



Galstaun College Annual Report

2020



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Introduction:

I welcome readers to Galstaun College through its 2020 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 (Bursar, Head/s of School, 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 continue to deliver on its goals and objectives and have the College in a sound financial position.

2020 was a very challenging year for everyone, having to navigate through a pandemic and still be able to provide students a quality education. The swift and efficient introduction of remote learning practices enabled Galstaun College to meet its educational responsibilities for the students.

The Board would like to thank 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 2020 included Hratch Boghossian (Chair) Harmick Hacobian (Vice Chair), Roupen Sevagian (Treasurer), Ara Vartoukian (Secretary), Vache Kahramanian, Nyree Najarian and Raffi Pailagian.

Our Board meets fortnightly as a group and with the Principal on a monthly 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 2020 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. The College was able to retire more debt and continues to strengthen its balance sheet in order to allow more investment into teaching and learning and the College infrastructure.

The Board continued its efforts in improving and upgrading the College's infrastructure. We renovated the majority of primary classrooms and installed security cameras throughout the school. We also approved the installation of a lift into high school which should be installed in 2021

I acknowledge the work of the Parents and Friends Association during 2020. 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 2020 Annual Report provides a mere snapshot of our wonderful College. Our school provides a very special 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. The College successfully passed its registration including TAA and CRICOS in 2020.

Student numbers at Galstaun College in 2020 remained stable with enrolment numbers for coming years looking very positive. The main entry point for enrolments at our College is our Reception (K-1) class with enrolments continuing to be strong with students benefitting from program. The focus on explicit instruction in numeracy and literacy has been important in the development of our Infants students.

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), Mariana Serian (Stage 6), Bill Manthopoulos (Stage 5) and William Beaumont (Stage 4).

While 2020 presented a number of challenges with COVID and lockdown, the year also provided a number of opportunities for the college community to learn and grow. The implementation of remote learning and the integration of digital technologies were instrumental in ensuring the delivery of a quality education while students were at home. The use of remote parental meetings and information evenings were also successful, changing the landscape of how we communicate and engage with one another.

Monitoring and supporting teachers in their professional growth was a key focus in 2020 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 College Executive. 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 2020. Unfortunately, restrictions with COVID limited the outdoor education program as well as cancelling the annual Year 10 trip to Armenia.

The P & F committee plays an important role in fundraising and supporting the school. The P & F held a successful concert starring Armenian performer Lilit Hovhannisyan in March. Unfortunately, COVID impacted fundraising opportunities for the remainder of the year with the P & F coordinating the College canteen and Uniform shop.

I take this opportunity to thank the Chair, Hratch Boghossian, and the entire 2020 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 2020, the SRC was involved in the planning and execution of a number of successful events and activities. On the final day of each of the school terms, the SRC organised a fun afternoon where high school students participated in various activities with primary.

While SRC activities were limited due to COVID, the students ran a number of important fundraising initiatives in support of Artsakh and were actively involved in raising awareness of this important conflict.

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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 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.

Unfortunately, NAPLAN in 2020 was cancelled due to COVID.

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Reporting Area 3: Senior Secondary Outcomes

Records of School Achievement (RoSA) 2020

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 2020 there was one student who ceased their schooling prior to their Higher School Certificate and continued his studies at TAFE.

Higher School Certificate 2020

Some of the most significant achievements in the 2020 HSC for Galstaun College included:

- 100% of students studying Armenian Continuers, Design & Technology, Drama, Modern History and Visual Arts achieved a Band 4 and above
- There was a marked strengthening of performance in all streams of Mathematics in 2020.
- Students for Armenian Continuers completed the accelerated course achieving six Band 6 results.
- The Dux of Galstaun College in 2020 achieved an ATAR of 91
- The College had 8 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	2018	15	66.6	70.62	33.33	15.06
	2019	10	80	87.7	20	12.3
	2020	12	100	89.21	0	10.79
English Advanced	2018	12	83.32	98.55	16.66	1.45
	2019	4	100	98.95	0	1.05
	2020	8	100	99.41	0	.59
Mathematics	2018	3	100	90.6	0	9.4
	2019	3	100	90.6	0	9.4
	2020	4	100		0	4.19
Mathematics Ext 1	2018	3	100	79.85	0	20.15
	2019	-	-	-	-	-
	2020	1	0	74.5	100	25.5
General Mathematics	2018	8	100	79.86	0	20.14
	2019	5	60	83.61	40	16.39
	2020	14	93	75.55	7	24.45
Biology	2018	6	66.67	89.88	33.34	10.12
	2019	-	-	-	-	-
	2020	10	20	86.95	80	13.05
Business Studies	2018	18	77.77	87.64	22.23	12.36
	2019	11	81.8	83.81	19.2	16.19
	2020	13	100	83	0	17
Chemistry	2018	8	62.5	88.93	37.5	11.07
	2019	2	100	88.07	0	11.93
	2020	2	0	91.59	100	8.41
Design and Technology	2018	12	75	96.7	25	3.3
	2019	5	80	95.31	20	4.69
	2020	12	100	97.88	0	2.12



