



Galstaun College Annual Report

2018



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Introduction:

I welcome readers to Galstaun College through its 2018 Annual Report.

Galstaun College is located in a beautiful, natural bushland setting adjacent to the Northern Beaches of Sydney.

Our College places a strong emphasis on academic achievement where our dedicated teachers ensure the delivery of quality education in a disciplined learning environment. Students are engaged and challenged to become critical and creative thinkers and are provided with opportunities to thrive academically, socially and personally. Galstaun College is devoted to ensuring that each child is empowered with the confidence and skills to succeed and achieve their personal best in a safe, nurturing and dynamic learning environment.

Through the creation and development of a culture of care and collaboration, students learn key core ideals such as empathy, understanding and respect. Our small classes, pastoral care and mentoring program ensure that every student is given individual care and attention. Our emphasis on Christian values and our commitment to our students help establish an environment of responsibility, generosity and compassion.

Students are encouraged to contribute to the life of the college by participating in a variety of co-curricular and extra-curricular activities where students can develop their talents and pursue their interests and passions. Opportunities are provided for students to participate, compete and excel in a wide range of activities aimed at promoting teamwork, leadership and school pride.

The college fosters and preserves the Armenian traditions that cultivate the Armenian language and culture. Students from the Reception class to Year 12 are engaged in the College Armenian Studies Program where students take an active role in demonstrating pride in their cultural identity. Our accelerated Armenian program and annual pilgrimage to Armenia helps develop and reinforce a deep and unique appreciation of their cultural heritage.

In recent years students from non-Armenian backgrounds have joined the College and they have easily integrated into the school: such is the strength of our values within our learning environment.

Within Galstaun College, there is a strong sense of community as teachers, parents and community organisations work together to support and care for our students.

Edward Demirdjian
Galstaun College Principal



Education and Financial Reporting

Annual Education and Financial Reporting Policy for Galstaun College

In accordance with the reporting requirements of the NSW Minister for Education and the Australian Government Department of Education, Galstaun College will maintain relevant and current data and will comply with reporting requirements. This reporting will include public disclosure of the educational and financial performance measures and policies of the College as required from time to time.

Procedures for implementing the policy include:

- Identifying relevant staff to co-ordinate input into the annual report (Business Manager, Head/s of Curriculum, Administration personnel and the College Principal)
- Providing requests to staff for input in their reporting areas
- Staff members listed collect, analyse and present data for inclusion in the report
- All documentation collated by a central person (Principal or his/her delegate)
- Determination of the content and ensuring compliance and relevance
- Preparation and distribution of the annual report to the College Board for final approval
- Further editing, preparation and publication of the report in an appropriate format to send to the NESA and to the School community.

The Galstaun College Annual Report will be provided in an on-line or appropriate electronic format to NESA and the Annual Report will relate to each school year and be provided no later than 30 June in the year following the report. The report will also be available request in a form that is accessible for those without internet access.

Requests for additional data from the NSW Minister for Education and Training

To ensure that any requests from the Minister for additional data are dealt with appropriately, the College appoints the Principal to the role of co-ordinating the School's response. The Principal is responsible for the collection of the relevant data and for ensuring it is provided to NESA in an appropriate electronic form.

Commonwealth Financial Questionnaire

The School appoints the Business Manager as being responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to Department of Education in an appropriate form.



From the Principal

The 2018 Annual Report provides a mere snapshot of our wonderful College. Our school provides a very special and powerful education, enriching and inspiring students in their learning, growth and development. This is done within a context that promotes and celebrates the Armenian heritage, history and language.

The delivery of our curriculum is compliant with NESA and students from Reception (K-1) through to Year 12 follow the syllabuses set by NESA.

Student numbers at Galstaun College in 2018 showed steady growth including higher retention rates along with the continued enrolments we provide to Syrian refugees who had relocated to Australia. For the fourth consecutive year, the College has continued to increase its student numbers which reflects the improvements that the school is making in teaching and learning.

Confidence in the College's capacity to deliver a quality education within a caring and accepting environment, along with some of the achievements we experience in external examinations like the HSC and NAPLAN tests have helped with enrolments. Our students also enjoy the richness of learning experiences that are offered in our extra and co-curricular activities, as well as through our leadership and camp programs. The delivery of Armenian continues to be integral to the College.

Our Executive Committee is led by the College Principal and includes senior College staff: Lauren Sciacca (Head of Primary), Vicki Vartanians (Head of High School), Kate Hajdu (Primary Curriculum Coordinator) and Barbara Maxfield (Director of Teaching & Learning).

Year 6 continued to be part of the High School in 2018. A number of changes were made to Year 6 in 2018 to improve pastoral care and support. Feedback from students and parents regarding the program continues to be positive.

The main entry point for enrolments at our College is into our Reception (K-1) class with enrolments continuing to be strong. The Reception class continues to be popular with students benefitting from program. The focus on explicit instruction in numeracy and literacy has been important in the development of our Infants students.

Monitoring and supporting teachers in their professional growth was a key focus in 2018 with an increasing budget to support teachers and their development. Teacher Accreditation, Appraisal and the Maintenance of the Australian Professional Standards for Teachers was led by the Director of Teaching & Learning. Our teachers also took part in peer observations, sharing of professional practice, demonstration lessons and professional development programs aimed to promote quality teaching and learning practices at the College. The Literacy and Numeracy Action Plan continued to be a key focal point with all Primary teachers involved in the process.

