



Galstaun College Annual Report

2017



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Introduction:

I welcome readers to Galstaun College through its 2017 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.



Reporting Area 1: A Message from Key School Bodies

From the Chair of the Board

Galstaun College continues to deliver a high quality educational experience to our students for more than 30 years after the school's founding. Working together, the Board and College Executive have moved our school to a strong financial position and we have begun to see sustained growth in student enrolments.

The Board owes a debt of gratitude to our Principal, Edward Demirdjian, along with senior management for their outstanding commitment and leadership at the College. Leading a school is an increasingly complex task and this is coupled with meeting the needs of staff, parents and students. This has been done with professionalism, foresight and determination. I would also like to thank the staff and parents who have contributed in so many ways to make Galstaun College a place that provides a positive and learning environment for the students.

I wish to acknowledge my fellow Directors on the Board. We are very fortunate to have access to their deep and varied professional experience, coupled with an unwavering commitment to the school. The Board for 2017 included Hratch Boghossian (Chair) Harmick Hacobian (Vice Chair), Roupen Sevagian (Treasurer), Ara Vartoukian (Secretary), Melanie Khashadorian, Vache Kahramanian, Shahe Simonian and Raffi Pailagian. Our Board meets weekly as a group and with the Principal on a fortnightly basis. In addition, representatives of the Board meet with their dedicated sub-committees, drawing on the resources of College parents and the wider Armenian-Australian Community as well as the sister Community Organisations of the College.

In 2017 the Board continued to prioritise the quality of teaching and learning as well as improving educational learning outcomes in the Primary School, specifically in literacy and numeracy. Continued improvements and implementation of efficiencies in the financial management of the College as well as the refinancing of the College's loans and the maximisation of the College's surplus land and other assets were instrumental in establishing solid financial foundations for the College's future.

There were significant developments in improving connectivity with a fibre optic service installed in 2017. This was well-received by the College community. This has provided staff and students with many educational and administrative benefits.

The Board's commitment to support Syrian Refugees attending the school continued in 2017. Their inclusion in our community is a win-win with these students accessing a quality education, friendships, acceptance and a safe environment whilst generating acceptance, empathy and broader friendships for our regular students. We often celebrate the backgrounds and talents that our refugee students bring to our College. This is done with appropriate sensitivity and support.

I acknowledge the work of the Parents and Friends Association during 2017. The P&F serves provides important fund-raisers to support the College and equally important, they foster a positive sense of community through the events they run. The P & F continues to run and administer the College canteen and uniform shop under the guidance of the College.

Hratch Boghossian
Chair – Galstaun College Board



From the Principal

The 2017 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 2017 showed steady growth including higher retention rates along with the continued enrolments we provide to Syrian refugees who had relocated to Australia.

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, are draw cards for parents who enrol their children at the school. 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.

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). The Director of Teaching & Learning was a newly created position in 2017 and this role has supported the College in its pursuit of encouraging quality teaching and learning standards. The role supports teachers in the delivery of an innovative, enriching and challenging curriculum across the College.

Year 6 continued to be part of the High School in 2017. Additional support was provided to the Year 5 students at the end of 2017 to ensure their transition from the Primary School was smooth. Their excitement to be part of the 'big' school was obvious!

The main entry point for enrolments at our College is into our Reception (K-1) class. Enrolments again improved significantly in 2017. This provides a solid base for our ongoing growth at the College.

Monitoring and supporting teachers in their professional growth was a key focus in 2017. 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.

Late in 2017 all of the College's policies and processes were reviewed and edited. Most will not require further changes until 2020 unless there are legislative or compliance changes required by NESA. Ensuring that the policies and procedures are embedded into school practices will be prioritised from 2018.

Students at the College continued their participation in our range of extra curricula and co-curricular activities in 2017. The pursuit of the bronze medallion as part of the Duke of Edinburgh Program was popular with senior students and the silver medallion was also offered to students in 2017. Our primary activities continue to include dance, cooking, singing and drama. External providers for our sporting activities mean that both Primary and High School students can take part in a wide variety of activities that are led by skilled and adept facilitators.

The entire community benefited from the upgrade of the IT infrastructure as a result of the installation of a fibre optic service in 2017. There were many challenges getting the system right but the end result has certainly let to better connectivity within the school. More and more students are now bring their own devices to school and our teachers are embedding ICT more widely and confidently in their lessons.