Drama	2018	7	100	96.9	0	3.1
	2019	4	100	98.26	0	1.74
	2020	4	100	97.8	0	2.02
IPT	2018	3	100	87.34	0	12.66
	2019	6	66.7	85.36	33.3	14.64
	2020	4	100	87.34	0	12.66
Legal Studies	2018	4	100	85.78	0	14.22
	2019	1	100	84.26	0	15.74
	2020	7	100	89.25	0	10.75
Modern History	2018	3	100	85.74	0	14.76
	2019	-	-	-	-	-
	2020	3	100	84.46	0	15.54
PDHPE	2018	15	68.75	86.4	31.25	13.6
	2019	9	81.8	86.4	18.2	13.6
	2020	10	100	85.61	0	14.39
Physics	2018	4	50	87.03	0	12.97
	2019	-	-	-	-	-
	2020	1	0	86.7	100	13.93
Visual Arts	2018	-	-	-	-	-
	2019	2	100	85.73	0	14.27
	2020	2	100	98.21	0	1.79
Armenian Continuers	2018	10	100	100	0	0
	2019	10	100	100	0	0
	2020	12	100	100	0	0



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 2020, 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 positive behaviour. Considerable Professional Development also took place using the AIS School Improvement Program which utilised the school's senior staff in key areas of literacy and student engagement. The College also used its own staff to make 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 2020 by teaching and non-teaching staff, and Board Directors.

Course	PD type	Description	Staff
AIS Instructional Leadership Masterclass 11. Leading and Consolidating School Improvement 12. Embedding and Sustaining Instructional Leadership Instructional Leadership Webinar: Planning for 2021	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 9- Overview of writing Module 10- Sentences are the key to writing Module 11- Building up text Module 12- Enriching writing	Face to face or live online presentations followed by online recorded modules and professional readings.	Explored how to reduce cognitive load in writing through mechanical and conceptual skills and expression, editing and revising, and the purpose of writing. Focused on the explicit teaching of instructional strategies of identity, discriminate and edit before expecting students to produce concepts and skills. Explored the beginning skills in creating narrative, imaginative and persuasive texts.	All primary staff



Module 13- Assessment of writing		General techniques to enrich writing were explored as well as specific strategies for narrative and persuasive writing. Examined the importance of fluent transcription and strategies to build fluency. Examined critical purposes for assessing students written expressions.	
<u>Numeracy</u> Module 8- Explicit instruction in Number and Algebra Module 9- Explicit instruction in Measurement and Geometry. Module 10- Working Mathematically and Mathematical Proficiencies.	Face to face instruction from external provider Followed up by the Self-Paced Online Module for Assessment	A review on best practices regarding the teaching of fractions and decimals A consolidation of understanding surrounding the importance of teaching language in mathematics and the importance of using manipulatives in all measurement lessons. An in depth look at the five strands of mathematical proficiencies and working mathematically strands that underpin the syllabus.	All Primary Staff
Creating Safer Independent Schools	Face to face instruction from external provider	Provided staff with an overview of the critical elements for creating a child-safe organisation as well as helping schools to reduce the risk of child protection allegations being made against staff.	All Staff
First Aid	Face to face instruction from external provider	All staff completing First Aid certificates	All Staff
Learning Difficulties	Face to face instruction and interactive workshop	Workshop providing a summary of Learning Difficulties- Dyslexia, Dyspraxia, Auditory Processing Disorder, ADD, Language Disorder as well as outlining adjustments.	34
Evidence Based Classroom Management	Internal PD	The use of strategies to promote positive behaviours and the use of praise to minimise negative behaviour.	29
AIS Registration and CRICOS	AIS provider	This course provides senior staff and board directors with training in the area of Governance	3
Teacher Accreditation	Internal	Overview of accreditation process from 2018. Also including Orientation for Provisional Teachers	34
Teacher Appraisal	Internal	Outline of process for Term 4 2018. All teachers participating.	34
Learning Support and Legislation	AIS	Workshop outlining school and teacher responsibilities regarding supporting students with special needs.	34
Supporting School Improvement	AIS	Senior managers exploring strategies to apply in the Galstaun School context with the School Improvement team.	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.