Students at the College continued their participation in our range of extra curricula and co-curricular activities in 2018. The pursuit of the silver medallion as part of the Duke of Edinburgh Program was popular with a number of Year 12 students achieving this milestone. Students continued to participate in the ASISSA and CDSSA competitions with students achieving a number of successes in basketball and football. Events such as the Creative Arts Showcase and involvement in programs such as MUNA reinforce the growing opportunities available for our students.

The P & F committee plays an important role in fundraising and supporting the school with 2018 being no exception. Once again they held a number of events like the annual Mother's Day and Grandparent's Day events as well as coordinating the College canteen and Uniform shop. As always, all functions were a success and not only provided an opportunity for parents and the community to socialise, but their efforts also raise funds for the school; which ultimately means better support for teaching and learning.



Community events, including student/parent education and subject selection events are popular with parents; many of whom rely on our school community for their friendships and networking.

I take this opportunity to thank the Chair, Hratch Boghossian, and the entire 2018 Board for their support and guidance throughout the year as well as extend my sincere thanks to the entire staff at Galstaun College without whom our students would not experience the educational opportunities, guidance and care they receive.

Edward Demirdjian
Galstaun College Principal

From the Student Representative Council (SRC)

SRC is Galstaun College's school representative council which comprises of a few members of each class throughout high school. These students work collaboratively to develop goals for each year and take an initiative to make a positive change for the school.

During 2018, the SRC was involved in the planning and execution of a number of successful events and activities. They took the initiative to raise awareness of major events around the world and other global issues through morning announcements and presentations at assemblies. One of the most memorable presentations was that of the R U Ok? Suicide prevention presentation held at an assembly, where the students prepared a written speech to promote awareness of the issue and organised a role play to provide the student body with a step-by-step guide on how to ask the question.

On the final day of each of the school terms, the SRC organised a fun afternoon where high school students participated in activities. Some of these included 'Minute to win it', 'Galstaun Trivia' and the problem-solving 'Mafia' game.

Pyjama Day was one of the many events organised by SRC which took place on the 5th June 2018. The students planned and delivered a pancake breakfast and raised \$600 for the 'Save the Children' charity. Another major event was that of Farmers' Day where students and staff dressed up as farmers and participated in a range of farm-related activities prepared by the SRC. Through their efforts, the SRC were able to raise over \$1200 and donated this amount to the 'Buy-a-Bale' campaign which assists farmers experiencing drought conditions. Picnic Day was another great achievement by the SRC who were involved in the planning and organisation of the activities for both primary and high-school students. This event was held at the end of the school year and was combined with a carols performance where Santa Claus appeared as our special guest!



Reporting Area 2: Contextual Information about the School

Known also as the Hamazkaine Arshak and Sophie Galstaun College, **Galstaun College** is a co-educational, non-selective, bilingual Armenian and English college founded in 1986. It is situated on 23.5 acres in an idyllic bushland setting on Sydney's Northern Beaches in an area known as Duffy's Forest. It boasts views to the ocean as well as a magnificent view north to the Central Coast.

The College was established by Sydney's Armenian community to provide its youth with the best in Australian education while maintaining the Armenian language and culture for students of Armenian background growing up in Australia. The College has through the New South Wales Higher School Certificate and other state and national benchmarking examinations established an enviable academic record over the past 14 years. The College enrolment in 2017 was 323 students from Reception to year 12.

The beautiful grounds combined with the safe and supporting environment created by the staff and students within the College provide the best venue for the academic, physical and spiritual growth and development of each individual student. The College has major plans for expansion and aims to provide facilities and educational services for over 400 students in the next 5 years. Early childhood learning services and adult education services are also within the expansion plans for the College.

Facilities currently include a well-appointed library, an assembly hall with excellent performance stage, covered play areas and many specialist classrooms for art, computer studies, design and technology, science and the multi-purpose hall called the Smoky Dawson Pavilion.

We are an inclusive school that welcomes students from a range of backgrounds in addition to those of Armenian heritage as well as refugee students.



Reporting Area 3: Student Performance in National and Statewide Tests and Examinations

NAPLAN

The performance in the 2018 National Assessment Program in Literacy is documented on the My School website: <http://www.myschool.edu.au>

We acknowledge that NAPLAN tests are but one assessment tool which provides a small snapshot of a child's ability in literacy and numeracy but we utilize the NAPLAN test results thoroughly as they provide a detailed analysis for the school's use, which can help us identify individual student's strengths and weaknesses; and that the analysis can also inform our teaching practices.

In 2018, Galstaun College's total enrolment means that there was a relatively small student numbers sitting for the NAPLAN tests in Years 3, 5, 7 & 9 which can mean that making assumptions about the overarching performance trends of the school limited. The individual performance of just one or two students can skew the statistical data which can lead to assumptions about either high or low performance that may not be a true reflection of the group. The high error margin when applying statistical analysis in the NAPLAN performance must be considered.

