to Physical Activity and Wellbeing has been an important factor in the work undertaken so far.

Learning Support -

Teaching staff have been very open to having Instructional Leader working in classrooms to support students and their learning. This has created a team approach to improving outcomes and practices.

Teachers have developed their confidence to document adjustments and record these on learning profiles and PLaSPs.

Staff are more proficient at developing SMART Goals, however this work will continue to be refined moving forward.

Whole school Procedures and Guidelines have created a systemic approach to attendance as well as Learning Support.

After evaluation, the next steps to support our students with this funding will be:

STEM/Technology -

Continuation of Team Teaching K-6 using the skillsets of our Instructional Leaders in STEM and Technology. Focus of these sessions will be on embedded STEM and Technology concepts across KLAs using a Project Based Learning approach.

Further Professional Learning to be undertaken by Instructional Leaders, as well as K-6 in use of coding, robotics, STEM and Project Based Learning across the curriculum K-6 to support team teaching implementation.

<p>6101 funds \$24,000.00</p>	<p>Physical Activity and Wellbeing (PA and WB) - Morning Fitness will be implemented x4 per week and a new timetable trialled in Term 1 with a view to a more long term change. This new timetable will need to provide 15 minutes Fitness per day, while at the same time maintaining a 2 hour learning block in the morning and middle sessions. PD/H/PE Scope and Sequence K-6 to be updated in consultation with parents, staff and students. Engagement with wider community around before and after school sport opportunities. Increased leadership opportunities for senior students (break helpers for equipment, school sport captain roles and responsibilities, structured play opportunities for younger students etc) Ongoing updating of equipment to support class physical activity programs, as well as break play. Completion of the SEF and Wellbeing Framework evaluation survey to evaluate PA and Wellbeing programs at GPS. To be completed by the PA and WB team leaders, in consultation with executive. What are we currently doing well in the area of Wellbeing? Where can we focus our energies for improvement in our wellbeing initiatives? Continue to analyse and improve the quality of our explicit physical activity teaching programs, as well as building the language of resilience for our students/families.</p> <p>Learning Support - Triangulating data to ensure we are targeting the correct students for enrichment will remain a focus in Maths Olympiad (Stage 3) and Maths Games (Stage 2). Further work needs to be completed in the development of SMART Goals for PLaSPS to refine practice. Professional Learning for teaching staff in MacqLit and MiniLit practices - supporting reading development in the classroom. Parent sessions for MiniLit, MacqLit and Initial Lit will be a priority in 2022 as we further refine and embed our practices. Teacher observations of reading intervention in practice. Staff consultation in the development of and familiarisation with GPS Learning Support Procedures and Guidelines. Implementation of Maths Groups in all classes K-4. Rich Assessment Tasks and Kaizen Lesson study approach to differentiated Maths instruction.</p>
<p>6300 funds \$110,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Galston Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Removal of Trees • Toilet Upgrade • OOSH building upgrade <p>The allocation of this funding has resulted in: Trees were removed in T4 2021. These have been cut into lengths and stored for use in the Quiet Area Playground moving into 2022. Toilet upgrade has now been completed, providing vastly improved facilities for use by current and future students. OOSH upgrade included flooring (vinyl) throughout, as well as painting throughout. This upgrade provides vastly improved facilities for use by current and future students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to use 6300 funds to support initiative that improve outcomes for</p>

<p>6300 funds</p> <p>\$110,000.00</p>	<p>students.</p>
<p>Per capita</p> <p>\$57,191.90</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Galston Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Implementing Teaching and Learning programs throughout the school, as well as maintenance of facilities <p>The allocation of this funding has resulted in:</p> <p>Ongoing purchasing of computer hardware and software to maintain effective operating systems within the school.</p> <p>WHS issues, as well as general maintenance issues have been effectively managed to ensure a safe learning and working environment for staff and students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to use per capita funding to support the maintenance of technology and facilities for students and staff.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	135	128	127	116
Girls	129	122	105	102

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96	95	96.1	96.6
1	95.8	95.4	94.6	93.6
2	94.2	94.1	95.3	93.3
3	94.1	93.1	94.5	94.1
4	95.2	93.8	95.3	93.4
5	93	92.5	95.1	93.2
6	95	91.4	95.1	91.2
All Years	94.7	93.5	95.2	93.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

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

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

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)	7.17
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	322,337
Revenue	2,500,902
Appropriation	2,407,846
Sale of Goods and Services	1,524
Grants and contributions	91,185
Investment income	348
Expenses	-2,610,959
Employee related	-2,242,902
Operating expenses	-368,058
Surplus / deficit for the year	-110,057
Closing Balance	212,280

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.