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 2020 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	1
Provisional	7
Proficient	13
TOTAL	34

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)	34
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 2020 the workforce composition of the School was as follows:

2020	
Teaching Staff	34
Full-time equivalent teaching staff	28.1
Non-teaching staff	9
Full-time equivalent non-teaching staff	6.4

There were no Indigenous Staff employed at the school in 2020.



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 2020			
FORM	ATT_OVERALL	ATT_MALE	ATT_FEMALE
Reception	92.50%	93.50%	91.90%
Transition	94.80%	94.70%	95.00%
Year 1	94.70%	91.90%	96.70%
Year 2	94.50%	94.20%	94.70%
Year 3	92.10%	91.30%	92.70%
Year 4	93.80%	93.70%	94.30%
Year 5	94.50%	93.80%	95.10%
Year 6	92.20%	91.10%	93.70%
Year 7	90.70%	92.90%	86.60%
Year 8	93.00%	90.70%	96.40%
Year 9	92.30%	91.50%	93.20%
Year 10	92.80%	91.50%	93.40%
Year 11	88.70%	86.50%	90.50%
Year 12	93.40%	93.00%	94.00%
total average for 2020	92.86%		

Student attendance in 2020 averaged 92.86% which is a slight increase of 1.07% from 2019.

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 2018	Students in Year 12 in 2020	Retention rate
22	20	91%

91% of the 2018 Year 10 cohort completed Year 12 which is a slight decrease from the previous year. Based on information provided to the College students who depart Galstaun College in Years 10 or 11 have done so due to moving overseas as well as attending TAFE. We often replace departing students with new enrolments throughout the course of the school year.

Year 10 - 2018

We had 22 students at the beginning of year 10. 1 student departed at the end of Year 10 to study at TAFE while another moved overseas.

Year 11 - 2019

20 students started Year 11 with all 20 completing the Preliminary HSC year.

Year 12 - 2020

20 students started and graduated their HSC year.



Reporting Area 8: Post School Destinations

Post School Destinations

Of the 2020 Year 12 cohort, 95% of students chose to enrol in university. 5% of students enrolled in TAFE.

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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 324 students in 2020 including the children in our Reception class. The new students who enrolled in 2020 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 2020	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
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
Attendance Policy	Updated	School Policies and Procedures File Parents may request a copy by contacting the College Principal



Parental Code of Conduct	Updated	School Policies and Procedures File Parents may request a copy by contacting the College Principal
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Reporting Complaints and Resolving Grievances

Policy	Changes in 2020	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
Whistleblower Policy	New Policy	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.

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Reporting Area 11: School Determined Improvement Targets

Achievement of priorities identified in the school's 2019 Annual Report for 2020 Annual Report

Area	Priorities set for 2020	Achievements in 2020
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>Implementation of numeracy and literacy strategies</p> <p>Implementation of new Armenian curriculum</p> <p>Use of science teacher in primary to develop student knowledge and skills as well as improve engagement.</p> <p>Implementation of successful remote learning plan.</p>
	Innovations for Teaching and Learning	<p>Utilising and expanding functionality of Edumate</p> <p>Implementation of remote learning and the use of learning and communication platforms including google classroom and meets.</p>
	Curriculum implementation of new NESA syllabuses	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 Welfare	Student mentoring/monitoring	Discipline Policy adjusted including a review of Homework Policy
	Improving student engagement	<p>Continuation of 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>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> <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>Expanding opportunities for personalised professional development including:</p> <ul style="list-style-type: none"> • Peer observations • Demonstration lessons • Appraisal • Teacher Accreditation processes <p>Involvement with the AIS School Improvement Program in key areas of literacy and student engagement.</p>



		Continuation of Literacy and Numeracy Action Plan (fourth year)
Facilities and resources	Use of ICT in the classroom	Improve management of devices and software for ICT
	Maintenance of facilities	General maintenance work carried out by maintenance staff
	Other Resource purchases and donations	<ul style="list-style-type: none"> • Air conditioning in High School • Installation of security cameras. • Blinds installed across the College • Renovation of Nalbandian Hall. • Additional and replacement sports equipment • Purchasing of quality literature and decodable books

