2022 Annual Report

Galston Public School

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Introduction

The Annual Report for 2022 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	2022 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	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
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

AP Curriculum & Instruction: $120,456.80
Aboriginal background: $3,933.55
English language proficiency: $2,400.00
Socio-economic background: $13,456.44
Low level adjustment for disability: $90,229.89
Integration funding support: $154,968.00

Summary of progress

Data Talks:

Activity - As Data Talks processes have been refined, Teachers have taken on a more active role in analysing and preparing their data/observations to support collaborative decision making around student learning and reporting to parents.

Process Quality - Plotting students on the Literacy and Numeracy Progressions has greatly increased the capacity of staff to make judgement calls about how best to support and extend our students with their learning, however using quality formative assessment to support this process will remain a focus moving forward.

Impact - Staff have been supported by our Instructional Leaders to differentiate their instruction in reading and numeracy far better than previous years. The flow on effect is that our instruction is now being more consistently delivered to students at their point of need as well as being communicated to parents through the reporting cycle more accurately.

Future Directions - Online programming reflective of new English and Maths Syllabus with embedded formative assessment and scheduled differentiated instruction in maths through a team approach. This work will be in short cycles, supported by Instructional Leaders and involving all staff (including the SLSO team), creating differentiated teaching and learning programs and including parents in conversations to support their child at regular intervals throughout the year.

Evidence Based Learning Support Programs, Procedures and Guidelines

Activity - Initialit has been successfully rolled out across all classes K-2, while our team has also finalised our Learning Support Procedures + Guidelines, as well as our Behaviour Support and Management Plan in line with whole staff Professional Learning on the Inclusive Education Reform.

Process Quality - Significant time has been allocated to Initialit resource preparation, programming and preparation of physical spaces, with excellent staff engagement in implementation. Uncertainty around COVID restrictions has made engaging community more complicated. Collaboration of staff in developing Learning Support Procedures + Guidelines, as well as our Behaviour Support and Management Plan has been outstanding.

Impact - Student data sets in reading collected throughout the year indicate the immediate success of the initialit program. Clear whole school Procedures + Guidelines also set our school up for consistency of practice moving forward in line with Departmental policy.

Future Directions - Moving forward, Minilit Sage will be implemented, as well as providing more time for teachers to

observe students receiving support so that strategies used can be mirrored in classroom lessons. Extension resources for Initialit will also be purchased, allowing us to more comprehensively engage our students who require extension. Continuing to leverage Data Talks and triangulated data to identify those students requiring reading support, as well as those requiring Learning Support Team intervention will remain a priority.

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
Achievement of 2021 system negotiated targets: • 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	Expected Growth in reading was not available in 2022 due to COVID restrictions and students not sitting NAPLAN assessments in 2020.
• Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy from a baseline of 68.3% to a lower bound target of 75.1%	Expected Growth in Numeracy was not available in 2022 due to COVID restrictions and students not sitting NAPLAN assessments in 2020.
Achievement of 2022 system negotiated targets: • Top 2 bands (or equivalent) NAPLAN reading increase from a baseline of 49.3% to a lower bound target of 59.2%	• Data indicates that 51.92% of students scored in the top 2 bands of NAPLAN reading. This is an increase of 4% from 2021.
Achievement of 2022 system negotiated targets: • Top 2 bands (or equivalent) NAPLAN numeracy increase from a baseline of 43.1% to a lower bound target of 52.6%	• Data indicates that 35.29% of students scored in the top 2 bands of NAPLAN numeracy. This is an increase of 5% from 2021.
Achievement of 2022 system negotiated targets: • Increase (uplift) number of students attending school more than 90% of the time from 86.43% to 94%	• The number of students attending greater than 90% of the time or more has decreased to 62.6% in 2022.
School Based Targets • 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 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 63% in 2022. • 0% of Year 3 students were in the bottom two bands for reading and there was an increase from 19% in 2021 to 36% in 2022 in the middle two bands. • The number of Year 5 students in the top two bands for reading increased to 43% in 2022, up from 30% in 2021. • The number of Year 5 students in the bottom and middle two bands decreased significantly in 2022. • The number of Year 3 students in the top two bands for numeracy continues to climb, with 45% in 2022. • 10% of Year 5 students were in the bottom two bands for numeracy (down from 19% in 2021) and there was an increase from 52% in 2021 to 62% in 2022 in the middle two bands.