Galstaun College was pleased to announce that it had been selected by ACARA (Australian Curriculum, Assessment and Reporting Authority) as having demonstrated substantially above average gains in NAPLAN for students who have progressed from Year 7 to Year 9 in both numeracy and reading.

Regardless, NAPLAN testing provides important information related to literacy and numeracy that is helpful to the school and to our families and when appropriate the school uses the information to target students for additional support.



Reporting Area 4: Senior Secondary Outcomes

Records of School Achievement (RoSA) 2018

The RoSA is a cumulative credential for students who left the College in Year 10, 11 or 12 prior to the Higher School Certificate. In 2018 there was one students who ceased their schooling prior to their Higher School Certificate and continued his studies at TAFE.

Higher School Certificate 2018

Some of the most significant achievements in the 2018 HSC for Galstaun College included:

- 100% of students studying Mathematics, IPT, Modern History and Visual Arts achieved above a Band 4 and above
- There was a marked strengthening of performance in all streams of Mathematics in 2018.
- Students for Armenian Continuers complete the accelerated course achieving three Band 6 results.
- The Dux of Galstaun College in 2018 achieved an ATAR of 93.5
- The College had 11 entries in the Distinguished Achievers List



Higher School Certificate						
SUBJECT	Year	No. of Students	Performance band achievement by %			
			School Band 3-6	State Band 3-6	School Band 1-2	State Band 1-2
English - Standard	2016	8	75	86.7	25	13.3
	2017	7	71.43	85.76	28.57	14.24
	2018	15	66.6	70.62	33.33	15.06
English Advanced	2016	8	75	98.8	25	1.2
	2017	10	100	98.8	0	1.5
	2018	12	83.32	98.55	16.66	1.45
Mathematics	2016	9	78	90	22	10
	2017	4	100	92	0	8
	2018	3	100	90.6	0	9.4
Mathematics Ext 1	2016	1	100	97	0	3
	2017	-	-	-	-	-
	2018	3	100	79.85	0	20.15
General Mathematics	2016	9	66.66	74.9	22.22	25.08
	2017	12	83.34	73.86	16.66	26.14
	2018	8	100	79.86	0	20.14
Biology	2016	6	100	90	0	10
	2017	6	100	87.47	0	12.53
	2018	6	66.67	89.88	33.34	10.12
Business Studies	2016	10	80	86	20	14
	2017	14	78.6	86	21.42	14
	2018	18	77.77	87.64	22.23	12.36
Chemistry	2016	4	100	95	0	5
	2017	6	66.66	90.39	33.33	9.61
	2018	8	62.5	88.93	37.5	11.07
Design and Technology	2016	10	100	95	0	5
	2017	5	100	94.44	0	5.56
	2018	12	75	96.7	25%	3.3



Drama	2016	6	83.2	98	16.6	2
	2017	3	100	97.8	0	2.2
	2018	7	100	96.9	0	3.1
Legal Studies	2016	2	100	95	0	5
	2017	5	80	90.43	20	9.57
	2018	4	100	85.78	0	14.22
Modern History	2016	2	100	86.7	0	13.3
	2017	4	100	85.63	0	14.37
	2018	3	100	85.74	0	14.76
PDHPE	2016	6	83.34	82.8	16.66	17.2
	2017	6	50	80.54	50	19.46
	2018	15	68.75	86.4	31.25	13.6
Armenian Continuers	2016	10	100	100	0	0
	2017	20	100	100	0	0
	2018	10	100	100	0	0
Physics	2016	3	66.6	87.92	33.3	12.08
	2017	4	50	88.05	50	11.95
	2018	4	50	87.03	0	12.97
IPT	2016	-	-	-	-	-
	2017	-	-	-	-	-
	2018	3	100	87.34	0	12.66



Reporting Area 5: Teacher professional learning, accreditation and qualifications

Professional Learning

As part of the school's commitment to improve the quality of teaching and learning standards Galstaun College in 2018 staff were expected to attend regular staff meetings, as well as curriculum and pedagogically based Professional Development sessions.

In addition to staff meetings, teachers also attended whole-school and individual Professional Development conferences with the aim of enhancing the teaching and learning outcomes and for developing pedagogical practices. Staff participated in a range of Professional Development conferences held by the Association of Independent Schools (AIS) and other independent providers in an aim to target whole school initiatives, including focus on the educational needs and outcomes, child protection regulations and discipline. Considerable in-house Professional Development took place using the experience and skills of presenters from the AIS, and utilising the School's senior staff including the Director of Teaching & Learning, particularly when they had taken part in externally delivered Professional Development. Using the School's own staff on such occasions made the Professional Development more 'real' and contextually relevant to others, knowing that their peers were applying what they had learned in our own school environment.

Summary of conferences, workshops, seminars and training attended in 2017 by teaching and non-teaching staff, and Board Directors.