	2021 SBAR Adjustments (\$)
Targeted Total	91,016
Equity Total	109,883
Equity - Aboriginal	3,814
Equity - Socio-economic	14,635
Equity - Language	2,400
Equity - Disability	89,035
Base Total	1,839,115
Base - Per Capita	57,192
Base - Location	0
Base - Other	1,781,924
Other Total	247,864
Grand Total	2,287,879

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.

Parent/caregiver, student, teacher satisfaction

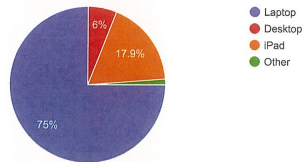
Data was not able to be collected from Students, Teachers or Parents in Semester 2 due to the impact of the COVID 19 Pandemic and Learn from Home restrictions.

A summary of community feedback on our 2021 Learn from home model can be viewed below.

Galston Public School Learn from Home Model 2021

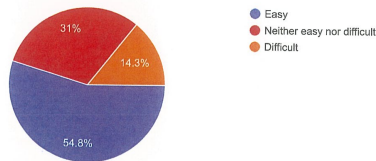
1. What device does your child usually use to access online learning?

84 responses



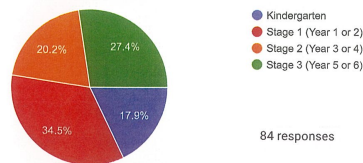
2. Reflecting on the past eight weeks of remote learning, while you were supporting your child directly, did you find the instructions to complete set tasks...

84 responses



11. My child is in:

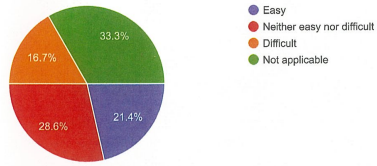
84 responses



84 responses

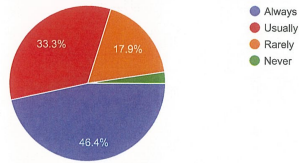
3. If your child is able to work independently, did they find the instructions to complete set tasks...

84 responses



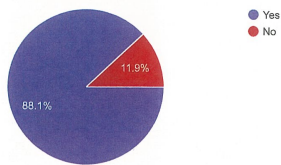
4. How often did you need to support your child to complete set tasks?

84 responses



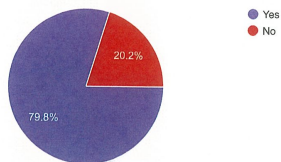
5. Did your child have the required materials to complete set tasks?

84 responses



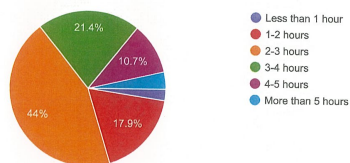
6. While you were directly supporting your child, did you find most of the activities were presented in an easy to follow format?

84 responses



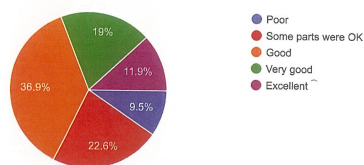
7. The approximate time taken by my child to complete set tasks each day:

84 responses



8. Thinking about GPS Remote Learning Model over the term, I would give it a rating of:

84 responses





9. How could we further improve our Learn from Home model to support your child/family?

Teacher connection with students

- More interaction with teachers (x8) and with peers (x3); DAILY connection with teachers
- Loved 8:30 Zoom (x3)
 - my son was fairly independent with his schoolwork; however, it was a BIG improvement when the teachers were on at 8.30am each morning setting expectations and reconnecting with their class
 - request for Mr Ison to make occasional cameo appearance
 - would have preferred at 9am instead of 'before school'
 - my son didn't always feel comfortable speaking up about things that related to him only
 - class meetings need to be better controlled so all students feel confident to speak up and no one student dominates
 - perhaps identify some of the more thought-provoking daily tasks and provide more focus around these in morning Zoom meetings to assist class as a whole in sharing ideas and supporting each other
- Connecting to Zoom too hard
- More Zoom sessions (x3)
- Using the Zooms to actually teach rather than as question sessions; would love at least one lesson (eg Maths or English) to be taught each day (x7)
- More teaching (x14); more teacher explanatory videos eg maths, especially for new content (x7); fewer youtube explanations (x3)
- More group lessons required to work through modules and to help "supervise" kids to get their work done. Too hard to work full time and try to supervise and teach multiple children
- More feedback and marking (x7), especially voice recorded messages to students (x2) – tick or sticker not helpful/encouraging enough, more detail on how to improve
- Science/library/sports teachers should also connect with students weekly, not just classroom teacher
- Weekly or fortnightly one-on-one student-teacher meetings (x5), more one-on-one support for students in lower half of grade/where required – or schedule sessions for difficulty with specific tasks that students could decide whether they wanted to attend or not