The P & F committee plays an important role in fundraising and supporting the school with 2017 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 2017 Board for their support and guidance. They have empowered and trusted me to lead the school in the day to day operations of the College but they have also been there to back me up and also challenge me in my leadership. Of course I extend my 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)

In 2017, the Student Representative Council (SRC) comprised of representatives from years 7 to 12, representing the school at numerous events. Some SRC members attended a Women Empowerment ceremony at the NSW Parliament House that was aimed at encouraging women to participate in parliamentary activities. During the year, the SRC organised a number of events in which students and teachers could participate. 'Bandana Day' was one of the main charities that was organised by the SRC held on the 27th of October. The charity is run by a non-profit organisation, Canteen that raises money to help young people living with cancer. Whilst the SRC had a target of \$1000, they surpassed this by successfully raising \$1500. Furthermore the SRC organised engaging activities at the school carols, managed a canteen at the athletics carnival as well as held numerous successful end of term games that all helped to raise money which will be used towards future projects and programs.

2017 SRC



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 2017 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 2017, 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.

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 3: Senior Secondary Outcomes

Records of School Achievement (RoSA) 2017

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 2017 there were no Galstaun students who ceased their schooling prior to their Higher School Certificate.

Higher School Certificate 2017

Some of the most significant achievements in the 2017 HSC for Galstaun College included:

- 100% of students studying English Advanced, Mathematics, Modern History and Drama achieved above a Band 4
- There was a marked strengthening of performance in Mathematics General and Drama in 2017 in comparison to previous years
- We had double the candidature in Armenian Continuers in 2017. These students are accelerated in this subject and their achievements confirm the quality of the Armenian Continuers program at the College. One student achieved a mark of 93 which was the second highest in the state. Two students were a tie with a result of 92 and another had a result of 91.
- The Dux of Galstaun College in 2017 achieved an ATAR of 92.9



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	2015	8	100	85	0	15
	2016	8	75	86.7	25	13.3
	2017	7	71.43	85.76	28.57	14.24
English Advanced	2015	13	100	99	0	1
	2016	8	75	98.8	25	1.2
	2017	10	100	98.5	0	1.5
Mathematics	2015	9	78	90	22	10
	2016	4	100	92	0	8
	2017	3	100	90.6	0	9.4
Mathematics Ext 1	2015	2	50	85	50	15
	2016	1	100	97	0	3
	2017	-	-	-	-	-
General Mathematics	2015	13	86	88	14	12
	2016	9	66.66	74.9	22.22	25.08
	2017	12	83.34	73.86	16.66	26.14
Biology	2015	8	87.5	94	12.5	6
	2016	6	100	90	0	10
	2017	6	100	87.47	0	12.53
Business Studies	2015	19	100	97	0	3
	2016	10	80	86	20	14
	2017	14	78.6	86.00	21.42	14.00
Chemistry	2015	7	100	94	0	6
	2016	4	100	95	0	5
	2017	6	66.66	90.39	33.33	9.61
Design and Technology	2015	7	100	95	0	5
	2016	10	100	95	0	5
	2017	5	100	94.44	0	5.56



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 2017 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
Phase 2 Action Plan: School-based Instructional Leadership Module 1	Face to face instruction from external provider Followed up by the Self Paced Online Module for Assessment	This module provided an introduction to explicit instruction with a focus on beginning literacy and numeracy strategies that are systematic, direct and explicit. A step-by-step demonstration of how to administer the Early Literacy and Numeracy Screening Tools was provided.	All primary staff
Action Plan Masterclass 2: Framework for effective instruction	Face to face instruction from external provider	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.	All primary staff
Instructional Leadership Masterclass 3: Data Analysis in Literacy and Numeracy	Face to face instruction from external provider	Key note presentation focused on the skills of data gathering and analysis. This masterclass explored different types of data including student performance, student attitude, curriculum delivery, and parent/community support.	3 Senior Exec
School-based Instructional Leadership Modules 3 (Numeracy) and 4 (Literacy)	Face to face instruction from external provider	Teachers explored how to promote numeracy across the day and how to avoid the teaching methods known to cause mathematical difficulties.	All primary staff
Instructional Leadership Masterclass 4: Supporting Effective Pedagogy in your School	Face to face instruction from external provider	This masterclass focussed on the schoolwide decisions instructional leaders make in response to the diagnostic importance of data.	2 Senior Exec
Phase 2 Action Plan 2017: Teaching So All Students Can Learn Mathematics	Self Paced Online Course	This online course uncovered attitudes and expectations around Maths teaching and learning and how to really KNOW what our students understand and can do. Teachers explored 'WHAT to teach' and 'HOW to teach' using evidence - based practice	All primary staff