Course	PD type	Description	Staff
AIS Instructional Leadership Masterclass 5. Evaluating Progress 6. Tiered Interventions and Differentiated Teaching 7. School Stories	Face to face instruction and workshops	This masterclass addressed the role of the instructional leader in ensuring the implementation of evidence-based literacy and numeracy practices across the school with a particular focus on all K-2 students mastering the critical early skills of phonological awareness, phonics and number sense.	Executive
<u>Literacy</u> Module 4- Explicit Instruction and Advanced Phonics Module 5- Explicit teaching and fluency/vocab Module 6- Explicit Instruction and comprehension Module 8- Developing effective literacy sessions	Face to face instruction from external provider Including Self-Paced Online Modules	Module consolidated and extended on the learning of the previous module. Emphasis on how to teach a systematic progression of phonic skills of increasing complexity. Skills of reading fluency and vocabulary including strategies for ensuring all students learn to read at a reasonable pace. Examines approaches to teach all students to become active, independent listeners and readers as well as addressing text selection and questioning. Focused on developing literacy sessions that address the best evidence-based practice to maximise instructional time and effectiveness.	All primary staff



<p><u>Numeracy</u></p> <p>Module 4- Explicit instruction and working mathematically</p> <p>Module 5- Explicit instruction and working mathematically in number and algebra</p> <p>Module 6- explicit instruction and working mathematically in geometry and measurement</p> <p>Module 7- explicit instruction and working mathematically in data and statistics</p>	<p>Face to face instruction from external provider Followed up by the Self-Paced Online Module for Assessment</p>	<p>Focusing on research based instructional practices that promote mathematical proficiency.</p> <p>Examined explicit instructional approaches when planning for and teaching the Number and Algebra strand.</p> <p>Evidence based strategies in promoting understanding within Measurement and Geometry.</p> <p>The module focused on explicit practices for teachers to develop student understanding of statistics and probability allowing students to collect, represent, analyse, interpret and evaluate data.</p>	<p>All Primary Staff</p>
<p>DIBELS – Next Assessment</p>	<p>Face to face instruction from external provider</p>	<p>Three day workshop regarding the use and implementation of DIBELS Dynamic Indicators of Basic Early Literacy Skills. This will also include data interpretation to evaluate instruction, practice and areas of improvement.</p>	<p>3 Senior Exec</p>
<p>Middle Leaders Program</p>	<p>Face to face instruction from external provider</p>	<p>Three day program providing opportunities to develop new insights and skills in leadership.</p>	<p>2 Senior Exec</p>
<p>RAP Analysis Workshop</p>	<p>Face to face instruction and interactive workshop</p>	<p>Workshop highlighting various tools available for analysing HSC data including how data can be used to inform practice.</p>	<p>2 Senior Exec</p>
<p>Classroom Behaviour Expectations</p>	<p>Internal PD with Director of Teaching & Learning</p>	<p>The important role consistent class expectations play in making a positive difference.</p>	<p>25</p>
<p>Evidence Based Classroom Management</p>	<p>Internal PD</p>	<p>The use of strategies to promote positive behaviours and the use of praise to minimise negative behaviour.</p>	<p>29</p>
<p>AIS Governance Symposium 2018</p>	<p>AIS provider</p>	<p>This course provides senior staff and board directors with training in the area of Governance</p>	<p>1</p>
<p>Teacher Accreditation</p>	<p>Internal</p>	<p>Overview of accreditation process from 2018. Also including Orientation for Provisional Teachers</p>	<p>29</p>
<p>Teacher Appraisal</p>	<p>Internal</p>	<p>Outline of process for Term 4 2018. All teachers participating.</p>	<p>29</p>
<p>Learning Support and Legislation</p>	<p>AIS</p>	<p>Workshop outlining school and teacher responsibilities regarding supporting students with special needs.</p>	<p>27</p>
<p>Supporting School Improvement</p>	<p>AIS</p>	<p>Senior managers exploring strategies to apply in the Galstaun School context</p>	<p>3</p>

Further opportunities are afforded to staff to develop their professional knowledge and expertise. This included:

- Peer observations within the School
- Demonstration of lessons at staff meetings highlighting key Professional Standards
- Consultation and collaboration with other schools
- Trialling methods and reporting back to staff meetings.



In addition, each teacher was provided with professional development relevant to their subject area and needs. This included workshops and modules based on curriculum/syllabus changes as well as areas of interest and improvement.

Teacher Accreditation

In 2018 the teacher accreditation status of staff at Galstaun College was as follows:

Level of Accreditation	Number of Teachers
Pre- 2004 Teachers (accreditation not required)	13
Conditional	0
Provisional	5
Proficient	11
TOTAL	29

Teacher Qualifications

Category	Number
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR)	29
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0



Reporting Area 6: Workforce Composition

Refer to the My Schools website for Galstaun College Workforce:

<http://www.myschool.edu.au>

In 2018 the workforce composition of the School was as follows:

2018	
Teaching Staff	29
Full-time equivalent teaching staff	26.4
Non-teaching staff	8
Full-time equivalent non-teaching staff	6.2

There were no Indigenous Staff employed at the school in 2018.