• 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	
Improvement as measured by the School Excellence Framework: **Learning:** • Student Performance Measures - Excelling • Curriculum - Sustaining and Growing **Teaching:** • Data Skills and Use - Excelling **Leading:** • Educational Leadership - Excelling	**Student Performance Measures - Sustaining and Growing** • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Student Performance Measures. This is improved from a self assessment of Delivering in 2019. **Curriculum - Sustaining and Growing** • Self-assessment against the School Excellence Framework shows the school remaining at Sustaining and Growing in the element of Curriculum. **Data Skills and Use - Sustaining and Growing** • 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. **Educational Leadership - Sustaining and Growing** • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Educational Leadership. This is improved from a self assessment of Delivering in 2019.
Systems, processes and Learning Support communication streamlined across the school as articulated in our Procedures and Guidelines to include the following: • Referral processes and procedures • OOHC and ATSi students - Ongoing refinement • Nationally Consistent Collection of Data (NCCD) - Ongoing refinement • Teacher programs reflective of differentiation and disability adjustments Ongoing refinement • Integration Funding Support - including Access Requests (training Learning Support Staff to implement) • Collation of student reports/data on Sentral • Writing PLaSPs using SMART goals - Ongoing refinement • Communication processes with parents/caregivers -Ongoing refinement	• **Attendance monitoring and support** - Continued implementation of Attendance Procedures and Guidelines to monitor student attendance. Weekly follow up of unexplained whole day and partial 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 have now been completed in consultation with all staff. • **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 have now been completed in consultation with all staff. • **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 have now been completed in consultation with all staff. • **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 have now been completed in consultation with all staff. This includes using Sentral as a platform to store and revisit critical student data has been pivotal to this process. Professional learning has been completed on writing quality, personalised general comments, and community surveyed regarding their perception of the current semester-based school reports. • **Writing PLaSPs using SMART goals -** Professional Learning has been undertaken on writing Personalised Learning and Support Plans (PLaSPs)

Systems, processes and Learning Support communication streamlined across the school as articulated in our Procedures and Guidelines to include the following:
  • Referral processes and procedures
  • OOHC and ATSi students - Ongoing refinement
  • Nationally Consistent Collection of Data (NCCD) - Ongoing refinement
  • Teacher programs reflective of differentiation and disability adjustments Ongoing refinement
  • Integration Funding Support - including Access Requests (training Learning Support Staff to implement)
  • Collation of student reports/data on Sentral
  • Writing PLaSPs using SMART goals - Ongoing refinement
  • Communication processes with parents/caregivers -Ongoing refinement
	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 have now been completed in consultation with all staff. 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: $9,500.00

Summary of progress

Assessment for Learning:

Activity - Since the beginning of the year, all teachers have been actively engaged in the creation of our Window of Certainty to frame our approaches to Assessment and its role in the teaching, learning and reporting process. We have reflected on what this looks like when completing reports each semester and ways that we can improve the authentic nature of this process for students, teachers and parents.

Process Quality - Completing a spreadsheet of grade allocation for all classes K-6 during reporting cycles has been an invaluable tool for self-reflection. Ongoing discussions comparing this to our framework of vision, values and beliefs as articulated through the Window of Certainty have been rigorous, leading to genuine questioning of the reasons behind our teacher's current confidence levels in leveraging assessments to make judgement calls about student learning.

Impact - The result of these discussions has been the realisation that teachers are working from an outdated model of practice, where assessment of learning is conducted at the end of the teaching cycle prior to writing reports. There is a need to embed ongoing formative assessment into our teaching and learning practices so that our learners can be met at their point of need.

Future Directions - Moving into 2023, all staff will engage in weekly planning time guided by our Assistant Principal Curriculum and Instruction. These sessions will aim to embed formative assessment into quality units of work for all classes K-6 in English, Maths and PD/H/PE. This focus, along with our ongoing Data Talks sessions, will allow our teachers to use assessment for learning, rather than assessment of learning.

STEM and Technology:

Activity - Across the school, classes have engaged in approaches to teaching which have an embedded approach to STEM pedagogies. This has included Maths lessons using spheros/ozbots, as well as project-based learning to address real life issues within the school. Our STEM team has looked at examples of effective practice in other settings to bring back in context to our students and teachers.