Phase 2 NSW Literacy and Numeracy Action Plan: 2018 Information	Face to face instruction from external provider	This planning workshop provided information about the implementation of the strategies associated with the Phase 2 Action Plan in 2018.	All Primary staff
Phase 2 Action Plan 2017: Module 4: Explicit Instruction and Advanced	Self Paced Online Module	This module consolidated and extended the learning from the previous phonics module. Emphasis would then be on how to teach a systematic progression of phonic skills of increasing complexity, allowing sufficient opportunities for all students to consolidate and achieve mastery at each level.	All Primary Staff
Progression and Best Start Information Session	Face to face instruction from external provider	Introduction to new learning progressions and revised Best Start assessment.	All Primary Staff
Trauma Sensitive classrooms	Internal PD with school counsellor	Insights and strategies regarding students with Trauma in the 'normal classroom'. This was of particular importance given that so many of our students are refugees.	25
Physical Activity and Health Conference	Conference- external provider	Looking at the importance of physical activity and how this can be integrated into teaching and learning practices in the everyday classroom	2 staff
LNAP Literacy and Numeracy Module 1 - 3	External provider attended Galstaun for face to face instruction	All primary staff take part in the training for improving Literacy and Numeracy standards at the school	All Primary Staff
AIS Governance Symposium 2017	AIS provider	This course provides senior staff and board directors with training in the area of Governance	1
Bursars PD Day	ASBANSW	Training and development for Business and Finance Staff on key issues pertaining to business operations at the school.	1
Strategy for Senior Executive Program	AIS	Sharing their experiences – the good the bad and the ugly; including the purpose of strategy, leadership opportunities & challenges	1
Explicit Literacy Teaching	Internal	Defining, demonstrating and planning for explicit teaching	25
Teacher Accreditation	Internal	Overview of accreditation process from 2018. Also including Orientation for Provisional Teachers	25
Teacher Appraisal	Internal	Outline of process for Term 4 2018. All teachers participating.	25
NAPLAN – Analysis and Using the Data	Internal	Looking closely at what the data shows about each student, year level, and how the data can inform practices	25
Introduction to Microsoft Excel for Educators course.	AIS	How to utilise the functionality of Excel for record keeping	1
Supporting School Improvement	AIS	Senior managers exploring strategies to apply in the Galstaun School context	3

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.



Teacher Accreditation

In 2017 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	7
Proficient	9
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 2017 the workforce composition of the School was as follows:

2017	
Teaching Staff	29
Full-time equivalent teaching staff	24.4
Non-teaching staff	9
Full-time equivalent non-teaching staff	7

There were no Indigenous Staff employed at the school in 2017.



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 2017			
FORM	ATT_OVERALL	ATT_MALE	ATT_FEMALE
Reception	90.50%	87.10%	93.20%
Transition	92.00%	91.80%	92.20%
Year 1	95.60%	96.10%	94.90%
Year 2	96.10%	97.70%	94.50%
Year 3	95.90%	95.50%	96.30%
Year 4	92.60%	95.10%	88.70%
Year 5	92.40%	91.60%	93.90%
Year 6	96.10%	95.40%	96.90%
Year 7	96.10%	94.70%	96.90%
Year 8	92.80%	90.30%	95.20%
Year 9	96.00%	96.50%	95.10%
Year 10	87.90%	81.70%	92.70%
Year 11	95.30%	94.40%	96.80%
Year 12	91.40%	90.20%	92.80%
total average for 2017	93.62%		

Student attendance in 2017 averaged 93.62% which was a 1.48% decrease from 2016.

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 2015	Students in Year 12 in 2017	Retention rate
17	15	88%

88% of the 2015 Year 10 cohort completed Year 12 in 2017 whereas it was a 100% retention in 2016, showing a slight decrease. 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 - 2017

We had 14 students at the beginning of year 10. 3 students joined the group at various times in the year taking the total to 17. A total of 3 students departed at the end of 2017 to continue their education at other schools.

Year 11 - 2017

27 students started and completed their Preliminary HSC year in 2017.

Year 12 - 2017

15 students started and graduated their HSC year.



Reporting Area 8: Post School Destinations

Post School Destinations

Of the 2017 Year 12 cohort, 76% of students chose to enrol in University. 18% of students enrolled in TAFE and one student is not currently studying.