2021 Priority areas for improvement

Area	Priorities for 2021
Teaching and Learning	<ul style="list-style-type: none"> • Emphasis on student engagement and motivation in high school. • Whole school focus on literacy and in particular writing. • Continuation of LNAP (lit/num) for R – 2 • Align Professional Learning for Teachers to their Appraisal • Target teachers requiring support in their practice • 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
Student Wellbeing	<ul style="list-style-type: none"> • Develop and implement program regarding cyber safety • Resilience Program for senior students • Continuation of focus on student engagement and motivation • Building positive relationships with an emphasis on respect for primary • Review mentoring system of senior students incorporating alumni. • Review of merit and award system.
Professional Development	<ul style="list-style-type: none"> • Work with AIS School Improvement team in supporting student engagement and literacy. • Ensuring educators keep abreast of significant teaching and learning initiatives is a priority for 2020. Tailor and promote PD in line with aspirations and growth areas of staff. • Support and supervise eligible teachers as part of their accreditation
Extracurricular Activities	<ul style="list-style-type: none"> • Expand and improve opportunities for school sport and the implementation of an after-school program. • Introduction of holiday workshops
Community	<ul style="list-style-type: none"> • Strengthening relationships with community organisations as well as College alumni. • Celebration of College 35th anniversary • Encourage use of College facilities by sister organisations
Facilities	<ul style="list-style-type: none"> • Continue review of College security including the installation of an automatic gate and perimeter fencing. • Purchasing and review of hardware in preparation of NAPLAN online testing • Installation of lift for the Nalbandian Hall.



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| | <ul style="list-style-type: none">• Renovation of primary classrooms including new carpet, painting and furniture where necessary.• Review of water system throughout the College• Polish and sand of floor in the MPH. |
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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. Unfortunately, opportunities for the SRC were limited due to lockdown and restrictions but the student body undertook important fundraising in the second half of the year,

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.

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 2020 were undertaken remotely due to restrictions. Parents were in support of remote meetings and information evenings due to the distance many of our families must travel to attend such meetings.



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

The College was proactive in communicating and gaining feedback regarding its processes and structures during remote learning. Parents reacted positively when surveyed regarding how remote learning was undertaken at the College.

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

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. As part of our analysis on student engagement, Year 9 and Year 10 students were surveyed with the data being used to examine the strategies teachers are using in the classroom.

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.

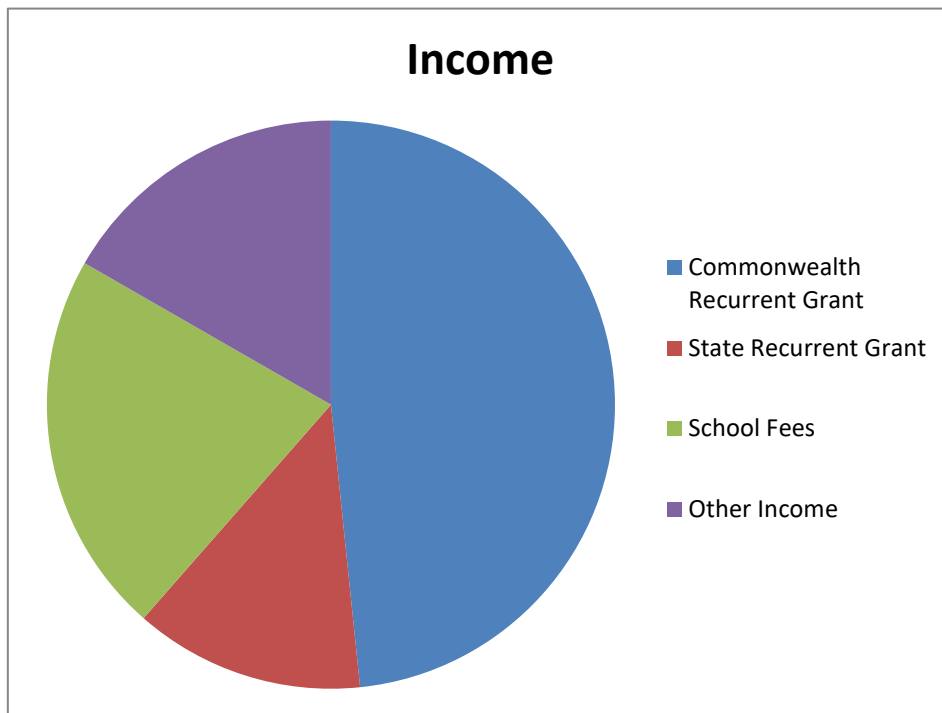
We have a strong and cohesive office team who work collaboratively and productively to support the schools administrative operations. Teachers and administrative staff are encouraged to further their training and to support each other in their professional development as well.



Reporting Area 14: Summary Financial Information

Galstaun College Recurrent and Capital Income for 2020:

Income



Expenditure