Process Quality - Modelled lessons across K-6 were extremely effective, as they were timetabled and utilised the skillset of an instructional leader in STEM pedagogy for all staff. Students involved in Project Based Learning were highly engaged and enthusiastic. Time limitations and scale of design ideas were a barrier to completion of projects.

Impact - All students and teachers experienced STEM and Project Based Learning throughout the year in a modelled and integrated format. This was positive for staff development of pedagogical skills, as well as positive student engagement through ownership of the development of ideas to solve real world problems within the school.

Future Directions - Moving forward, solutions to school-based problems will remain a vehicle for student engagement.

These issues will be embedded into teaching units and will include development of additional garden spaces once the removal of demountable buildings has occurred, recycling on a whole school basis etc. Purchasing new technology (ie makey makey's, coding-based technology) will also be a focus. Feedback sought from parent surveys around student activities will also assist us in designing excursions and incursions with a STEM/Technology approach.

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: • All teachers K-6 expertly practice formative assessment to implement changes in their teaching practice to cater for the individual needs of their students, leading to improved student outcomes. • 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.	• All teachers are beginning to plan for and practice formative assessment to implement changes in their teaching practice to cater for the individual needs of their students, leading to improved student outcomes. This is being reflected in the reporting cycle, Data Talks and our approaches to using assessment as a tool for guiding future teaching. • 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.
Assessment for Learning Improvement as measured by the School Excellence Framework: **Learning:** • Assessment - Excelling **Teaching:** • Data Skills and Use - Excelling • Effective Classroom Practice - Excelling • Learning and Development - Excelling	**Assessment - Sustaining and Growing** • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Assessment. **Data Skills and Use - Sustaining and Growing** • 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. **Effective Classroom Practice - Sustaining and Growing** • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Effective Classroom Practice. **Learning and Development - Sustaining and Growing** • Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the element of Learning and Development. This is improved from Sustaining and Growing in 2021.
School based targets: • All students K-6 involved in quality STEM lessons integrated into Science and other Key Learning Areas - Ongoing • Integrated teaching and learning programs in STEM K-6 well resourced to achieve improved learning outcomes for all students - Ongoing • 100% of teachers develop their understanding of STEM/Design and Technology pedagogies across the KLAs as a way for students to demonstrate their learning - Ongoing	• 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 continue to be well resourced to achieve improved learning outcomes for all students. • 100% of teachers have engaged in professional learning and team teaching sessions with a focus on STEM and Technology across KLAs.
STEM and Technology Improvement as measured by the School Excellence Framework: **Learning:** • Curriculum - Excelling **Leading:** • Educational Leadership - Excelling	**Curriculum - Sustaining and Growing** • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Curriculum. **Educational Leadership - Sustaining and Growing** • 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

Professional learning: $8,092.84

Summary of progress

Evidence based positive behaviour systems:

Activity - Throughout the year, all staff (Teachers and SLSOs) undertook professional learning in 123 Magic Emotion Coaching, as well as sourcing more productive ways to integrate regular and ongoing focus lessons which strategically teach our PBL values to students K-6.

Process Quality - All staff were engaged in this process, and discussion has been rigorous to develop a shared understanding of the behaviour expectations at our school. Shared understanding that a teaching approach based on emotion coaching is crucial underpins many of the daily discussions being held around student behaviour, consequence and support to implement our school wide systems.

Impact - Consistent use of language and approaches across the school has become increasingly evident as our systems become more embedded. After comparing different approaches, there is a definite need to embed wellbeing approaches in PD/H/PE lessons, while at the same time revisiting expectations on a weekly basis as a whole school K-6 during a COLA assembly.

Future Directions - PD/H/PE team to develop Term 1 units of work with embedded wellbeing focus. This is to be implemented in Term 1, with teachers to receive regular planning time to reflect on and update, as well as prepare units for the term ahead throughout the year. Weekly COLA assembly script to be updated with student and teacher input. This script to include weekly revisiting of PBL values around Respect, Responsibility and Personal Best.

Physical Activity and Wellbeing:

Activity - Throughout the year, all staff have been led by the Physical Activity and Wellbeing team to complete professional learning and embed Thinking While Moving/Brain Breaks on a daily basis. We have also begun our i play journey with the training of school teacher leaders and the development of an i play action plan. Finally, this team has sourced units of work from other schools which incorporate wellbeing themes as well as embedded formative assessment as we prepare to develop our own units of work in 2023.