Work platforms

- Multiple platforms clunky and frustrating with notifications and information in all different places
- Seesaw
 - excellent – use instead of Zoom to conduct class meetings
 - Upload instructions on seesaw so all information in one place (x2)
 - regularly remove previous week's 'done' tasks for clearer workspace
 - Found seesaw glitchy - activities difficult to access
 - developing program in a way that students are able to complete tasks independently, it's too fiddly going through the program, finding the links, writing in the workbook then uploading to seesaw. This cannot be done without adult assistance
- OneNote
 - Don't use OneNote, is not user-friendly (x6)
 - Can be confusing
- Teams
 - Can be confusing
 - Easy
- Studyladder not clear what tasks the student should be completing
- School should provide printed document each week (x2); should be single sided
- Use parent email to send work through rather than School Stream (x3)

Comments on work provided

- Provide simplified calendar summary for week to help students and parents see learning objectives of week at a glance (x2); weekly goals eg 15 maths pathways modules, 4 science experiments, 3 pieces of writing
- Highlight priority tasks (x4), simple checklist dividing tasks for each day into essential, ideal and "if your child completes, that's a bonus"
- Include checkbox to tick off completed tasks (x2)
- Spread tasks more evenly over days
- Less complicated/more/clearer instructions (x3); keep explanations for tasks at child's reading level (x2); there is way too much explaining that the parent has to do
- Use textbook as source of material (x3); disappointing that not used
- More work; more online work; more age-appropriate (harder) work – little challenging material provided; less repetition/more variety and more interesting work (x2)
- Too much work; too much time on laptops; incorporate hands on activities into Stage 3 maths instead of just using computer program
- More maths and reading, less arts and crafts; child requests more art
- Too many writing tasks in Stage 1

Student motivation

- More accountability to complete tasks (x2), particularly for Stage 3 – daughter sees as optional
- More focus on children's mental health; interactive wellbeing/fun activities
- Award Gotchas during learn from home to motivate
- Fortnightly assembly acknowledging great student work/students genuinely trying hard to motivate

Teacher connection with parents

- More phone calls (teacher or other member of staff to check in); would help parents working full time if call was at a regular time since comes up as "unknown caller"
- Ability for parent to directly liaise with teacher (x5) eg set regular time/day for teacher availability to parents on teams/ Zoom or book one-on-one parent-teacher meeting to go over any issues/ask questions
- Student-teacher-parent meeting at least once/term
- Communication from the school should not be sent at 9:30pm or on weekends. Communication from the school should have come within school hours via direct email to parents.

Facebook

- When sharing student work across the school community, consideration needs to be given to all the students trying hard and not just the gold standard work. On occasion it was fairly obvious that the work being showcased had been helped along by parents/carers.

10. What have been the strengths of our Learn from Home model this term?

None (x6)

Content

- Variety – honestly impressed (x2)
- Mathematics – could have had more (x2)
- MiniLit/MacqLit reading online (x10)
- My child likes watching the videos provided
- Teacher videos reading books
- Kahoot (x2)
- Links and instructions useful
- Well-planned simple lessons (x2), manageable amount of work (x5), clear structure/ interesting/relatable
- Parents can see structure of lessons, seeing where my child's learning was up to and how to work with each other to get through difficult tasks
- Clear thorough instructions /easy to follow (x11)

Delivery

- Flexibility/ability to fit in with parents' schedules (x3), weekly content in advance (x5)
- Well-organised routine, timetable, regular predictable schedule; fitness and breaks built in
- Short daily videos/Zooms at start of day (x9), connecting with teachers on Zoom (x6), regular Zoom but no pressure to do was perfect, small group Zooms
- Marking work as class in morning meetings
- Fast feedback
- Mrs Bolger (x3), kindy teacher feedback and voice messages

Technology

Access to school laptop

Printed sheets supplied to us as we don't have a printer (x3)

School support

- Hard work, dedication and support from teachers and staff (x10)
- Fun aspect staff tried to include (x3)
- Good communication (x5), school listened to feedback, phone call from teacher every second week (x4), multiple modes of contact/comments on Seesaw
- Responsiveness and kindness, help when requested (x4)
- We felt very supported (x2)

Other

- Connecting with peers (x3)
- Principal awarding students on motorbike

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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