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 323 students in 2017 including the children in our Reception class. Of those numbers we also had 86 refugee or international students. There were approximately equal numbers of boys and girls throughout the College. In 2017 our numbers also



included several students from a non-Armenian background who continued with or joined the school as a consequence of its strong reputation as a caring environment with a strong Christian ethos. There are a number of students with special educational needs and EAL/D students requiring language support. The Syrian refugees who enrolled in 2017 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 2017	Access to Full Text
Child Protection Policy encompassing : <ul style="list-style-type: none"> • Definitions and concepts • Legislative requirements • Preventative strategies • Reporting and investigating reportable conduct • WWCC requirements 	Edits and updates to reflect advice from AIS. Revised Section C legislation updated and Contact Details for reporting updated.	School Policies and Procedures File Parents may request a copy by contacting the College Principal
Emergency Procedures encompassing <ul style="list-style-type: none"> • Procedure for the security of the grounds and buildings • Use of grounds and facilities • Emergency procedures 	Updated Emergency Procedures to merge all procedures (Evac and Lockdown) for the college Updated Staff Handbook to reflect these procedures	School Policies and Procedures File Drawings of fire exits posted in all classrooms Parents may request a copy by contacting the College Principal
Supervision Policy encompassing <ul style="list-style-type: none"> • Duty of care and risk management • Levels of supervision for on – site and off-site activities • Guidelines for supervisors 	Review and edit – no material modifications	Parents may request a copy by contacting the College Principal
Student Welfare and Pastoral Care	New document incorporating previous Pastoral Care Policy content. Staff Guidelines have been embedded into the document.	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 	Review and edit – no material modifications	School Policies and Procedures File Parents may request a copy by contacting the College Principal
Attendance	Nil	School Policies and Procedures File Parents may request a copy by contacting the College Principal
Medication Policy	Review and edit – no material modifications	School Policies and Procedures File Parents may request a copy by contacting the



		College Principal
Anti Bullying Policy	Update in wording Dec 2017 including age-appropriate strategies for children and young adults	School Policies and Procedures File Parents may request a copy by contacting the College Principal
Supervision Policy (from previous Duty of Care statements)	Rename, review and edit – no material modifications	School Policies and Procedures File Parents may request a copy by contacting the College Principal
Discipline Policy	Document amended to combine Policy and Procedures as well as general edits. Included are specific statements pertaining to Student Welfare and Pastoral Care. Behaviour Management is embedded into the document. Removed Suspension and Expulsion policy statement and procedures to a separate document.	School Policies and Procedures File Parents may request a copy by contacting the College Principal
Suspension and Expulsion Policy and Procedures	Suspension and Expulsion policy statement and procedures separated from Discipline Policy and Procedures.	School Policies and Procedures File Parents may request a copy by contacting the College Principal

Reporting Complaints and Resolving Grievances

Policy	Changes in 2017	Access to Full Text
Grievance Policy and Procedures - See below	Edit and review as well as combine Policy and Procedures	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 2016 Annual Report for 2017 Annual Report

Area	Priorities set for 2017	Achievements in 2017
Teaching and Learning	Emphasis on quality assessment Emphasis on Literacy Emphasis on Numeracy	Reviewed and evaluated programs, assessment and workbooks. Promoted quality and meaningful assessment. Continuation of "Reading Eggs" and "Mathletics" and the implementation of "Hot Maths" ESL classes offered in High School in addition to Primary Streamlining of Primary and High School scopes and programs Extension classes offered after school for a variety of subjects Extension Mathematics classes for upper Primary Implementation of numeracy and literacy strategies Literacy and numeracy testing throughout the school to provide data regarding teaching and learning in 2017
	Innovations for Teaching and Learning	Appointment of Director of Teaching and Learning Stage 1, 2 & 3 split classes for the teaching of Armenian classes with support and extension. Integration of technology in Teaching including Edumate High School assessment dates available to parents & students using 'google calendar'.
	Curriculum implementation of new NESA syllabuses	Introduction of all new syllabuses relevant in 2017 Review and re-write the Scope and Sequence for all new and existing subjects and year groups.
Student Achievements	Expanding Student Experiences	Expanded the co curricula and extra curricula activities including sport and activities for Primary. Student leadership Camp refreshed New camp program from Stage 2 to Stage 6. Each stage has its own tailored camp. Duke of Edinburgh included students gaining bronze medallion in 2017
Student Welfare	Student mentoring/monitoring	Discipline Policy adjusted including a review of Homework Policy External provider used for Senior Study Skills Sessions including the Year 11 & 12 Study Retreat Motivational Speakers and Alumni used during pastoral care and assembly Continuation of 'Crunch and Sip" healthy eating programme in Primary class and a review of canteen menu