Reporting Area 7: Student Attendance and Management of Non Attendance

For whole-school student attendance rates please refer to the My Schools website:

<http://www.myschool.edu.au>

Attendance Rate 2018			
FORM	ATT_OVERALL	ATT_MALE	ATT_FEMALE
Reception	92.75%	90.43%	95.07%
Transition	94.51%	94.71%	94.30%
Year 1	94.38%	93.56%	95.19%
Year 2	95.95%	96.63%	95.27%
Year 3	95.89%	96.52%	95.26%
Year 4	95.34%	95.78%	94.89%
Year 5	92.55%	94.34%	90.75%
Year 6	93.54%	92.98%	94.09%
Year 7	94.86%	93.98%	95.74%
Year 8	91.51%	89.04%	93.97%
Year 9	91.25%	90.15%	92.34%
Year 10	91.25%	93.41%	89.08%
Year 11	88.69%	86.75%	90.63%
Year 12	94.24%	91.90%	96.58%
total average for 2018	93.33%		

Student attendance in 2018 averaged 93.33% which is a slight decrease of .29% from 2017.

Management of Non-attendance

Regular attendance at school is considered to be vital in achieving the best possible learning outcomes. Galstaun College has developed a policy and procedures which manage Non-Attendance.

Policy

- Galstaun College maintains a register of enrolments.
- Galstaun College monitors the daily attendance and absence of students by maintaining a daily register for each class
- Student absences from the College are identified and recorded in a consistent manner by the staff member responsible for each class.
- Unexplained absences from school are followed up in an appropriate manner with the student's parent or carer.
- Galstaun College notifies parents and/or carers in an appropriate and timely manner where a student has a poor record of school attendance. This is initially done by the classroom teacher.
- Where unsatisfactory school attendance is identified, the attendance issue and any action taken are recorded, as appropriate, on the student's file.



Procedures for Absences:

Each morning absent students are identified by 9:30am. College administration staff sends a SMS message to each student's parent asking them to call the office to explain the absence, if they have not already done so. Absent students are required to bring a note signed by a parent or guardian, to explain each absence. If a student has a record of persistent absences or inadequate explanation of absences the student's parents will be called by a member of the College Executive. All records of attendance and absence notes are kept by the College.

Results of unsatisfactory attendance are recorded by the Principal or delegate and collected and filed in the student's record file

For prolonged absences and if the parents remain unreachable, the College then sends a registered letter to the address as shown in the student's records. If no response is forthcoming, the matter may be referred to the relevant authority.

Student Retention Rates

Students in Year 10 in 2016	Students in Year 12 in 2018	Retention rate
22	28	127%

127% of the 2016 Year 10 cohort completed Year 12 which is a significant increase from 2017. Based on information provided to the College students who depart Galstaun College in Years 10 or 11 do so because of the long distances travelled to our school and their families choose to send their children to more local schools. We often replace departing students with new enrolments throughout the course of the school year.

Year 10 - 2018

We had 28 students at the beginning of year 10. 1 student departed at the end of Year 10 to study at TAFE.

Year 11 - 2017

12 students started the Year 11 with 13 students completing the Preliminary HSC year. Two students joined the cohort during Term 1.

Year 12 - 2018

28 students started and graduated their HSC year.



Reporting Area 8: Post School Destinations

Post School Destinations

Of the 2018 Year 12 cohort, 72% of students chose to enrol in University. 28% of students enrolled in TAFE.



Reporting Area 9: Enrolment Policies and Characteristics of Student Body

Policy

Galstaun College is a non-selective co-educational K-12 school providing an Australian education based on Christian values and operating within the policies of NESA and the legislative framework that applies to schools. The College places a strong emphasis on the preservation and transmission of Armenian culture and language. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are expected to support the school's ethos, apply themselves with diligence to their studies and comply with the school rules and code of conduct to maintain the enrolment.

There is no reason in principle that students with disabilities cannot be eligible to enrol. The College is committed to fulfilling its obligations under the law and, as such, adheres to the Legislative Framework that applies to schools. This includes:

- *Disability Discrimination Act 1992*
- *Disability Standards for Education*
- *Race Discrimination Act*
- *Anti Discrimination Act*
- *Privacy Act 1988 & Privacy Amendment Act 2012*

The Enrolment Process at Galstaun College

The College shall adhere as closely as possible to the following process although the discretion of the Principal may be applied at any time. After an application form is submitted, all prospective parents must attend an interview with the Principal.

After the interview, applications are processed and students are placed on the Enrolments Waitlist from which offers of place are made. Students are placed on the Enrolment Waitlist with the following priority order:

- a. Students who are school ready and/or age appropriate for the year level of entry for which a vacancy exists
- b. Students who have siblings who have graduated or still attending the College
- c. Students of Armenian background
- d. Armenian International students
- e. Syrian Refugee
- f. Students of families who can demonstrate empathy for or an interest in the Armenian culture, heritage and language

The Offer of Place is made and an Acceptance of Enrolment is completed by the family. The Acceptance of Enrolment includes the acknowledgement of the expectation that the family and the student will support the school's ethos, that the student will apply themselves with diligence to their studies and comply with the school rules and code of conduct. It will also outline requirements pertaining to attendance and payment of school fees.

Characteristics of Student Body

We are non-selective and historically all students have come from an Armenian background with most having English as their second language. The school had 329 students in 2018 including the children in our Reception class. There are a number of students with special educational needs and EAL/D



students requiring language support. The new students who enrolled in 2018 made a smooth transition due in part to the support programs provided to them.



Reporting Area 10: School Policies

Student Welfare, Anti Bullying, Discipline

Galstaun College actively seeks to provide students with a stimulating learning environment that is safe. It is a fundamental right of everyone in our community to feel safe.