Process Quality - Thinking while moving and tightening fitness processes remains on ongoing focus to ensure consistent processes across the school. While there were varying opinions on the elements which should be incorporated into PD/H/PE units, a final decision has been made in consultation with all staff which incorporates PBL values as well as formative assessment approaches.

Impact - Students K-6 are enjoying the benefits of daily movement activities to support learning. Staff report improved engagement of their students.

Future Directions - In 2023, all staff will be engaged in the process of collaboratively developing PD/H/PE units of work. These units will have a significant impact on teachers' ability to report accurately on the development of their students learning in PD/H/PE. Professional Learning in i play will also play a major part in teachers taking a structured approach to the explicit teaching of Fundamental Movement Skills and daily movement activities.

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 • All staff have a deep understanding of differentiated adjustments for managing student behaviour with a positive teaching mindset - Ongoing • School Procedures and Guidelines are constantly refined and reflective of evidence based best practice - Ongoing • Whole school Positive Behaviour for Learning systems, processes and procedures are understood, visible and meaningful to all staff, students and families - Ongoing	• All staff have a growing understanding of differentiated adjustments for managing student behaviour with a positive teaching mindset. This has been further underpinned this year with shared language around emotion based coaching to support student behaviour choices. • 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 increasingly understood, visible and meaningful to all staff, students and families.
Evidence based behaviour management improvement as measured by the School Excellence Framework: **Learning:** • Wellbeing - Excelling **Teaching:** • Effective Classroom Practice - Excelling	**Wellbeing - Sustaining and Growing** • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Wellbeing. **Effective Classroom Practice - Sustaining and Growing** • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice.
School based targets: • All students K-6 involved in 150 minutes of quality physical education lessons per week. • 100% of Wellbeing programs and planned physical activity evaluated against the School Excellence Framework with the support of the School Sport Unit - Ongoing • Teaching and learning programs in PD/H/PE K-6 well resourced to achieve improved learning outcomes for all students - Ongoing	• All students K-6 involved in 150 minutes of quality physical education lessons per week. • Wellbeing programs and planned physical activity will be evaluated against the SEF as teaching and learning programs are developed throughout 2023. • Teaching and Learning programs in PD/H/PE are well resourced. These resources are well organised and accessible for all staff K-6.
Physical Activity and Wellbeing Improvement as measured by the School Excellence Framework: **Learning:** • Wellbeing - Excelling **Teaching:** • Effective Classroom Practice - Excelling	**Wellbeing - Sustaining and Growing** • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Wellbeing. **Effective Classroom Practice - Sustaining and Growing** • 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
Integration funding support $154,968.00	Integration funding support (IFS) allocations support eligible students at Galston Public School in mainstream classes who require moderate to high levels of adjustment. **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 **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs **The allocation of this funding has resulted in the following impact:** 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. **After evaluation, the next steps to support our students will be:** Continuation of the use of funds to support targeted IFS students as outlined above. Staff consultation in the ongoing familiarisation with GPS Learning Support Procedures and Guidelines. Continuing the development of SMART Goals for PLaSPS to refine practice.
Socio-economic background $13,456.44	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Talks **Overview of activities partially or fully funded with this equity loading include:** • 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). **The allocation of this funding has resulted in the following impact:** 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. **After evaluation, the next steps to support our students will be:** 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 their socio-economic background.

Aboriginal background $3,933.55	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Talks **Overview of activities partially or fully funded with this equity loading include:** • 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. **The allocation of this funding has resulted in the following impact:** 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. **After evaluation, the next steps to support our students will be:** 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.
English language proficiency $2,400.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Galston Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Talks **Overview of activities partially or fully funded with this equity loading include:** • 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). **The allocation of this funding has resulted in the following impact:** 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. **After evaluation, the next steps to support our students will be:** Continuation of the use of funds to support targeted EAL/D students as outlined above.
Low level adjustment for disability	Low level adjustment for disability equity loading provides support for students at Galston Public School in mainstream classes who have a

