



Galstaun College Annual Report

2022



TABLE OF CONTENTS

Introduction:	3
Education and Financial Reporting:	4
Reporting Area 1: A Message from Key School Bodies	5
Reporting Area 2: Contextual Information about the School	9
Reporting Area 3: Student Performance in National and Statewide Tests and Examinations	10
Reporting Area 4: Senior Secondary Outcomes	11
Reporting Area 5: Teacher professional learning, accreditation and qualifications	14
Reporting Area 6: Workforce Composition	17
Reporting Area 7: Student Attendance and Management of Non Attendance	18
Reporting Area 8: Post School Destinations	20
Reporting Area 9: Enrolment Policies and Characteristics of Student Body	21
Reporting Area 10: School Policies	22
Reporting Area 11: School Determined Improvement Targets	24
Reporting Area 12: Initiatives Promoting Respect and Responsibility	27
Reporting Area 13: Parent, Student and Teacher Satisfaction	28
Reporting Area 14: Summary Financial Information	29



Introduction:

I welcome readers to Galstaun College through its 2022 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 35 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.

On behalf of the Galstaun College Board, we would like to thank the College Community and all its stakeholders for yet another successful year of growth and academic excellence in 2022

We would like to thank our Principal, Mr Demirdjian. His leadership continues to take the College to new academic heights while keeping with its core values and principles. Thanks to all the College Executive and staff for your contributions in 2022. The results this year exemplify the effort and dedication you continue to show to both students and to parents.

We would also like to express our gratitude to all the Benefactors and Sponsors of the College. Your ongoing support and your generosity gives the Board a base and platform for the College to achieve new goals.

We would like to especially thank the Galstaun College Parents and Friends Association for their tireless efforts through the year. The 35th Anniversary Ball was the pinnacle event of the College in 2022, organised by the P&F. It brought together past and present students, parents, teachers and of course College Benefactors and sponsors. The ball raised over \$250,000 this year and we are very grateful to those who were able to donate on this special occasion. These funds were directed at three important projects

- Completed the new primary school playground
- Installed Smart Board Technology throughout the whole school
- Upgraded and installed new laptops, iPads and computers.

Each year, the College Board continues to set new benchmarks when it comes to academic results. Naplan 2022 results again highlighted the growth and excellence in all 4 year groups that sat the exams. Primary is now in the top 15% of the state and High School in the top 25%. This ranks our school on par with any of the top non-selective schools across the state. Armenian results were also consistently high, topping the state yet again in HSC results. These are results the whole Galstaun community should be very proud of.

Dear parents, thanks again for your support in 2022. This continues to be a great partnership between parents and the College. Your dedication to the education of your children is amazing. The effort you put at home in both Armenian and English is evident as seen by the results achieved by the College.

As we continue through our strategic planning, we have exciting projects ear marked for the College in 2023 and beyond and we look forward to achieving these together.

Thanks

Galstaun College Board

Harry Boghossian – Chairperson
Harmick Hacobian – Deputy Chairperson
Roupen Sevagian



Raffi Pailagian
Ara Vartoukian
Niree Najarian
Vache Kahramanian

Hratch Boghossian
Chair – Galstaun College Board



From the Principal

The 2022 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 through to Year 12 follow the syllabuses set by NESA.

Student numbers at Galstaun College in 2022 remained positive with increasing enrolment numbers with the College reaching its highest number of enrolments since its foundation. The main entry point for enrolments at our College is our Reception (K-1) class with enrolments continuing to be strong with waiting lists for entry. The focus on explicit instruction in numeracy and literacy has been important in the development of our Infants students and the results achieved through NAPLAN. The announcement of a second stream in kindergarten for 2023 for the first time was met with much excitement with College and the direction the school is heading.

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 with the College receiving media attention for its NAPLAN results. The results highlighted significant gains in numeracy and literacy with the College achieving its best results in 13 out of the 20 categories.

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. Following lockdowns and restrictions, it was great to return to normality with the return of sport, activities and new learning opportunities while still taking advantage of the various processes introduced during lockdown to assist students and families.

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) with Curriculum Coordinators (Primary and High School) and Stage Coordinators (High School). At the end of the year, Vicki Vartanians stood down from her responsibilities as Head of High School to concentrate on teaching and learning with long standing and respected teacher, Bill Manthopoulos being appointed the position of Head of High School for 2023.