The pursuit of a quality education in a disciplined learning environment where students are engaged and challenged to become critical and creative thinkers, and where they have opportunities to thrive academically, socially and personally requires clear policies and procedures to support this. Student welfare and the management of student behaviour is embedded within the following policies.

The management of negative behaviours and all disciplinary procedures:

- Are based on principles of fairness and involve parents in the processes of procedural fairness for suspension and expulsion
- Confirms that the school does not permit corporal punishment of students, or sanction corporal punishment of students by non-school persons

Policy	Changes in 2018	Access to Full Text
Child Protection Policy and Procedures	Edits and updates to reflect advice from AIS.	School Policies and Procedures File Parents may request a copy by contacting the College Principal
Teacher Accreditation Policy and Procedures	Edits and updates	School Policies and Procedures File Drawings of fire exits posted in all classrooms Parents may request a copy by contacting the College Principal
Quality of Teaching and Learning	Review	School Policies and Procedures File Drawings of fire exits posted in all classrooms Parents may request a copy by contacting the College Principal
Staff and Students Codes of Conduct Policy encompassing: <ul style="list-style-type: none"> • Code of conduct for staff and students • Behaviour management 	Update and included in Staff Handbook	School Policies and Procedures File Parents may request a copy by contacting the College Principal
Suspension and Expulsion Procedures	Updated	School Policies and Procedures File Parents may request a copy by contacting the College Principal
Privacy Policy	Review and edit	School Policies and Procedures File Parents may request a copy by contacting the College Principal
CRICOS	Review following new National Code of Standards, new ELOCOS & NESA guidelines	School Policies and Procedures File Parents may request a copy by contacting the College Principal
NESA Endorsed School Based PD Policy & Procedures	New policy	School Policies and Procedures File Parents may request a copy by contacting the College Principal



Reporting Complaints and Resolving Grievances

Policy	Changes in 2018	Access to Full Text
Grievance Policy and Procedures - See below	Review	School Policies and Procedures File Parents may request a copy by contacting the College Principal

Grievance Policy and Procedures

Staff at Galstaun College are responsible for managing the resolution of disputes and complaints lodged with us. We will make every effort to promptly resolve disputes and complaints lodged with us according to the principles of **procedural fairness**. Where we cannot resolve a complaint, the complainant or College Principal can forward a written complaint to the Chair of the Board.

Procedural Fairness is a basic right of all when dealing with authorities. Procedural Fairness ensures that everyone should have access to an “unbiased decision”.

At Galstaun College we believe that any person against whom an allegation has been made has the right to:

- Know the allegations related to the specific matter and any other facts which could be taken into account in the consideration of the matter
- Be aware of the range of possible consequences resulting from the decisions made
- Know the process by which the matter will be considered
- Have an opportunity to respond to the allegations
- Be given an opportunity to have a “preliminary decision” reviewed if there are additional issues which could be considered in mitigation before the preliminary decision is confirmed

Principles for the process

These principles apply to those raising complaints and to those against whom complaints have been raised.

1. Teachers, assistants, administration staff, students and parents are entitled to raise concerns and complaints.
2. The school has a transparent and clear process which provides the framework and structure within which such concerns/complaints can be raised.
3. Consideration needs to be given to the level of seriousness before beginning the process.
4. Consideration should also be given to determining the most appropriate staff member for initial contact within the College.
5. All efforts are made to resolve the dispute at the most appropriate level.
6. Justice requires that both/all parties have the opportunity have their case heard.
7. Individual cases are considered on their own merits and within the context of the pressures and demands on families and schools.
8. Appropriate confidentiality should be respected by all parties.
9. The College will extend the same principles of justice to members of staff.
10. The role of the Board and its' Chair is one of governance and not day-to-day school management. Grievance disputes should not start at the Board level unless the subject of the dispute is the College Principal herself/himself. Only in such a situation should the matter be referred to the Chair of the School Board, in writing, who will raise the issue with the College Principal.



Reporting Area 11: School Determined Improvement Targets

Achievement of priorities identified in the school's 2017 Annual Report for 2018 Annual Report