$90,229.89	disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Talks • Evidence Based Learning Support Programs, Procedures and Guidelines **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 an evidence-based intervention (MacLit and MiniLit) to increase learning outcomes **The allocation of this funding has resulted in the following impact:** As Data Talks processes have been refined, Teachers have taken on a more active role in analysing and preparing their data/observations to support collaborative decision making around student learning and reporting to parents. Initialit has been successfully rolled out across all classes K-2, while our team has also finalised our Learning Support Procedures + Guidelines, as well as our Behaviour Support and Management Plan in line with whole staff Professional Learning on the Inclusive Education Reform. **After evaluation, the next steps to support our students will be:** Online programming reflective of new English and Maths Syllabus with embedded formative assessment and scheduled differentiated instruction in maths through a team approach. This work will be in short cycles, supported by Instructional Leaders and involving all staff (including the SLSO team), creating differentiated teaching and learning programs and including parents in conversations to support their child at regular intervals throughout the year. Moving forward, Minilit Sage will be implemented, as well as providing more time for teachers to observe students receiving support so that strategies used can be mirrored in classroom lessons. Extension resources for Initialit will also be purchased, allowing us to more comprehensively engage our students who require extension. Continuing to leverage Data Talks and triangulated data to identify those students requiring reading support, as well as those requiring Learning Support Team intervention will remain a priority.
Professional learning $17,592.84	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Assessment for Learning • STEM and Technology • Evidence based positive behaviour systems • Physical Activity and Wellbeing **Overview of activities partially or fully funded with this initiative funding include:** • Assessment for Learning: Since the beginning of the year, all teachers have been actively engaged in the creation of our Window of Certainty to frame our approaches to Assessment and its role in the teaching, learning and reporting process. We have reflected on what this looks like when completing reports each semester and ways that we can improve the authentic nature of this process

Professional learning	for students, teachers and parents.
$17,592.84	STEM: Across the school, classes have engaged in approaches to teaching which have an embedded approach to STEM pedagogies. This has included Maths lessons using spheros/ozbots, as well as project-based learning to address real life issues within the school. Our STEM team has looked at examples of effective practice in other settings to bring back in context to our students and teachers. PBL: Throughout the year, all staff (Teachers and SLSOs) undertook professional learning in 123 Magic Emotion Coaching, as well as sourcing more productive ways to integrate regular and ongoing focus lessons which strategically teach our PBL values to students K-6. Physical Activity and Wellbeing: Throughout the year, all staff have been led by the Physical Activity and Wellbeing team to complete professional learning and embed Thinking While Moving/Brain Breaks on a daily basis. We have also begun our i play journey with the training of school teacher leaders and the development of an i play action plan. Finally, this team has sourced units of work from other schools which incorporate wellbeing themes as well as embedded formative assessment as we prepare to develop our own units of work in 2023. **The allocation of this funding has resulted in the following impact:** Assessment for Learning: Completing a spreadsheet of grade allocation for all classes K-6 during reporting cycles has been an invaluable tool for self reflection. Ongoing discussions comparing this to our framework of vision, values and beliefs as articulated through the Window of Certainty have been rigorous, leading to genuine questioning of the reasons behind our teachers current confidence levels in leveraging assessments to make judgement calls about student learning. The result of these discussions has been the realisation that teachers are working from an outdated model of practice, where assessment of learning is conducted at the end of the teaching cycle prior to writing reports. There is a need to embed ongoing formative assessment into our teaching and learning practices so that our learners can be met at their point of need. STEM/Technology: Modelled lessons across K-6 were extremely effective, as they were timetabled and utilised the skillset of an instructional leader in STEM pedagogy for all staff. Students involved in Project Based Learning were highly engaged and enthusiastic. Time limitations and scale of design ideas were a barrier to completion of projects. All students and teachers experienced STEM and Project Based Learning throughout the year in a modelled and integrated format. This was positive for staff development of pedagogical skills, as well as positive student engagement through ownership of the development of ideas to solve real world problems within the school. PBL: All staff were engaged in this process, and discussion has been rigorous to develop a shared understanding of the behaviour expectations at our school. Shared understanding that a teaching approach based on emotion coaching is crucial underpins many of the daily discussions being held around student behaviour, consequence and support to implement our school wide systems. Consistent use of language and approaches across the school has become increasingly evident as our systems become more embedded. After comparing different approaches, there is a definite need to embed welbeiing approaches in PD/H/PE lessons, while at the same time revisiting expectations on a weekly basis as a whole school K-6 during a COLA assembly.