		<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>Restructuring and review of pastoral care program</p> <p>Revision of Student Welfare policy and procedures embedding Pastoral Care</p> <p>Update Anti-Bullying Policy and Procedures</p>
Staff Development	<p>Staff PD opportunities</p> <p>Enhancing Teaching and Learning</p> <p>Increasing teacher competency regarding the safety of the students</p>	<p>See PD records in Reporting Area 5 on professional learning for teachers</p> <p>Director of Teaching and Learning introduced and promoted:</p> <ul style="list-style-type: none"> • Peer observations • Demonstration lessons • Appraisal • Teacher Accreditation processes – 2 teachers achieved Proficient Level by the end of 2017
Facilities and resources	Use of ICT in the classroom	<p>Additional iPads purchased with hub</p> <p>Staff computers purchased</p> <p>New Internet connection across the school via fibre optic service</p>
	Major maintenance of facilities	General maintenance work carried out by maintenance staff and P & F.
	Other Resource purchases and donations	<p>Upgrade of Performing Arts facilities in main school hall</p> <p>Additional and replacement sports equipment</p> <p>Books and resources to support new syllabuses</p>

2018 Priority areas for improvement

Area	Priorities for 2018
Teaching and Learning	<ul style="list-style-type: none"> • Data analysis of NAPLAN to have more of a priority in informing classroom practice • Continuation of LNAP (lit/num) for R – 2 • 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 • Support teacher of reception to establish positive social skills for the early entry students • Promote peer observation and sharing of teaching practices
Governance	<ul style="list-style-type: none"> • Completing all governance requirements in relation to training of Directors
Non-teaching positions	<ul style="list-style-type: none"> • Support role development of support staff (in-class support, library)
Professional Development	<ul style="list-style-type: none"> • Ensuring educators keep abreast of significant teaching and learning initiatives is a priority for 2018. Tailor and promote PD in line with aspirations and growth areas of staff. • Support and supervise eligible Provisional Teachers to achieve Proficient status. • Apply for Galstaun College to become a School Based Provider of NESA endorsed PD



Community	<ul style="list-style-type: none">• Look for new events to provide community with opportunities to celebrate their culture and/ or fundraise for school
Facilities	<ul style="list-style-type: none">• Maintain facilities in a safe manner that simultaneously benefits the teaching and learning at Galstaun College



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.

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 demonstrated that support. Galstaun College lives out respect and responsibility through its generosity to our refugees students.

In 2017 our students again took part in Harmony Day and “Respect, Understanding and Acceptance – RUA” at Masada College. This year students gave presentations about our school and Armenian Culture at the Harmony Day (primary school) and RUAP day (High School). 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 2017 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

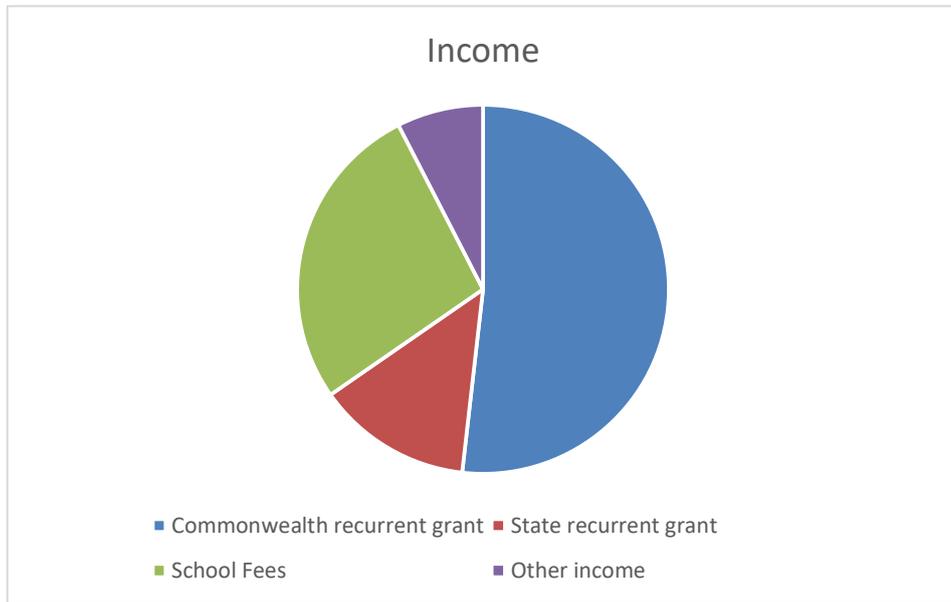
Staff enjoy working at Galstaun College and as such there is high interest in any vacant positions. There is a special bond that exists amongst all staff and our teachers are dedicated and keen to commit to the ethos of the College. They will often go the extra mile to support students in their learning.

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