Area	Priorities set for 2018	Achievements in 2018
Teaching and Learning	<p>Emphasis on literacy and numeracy with the continuation of LNAP with extended writing for HS.</p> <p>Data analysis to inform and evaluate teaching practice.</p> <p>Promoting peer observation and sharing of teaching practice</p> <p>Improving classroom management</p>	<p>Reviewed and evaluated programs, assessment and workbooks. Promoted quality and meaningful assessment.</p> <p>Continuation of "Reading Eggs" and "Mathletics" and the implementation of "Hot Maths"</p> <p>Empowered staff to use data to inform practice.</p> <p>Streamlining of Primary and High School scopes and programs</p> <p>Extension classes offered after school for a variety of subjects</p> <p>Extension Mathematics classes for upper Primary</p> <p>Implementation of numeracy and literacy strategies</p> <p>Literacy and numeracy testing throughout the school to provide data regarding teaching and learning in 2018</p> <p>Review of Armenian curriculum</p>
	Innovations for Teaching and Learning	<p>Utilising and expanding functionality of Edumate</p> <p>High School assessment dates available to parents & students using 'google calendar'.</p>
	Curriculum implementation of new NESA syllabuses	<p>Introduction of all new syllabuses relevant in 2018</p> <p>Review and re-write the Scope and Sequence for all new and existing subjects and year groups.</p>
Student Achievements	Expanding Student Experiences	<p>Expanded the co curricula and extra curricula activities including sport and activities for Primary.</p> <p>Year 6 Leadership Program</p> <p>Improvement in active involvement of SRC</p> <p>Students achieving silver medallion as part of the Duke of Edinburgh Program</p>
Student Welfare	<p>Student mentoring/monitoring</p> <p>Improving student engagement</p>	<p>Discipline Policy adjusted including a review of Homework Policy</p> <p>External provider used for Senior Study Skills Sessions including Yr 7-10.</p> <p>Continuation of 'Crunch and Sip" healthy eating programme in Primary class and a review of canteen menu</p> <p>Review of Award Scheme with introduction of merit awards for primary with badges issued in Primary</p> <p>Whole class pastoral sessions with the College Counsellor to be proactive in addressing student issues</p> <p>Revision of Student Welfare policy and procedures embedding Pastoral Care</p>



		Update Anti-Bullying Policy and Procedures
Staff Development	Staff PD opportunities Enhancing Teaching and Learning Increasing teacher competency regarding the safety of the students	Expanding opportunities for personalised professional development Director of Teaching and Learning promoted: <ul style="list-style-type: none"> • Peer observations • Demonstration lessons • Appraisal • Teacher Accreditation processes Review conducted by AIS for student support followed by relevant PD. Continuation of Literacy and Numeracy Action Plan (Third year)
Facilities and resources	Use of ICT in the classroom	New computers for students and staff
	Major maintenance of facilities	General maintenance work carried out by maintenance staff and P & F including major renovation of administration building. Works regarding the renovation of student bathrooms commenced at the end of the year.
	Other Resource purchases and donations	Purchasing of new bus Air conditioning in Primary Blinds installed across the College Additional and replacement sports equipment Books and resources to support new syllabuses

2019 Priority areas for improvement

Area	Priorities for 2019
Teaching and Learning	<ul style="list-style-type: none"> • Emphasis on positive classroom management • Reinforcing the use of explicit instruction throughout the school to improve teacher practice and student learning • Data analysis of NAPLAN and HSC to inform classroom practice • Continuation of LNAP (lit/num) for R – 2 • Literacy for Yr. 5-12 with an emphasis on extended writing. • Align Professional Learning for Teachers to their Appraisal • Target teachers requiring support in their practice • Address Classroom Management in a consistent way that allows teachers to focus on teaching and learning • Implement new homework policy to improve student work habits and communication with parents • Promote peer observation and sharing of teaching practices • Improving support for students with special needs
Governance	<ul style="list-style-type: none"> • Completing all governance requirements in relation to training of Directors
Student Wellbeing	<ul style="list-style-type: none"> • Develop and implement program regarding cyber safety • Resilience Program for senior students • Emphasis on student engagement and
Professional Development	<ul style="list-style-type: none"> • Ensuring educators keep abreast of significant teaching and learning initiatives is a priority for 2019. Tailor and promote PD in line with aspirations and growth areas of staff. • Support and supervise eligible teachers as part of their accreditation • Approval for Galstaun College to become a School Based Provider of NESA endorsed PD



Extracurricular Activities	<ul style="list-style-type: none">• Expand and improve opportunities for school sport and the implementation of an after-school program.• Offering of support and extension classes• Introduction of holiday workshops
Community	<ul style="list-style-type: none">• Strengthening relationships with community organisations as well as College alumni.
Facilities	<ul style="list-style-type: none">• Completion of student bathrooms in Primary and High School. HS bathrooms to include access to Smoky Dawson Pavilion.



Reporting Area 12: Initiatives Promoting Respect and Responsibility

Galstaun College wants all students to recognise that they are valued and integral parts of the school community, with parents and staff providing care and support that engender self-esteem, mutual respect and responsibility.

The cornerstone of the College Discipline Policy is “respect”. The students are encouraged to develop respect for self, teachers, parents, community and their College. Our approach to the management of behaviours is based on guiding students towards positive behaviours to foster respect and responsibility.

The Pastoral Care Program gives students greater opportunities to develop responsibility and respect through its deliberate and structured approach that is aligned to the age and stage of students. The small classes and nurturing and caring environment create a special environment where there is a strong sense of respect between parents, teachers and students.

The Student Representative Council provides many opportunities for students to lead and represent their peers in ways that support respect and taking responsibility too. The leadership structure for Primary was changed in 2018 to provide greater opportunities for all students to take initiative and demonstrate responsibility.

Providing all students with opportunities to participate in events at the school is done so with the understanding that participants and the audience show respect. The responsibility for leading assemblies, being MC for events, running in-school carnivals, leading prayer and being buddy for a younger student is a small snapshot of the initiatives with inherent respect and responsibility at their core.

The increase in our enrolment numbers with the inclusion of refugees has provided our community with a significant opportunity to actively demonstrate that respect for others who are facing challenges is important to us. Coupled with actively including refugees is the need to ensure that these students are well supported. It is responsibility of every member of the school community to demonstrate that support.