Professional learning $17,592.84	Physical Activity and Wellbeing: Thinking while moving and tightening fitness processes remains on ongoing focus to ensure consistent processes across the school. While there were varying opinions on the elements which should be incorporated into PD/H/PE units, a final decision has been made in consultation with all staff which incorporates PBL values as well as formative assessment approaches. Students K-6 are enjoying the benefits of daily movement activities to support learning. Staff report improved engagement of their students. **After evaluation, the next steps to support our students will be:** Assessment for Learning: Moving into 2023, all staff will engage in weekly planning time guided by our Assistant Principal Curriculum and Instruction. These sessions will aim to embed formative assessment into quality units of work for all classes K-6 in English, Maths and PD/H/PE. This focus, along with our ongoing Data Talks sessions, will allow our teachers to use assessment for learning, rather than assessment of learning. STEM/Technology: Moving forward, solutions to school-based problems will remain a vehicle for student engagement. These issues will be embedded into teaching units and will include development of additional garden spaces once the removal of demountable buildings has occurred, recycling on a whole school basis etc. Purchasing new technology (ie makey makey's, coding-based technology) will also be a focus. Feedback sought from parent surveys around student activities will also assist us in designing excursions and incursions with a STEM/Technology approach. PBL: PD/H/PE team to develop Term 1 units of work with embedded wellbeing focus. This is to be implemented in Term 1, with teachers to receive regular planning time to reflect on and update, as well as prepare units for the term ahead throughout the year. Weekly COLA assembly script to be updated with student and teacher input. This script to include weekly revisiting of PBL values around Respect, Responsibility and Personal Best. Physical Activity and Wellbeing: In 2023, all staff will be engaged in the process of collaboratively developing PD/H/PE units of work. These units will have a significant impact on teachers' ability to report accurately on the development of their students learning in PD/H/PE. Professional Learning in i play will also play a major part in teachers taking a structured approach to the explicit teaching of Fundamental Movement Skills and daily movement activities.
QTSS release $43,899.82	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Galston Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **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 the following impact:** STEM/Technology: Modelled lessons across K-6 were extremely effective, as they were timetabled and utilised the skillset of an instructional leader in STEM pedagogy for all staff. Students involved in Project Based Learning were highly engaged and enthusiastic. Time limitations and scale of design ideas were a barrier to completion of projects. All students and teachers experienced STEM and Project Based Learning throughout the year in a modelled and integrated format. This was positive for staff development of pedagogical skills, as well as positive student

| QTSS release

$43,899.82 | engagement through ownership of the development of ideas to solve real world problems within the school.

Assessment for Learning:
Completing a spreadsheet of grade allocation for all classes K-6 during reporting cycles has been an invaluable tool for self reflection. Ongoing discussions comparing this to our framework of vision, values and beliefs as articulated through the Window of Certainty have been rigorous, leading to genuine questioning of the reasons behind our teachers current confidence levels in leveraging assessments to make judgement calls about student learning.
The result of these discussions has been the realisation that teachers are working from an outdated model of practice, where assessment of learning is conducted at the end of the teaching cycle prior to writing reports. There is a need to embed ongoing formative assessment into our teaching and learning practices so that our learners can be met at their point of need.

After evaluation, the next steps to support our students will be:
STEM:
Moving forward, solutions to school-based problems will remain a vehicle for student engagement. These issues will be embedded into teaching units and will include development of additional garden spaces once the removal of demountable buildings has occurred, recycling on a whole school basis etc. Purchasing new technology (ie makey makey's, coding-based technology) will also be a focus. Feedback sought from parent surveys around student activities will also assist us in designing excursions and incursions with a STEM/Technology approach.

Assessment for Learning:
Moving into 2023, all staff will engage in weekly planning time guided by our Assistant Principal Curriculum and Instruction. These sessions will aim to embed formative assessment into quality units of work for all classes K-6 in English, Maths and PD/H/PE. This focus, along with our ongoing Data Talks sessions, will allow our teachers to use assessment for learning, rather than assessment of learning.

PBL:
PD/H/PE team to develop Term 1 units of work with embedded wellbeing focus. This is to be implemented in Term 1, with teachers to receive regular planning time to reflect on and update, as well as prepare units for the term ahead throughout the year. Weekly COLA assembly script to be updated with student and teacher input. This script to include weekly revisiting of PBL values around Respect, Responsibility and Personal Best. |
| COVID ILSP

$59,786.00 | 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 2022.

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

Overview of activities partially or fully funded with this targeted funding include:
 • providing targeted, explicit instruction for student groups in literacy through the Minilit/Macqlit program

The allocation of this funding has resulted in the following impact:
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.

After evaluation, the next steps to support our students will be:
Continue to provide targeted, explicit instruction for student groups in literacy through the Minilit/Macqlit program. |

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	128	127	116	106
Girls	122	105	102	91

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	95.0	96.1	96.6	93.4
1	95.4	94.6	93.6	93.2
2	94.1	95.3	93.3	88.0
3	93.1	94.5	94.1	89.1
4	93.8	95.3	93.4	92.7
5	92.5	95.1	93.2	88.7
6	91.4	95.1	91.2	91.1
All Years	93.5	95.2	93.5	90.9
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	3.8
Classroom Teacher(s)	6.02
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	2.02

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	175,943
Revenue	2,664,282
Appropriation	2,455,273
Sale of Goods and Services	3,802
Grants and contributions	203,432
Investment income	1,775
Expenses	-2,773,545
Employee related	-2,340,068
Operating expenses	-433,477
Surplus / deficit for the year	-109,262
Closing Balance	66,681

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	154,968
Equity Total	110,020
Equity - Aboriginal	3,934
Equity - Socio-economic	13,456
Equity - Language	2,400
Equity - Disability	90,230
Base Total	1,655,109
Base - Per Capita	55,084
Base - Location	0
Base - Other	1,600,024
Other Total	380,351
Grand Total	2,300,448

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

Tell Them From Me Parent, Teacher and Student surveys:

- Students with positive relationships - 82% of students at GPS have friends at school they can trust and who encourage them to make positive choices. The NSW Govt norm for these years is 85%.
- Positive Behaviour - 88% of students at GPS perceive that they do not get in trouble at school for disruptive or inappropriate behaviour. The NSW Govt norm for these years is 83%. School based data supports this perception, with the vast majority of students being well behaved in the classroom and playground.
- Students reported sense of belonging is steadily decreasing over the past 4 years (59% school vs 81% state).
- 30% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%.
- Advocacy - At GPS, students feel they have someone at school who consistently provides encouragement and can be turned to for advice, giving a rating of 7.1 out of 10. The NSW Govt norm is 7.7.
- School Pride - 62% of students reported a feeling of pride in their school.
- 54% students in Years 4-6 are interested and motivated in their learning vs 78% across the state.
- Our girls (66%) report high levels of perseverance more than our boys (57%).
- Expectations for success - The school staff emphasises academic skills and hold high expectations for all students to succeed: In this school, students rated Teachers' Expectations for Academic Success 7.8 out of 10; the NSW Govt norm for these years is 8.7.
- Parents feel informed - 5.9 out of 10, with some areas (social development, opportunities concerning my child's future) as low as 5.2. State average is 6.6.
- Parents rate their support of student learning at home 5.6 out of 10. NSW norm is 6.3. The vast majority of parents (up to 87%) report that they have never done voluntary work at the school.
- Positive Behaviour and Safety at school were ranked 7.2 and 6.9 respectively (State norms of 7.7 and 7.4).

The Eight Drivers of Student Learning:

- Leadership 8.2 (NSW Govt norm 7.1)
- Collaboration 8.4 (NSW Govt norm 7.8)
- Learning Culture 8.4 (NSW Govt norm 8.0)
- Data Informs Practice 8.1 (NSW Govt norm 7.8)
- Teaching Strategies 8.2 (NSW Govt norm 7.9)
- Technology 6.2 (NSW Govt norm 6.7)
- Inclusive School 8.4 (NSW Govt norm 8.2)
- Parent Involvement 7.0 (NSW Govt norm 6.8)

The Four Dimensions of Classroom and School Practices

- Challenging and Visible Goals 7.5 (NSW Govt norm 7.5)
- Planned Learning Opportunities 8.1 (NSW Govt norm 7.6)
- Quality Feedback 7.6 (NSW Govt norm 7.3)
- Overcoming Obstacles to Learning 8.2 (NSW Govt norm 7.7)

Parent Surveys - Reports

29 responses to this survey were received from our community.

80% families read reports with their children.

62% families find these reports useful or somewhat useful in helping their child with their learning.