In 2018 our students again took part in “Respect, Understanding and Acceptance – RUA” and Harmony Day which the College hosted. We are confident that these continuing programs represent a very special cultural exchange opportunity, which helps children share cross-cultural experiences and build new relationships.

Whilst it is by no means new to the requirements of teachers the College’s Teacher Appraisal approach is based on the Australian Professional Standards for Teachers. Within our appraisal process emphasis is given to the standards descriptor: *Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, culture and languages*. It has been refreshing to see how our teachers have been able to do this across the various age levels and KLAs.

Promoting respect and responsibility occurs incidentally through our actions and our College culture but it is also quite deliberately promoted through our initiatives.



Reporting Area 13: Parent, Student and Teacher Satisfaction

Galstaun College is a “community school”. Parent involvement is welcomed and actively encouraged. The College Parents and Friends Association meets regularly and is one of the avenues for parent feedback. Parent involvement in the P & F is high indicating a level of satisfaction within the entire

Parent attendance at parent and Teacher interview sessions and Information evenings during 2018 was excellent and this reflects the growing culture of a school where teachers and parents work together in the best interests of the children.

With improving results and the implementation of our sports and outdoor education program, student numbers have increased significantly which is a reflection of satisfaction among parents and students.

Parent Satisfaction

We have a pleasing level of parent engagement including Assistance on Excursions or Incursions, Parent Education Events, Mother’s Day and Father’s Day celebratory events, Grandparents Morning, Fundraising events, Working Bees, Sharing drop-offs and pick-ups with others, Library and Uniform shop help, Board membership and a range of other activities.

This level of support, along with the attendance and activity of our various committees is a positive affirmation of our school.

The school has ongoing communication with parents through parent teacher interviews which are held regularly throughout the year. In addition to this, letters, phone calls, emails and an open door policy encourages parent involvement in the school. Staff are frequently available for quick conversations with parents.

Student Satisfaction

The school operates programs which provide students with opportunities to develop skills for life, including those to coping with difficult situations, resilience, effective communication, risk taking and conflict resolution. Students have the opportunity to voice their opinions and a strong sense of satisfaction and happiness are obvious responses by the students.

High attendance levels suggests that the children enjoy coming to school and that our parents value and support learning at Galstaun College.

Student satisfaction is regularly measured through conversations with classroom teachers and senior management who also monitor any dissatisfaction.

Staff Satisfaction

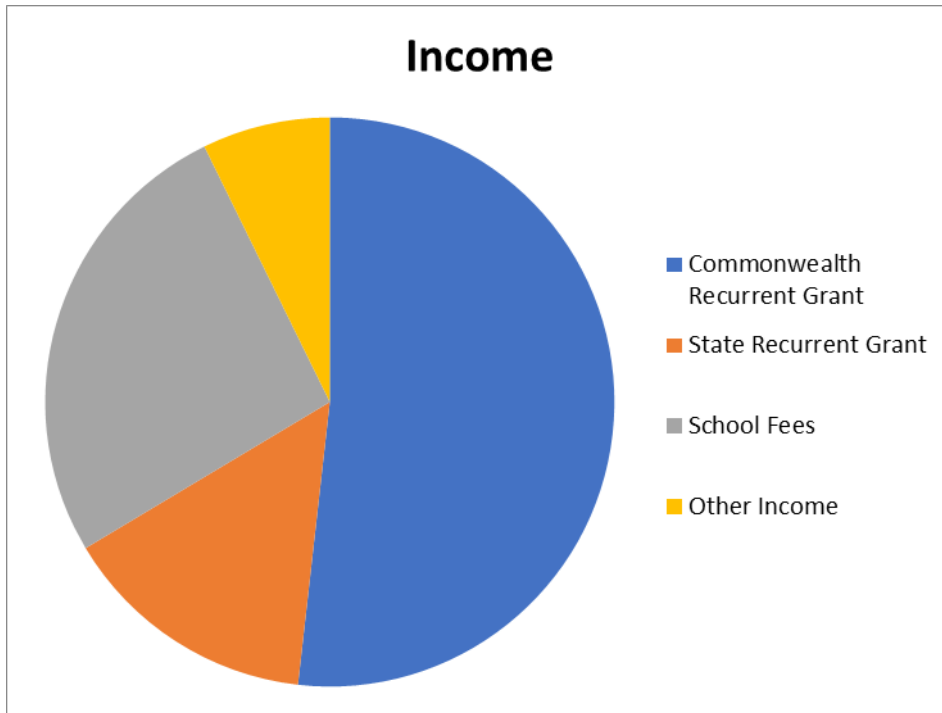
Staff enjoy working at Galstaun College and as such there is high interest in any vacant positions. There is a special bond that exists amongst all staff and our teachers are dedicated and keen to commit to the ethos of the College. They will often go the extra mile to support students in their learning.

We have a strong and cohesive office team who work collaboratively and productively to support the schools administrative operations. Teachers and administrative staff are encouraged to further their training and to support each other in their professional development as well.

Reporting Area 14: Summary Financial Information

Galstaun College Recurrent and Capital Income for 2017.

Income



Expenditure