Themes:

- Gives useful information about what they are learning and where to next.
- Comments are highly valued (65.5%), closely followed by areas of strength as well as improvement, as these are the most powerful tools for discussions with students about their learning.
- Report comments can be too confusing to interpret or too generic at times.
- Honest feedback is highly valued.
- Levels of achievement in reports doesn't always match external feedback/standardised tests - (eg NAPLAN results). This can lead to the perception that the school report doesn't match what the student is capable of in other settings, causing confusion for parents about their child's progress.
- Reflection of student learning difficulties would be useful to provide context to information within the report.
- Accuracy around student activities (ie sports groups, homework etc) is not always assured. Teachers need to get this right.
- ASSESSMENT - Parents would value a deeper understanding of the types of assessment used to determine results/gradings, as well as feedback from assessments used throughout the semester rather than just at the end through reports.

What next:

- Data Walls and reports - Making sure that our triangulated data matches the gradings being reflected in reports.

This work has been progressively undertaken over the past two years and will continue moving forward. We now make terrific use of collaborative time to ensure we have multiple sources of assessment to make judgement calls on students progress and support them in their learning.

- General Comments - Teacher Professional Learning Semester 2 has been undertaken to ensure that these are more personalised and easy to understand for our families.
- Student reflection sheets to be included for Semester 2 2022 (Year 3-6), providing student voice to aide dialogue at home when reading reports with parents.
- 2023 and 2024 - Development of Teaching and Learning programs (including quality assessments) in line with new syllabus documents to assist in the reporting process. This will build on our existing teaching programs and falls in line with recent announcements around extra RFF time for teachers to engage with the new curriculum. This process will involve collaboration with teachers, AP C&I, and Assistant Principals and time for this will be allocated out of weekly timetables. This is a significant commitment of time and resources, but one which is very worthwhile for our students and teachers.

Parent Survey - Activities at School

Quick summary of the results...

(attached)

- More excursions and incursions
- More opportunities to mix between cohorts K-6 to get to know a wider variety of students
- More sport, Science and CAPA activities
- Community connection - Preschools, Rowland Village etc
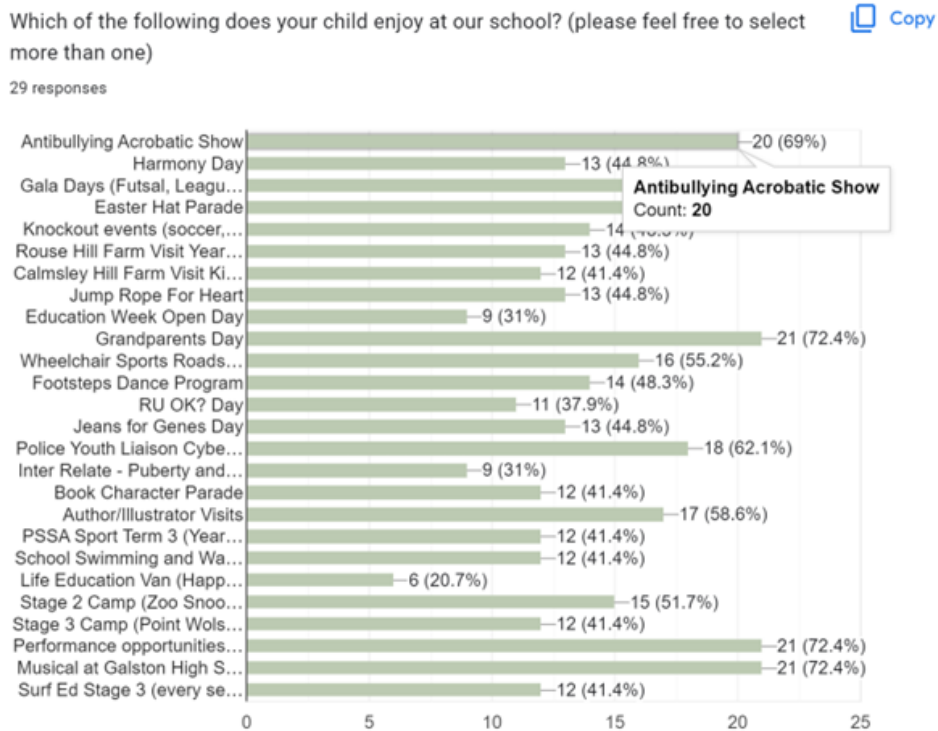
Summary of activities at school.

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.