Monitoring and supporting teachers in their professional growth was a key focus in 2022 with an increasing budget to support teachers and their development. Teacher Accreditation and 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 throughout the school.

Students at the College continued their participation in our range of extra curricula and co-curricular activities. It was great to have a return of sports and camps with the exception of our Year 12 students who did not have the opportunity to travel to Armenia. A return to sports and activities resumed and returned to normality as the year progressed.

The P & F committee plays an important role in fundraising and supporting the school. The P & F held a successful Mother's Day Luncheon, Kebab Night as well as finally celebrating the 35th Anniversary of the College via a Ball. The P & F continued to coordinate the College canteen and Uniform shop and would like to take this opportunity to thank the P & F and all volunteers for their support of our students.

I would also like to thank the Chair, Hratch Boghossian, and the entire 2022 Board for their support and guidance throughout the year with the College increasing expenditure regarding teaching and learning and the update and improvement of facilities and infrastructure.



I would also like to 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 as well as the Year 12 leadership team. These students work collaboratively to develop goals for each year and take an initiative to make a positive change for the school.

During 2022, the SRC and leadership team were able to run a number of fundraisers and activities for the student body raising money for both College initiatives as well as a number of charities. The SRC was able to raise funds for house flags and a house competition scoreboard which had been a key goal for the students for a number of years.

The students also ran a number of fundraisers and were able to raise three thousand dollars which were donated to various charities. The majority of fundraising was linked to key causes with the SRC organising various activities and events for the community to participate in and donate. These activities added to the life of the College bringing students from various year groups together and as a result improving student respect and cooperation.

The Leadership team with the SRC also volunteered with various school and community events representing their College and community with pride.



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 and other backgrounds.



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 utilise 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.

Key NAPLAN Highlights

Some of the most significant achievements in the 2022 NAPLAN for Galstaun College included:

- The College made further improvements and gains from the results achieved in 2021 where the College was recognised by the ABC for making significant gains.
- NAPLAN results were impressive with the College achieving above the state/national average for all year groups and for all components
- The College achieved its best results for Writing and Grammar and Punctuation for Year 3, 5, 7 & 9. Students' gains in Writing are pleasing after it was highlighted as a key focus area following NAPLAN results in 2019
- Year 3 performed well above the state/national average for all components and was over 100 points, 554 to the state/national average of 446 (grammar and punctuation), and 50 points over the average for Reading and over 40 points for Writing and Spelling
- Year 5 achieved its best overall result and made further improvements when compared to the significant gains achieved by Year 5 in 2021
- Year 7 showed improvement in all areas with significant gains in Writing, Spelling and Grammar and Punctuation. Significant gains in Writing, Grammar and Punctuation and Numeracy were extremely pleasing.
- Year 9 made significant improvement in 2022 reinforcing the benefits of the split class approach the College has implemented since 2021 in English and Mathematics.



Reporting Area 4: 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 2022 there were two students who ceased their schooling prior to their Higher School Certificate and continued their studies at TAFE.

Higher School Certificate 2022

Some of the most significant achievements in the 2022 HSC for Galstaun College included:

- The Dux of Galstaun College in 2022 achieved an ATAR of 97.3
- The College had 9 entries in the Distinguished Achievers List including first place in the state for Armenian Continuers.
- 35% of students receiving a Band 6 for Advanced Maths
- 100% of students receiving a Band 6 for Drama compared to the state average of 18%.
- 67% of students in Legal Studies achieving a Band 5/6
- 29% of students in Armenian Continuers achieved a Band 6
- 100% of students achieving a Band 5/6 for Visual Arts.



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	2020	12	100	89.21	0	10.79
	2021	14	78.57	90.55	21.43	9.46
	2022	11	73	88	17	12
English Advanced	2020	8	100	99.41	0	.59
	2021	9	100	99.29	0	.71
	2022	11	100	99.15	0	.85
Mathematics	2020	4	100		0	4.19
	2021	4	100	78.63	0	21.37
	2022	3	100	94.5	0	5.5
Mathematics Ext 1	2020	1	0	74.5	100	25.5
	2021	-	-	-	-	25.5
	2022	1	100	73.58	0	26.42
General Mathematics	2020	14	93	75.55	7	24.45
	2021	18	55.56	78.63	44.44	21.37
	2022	17	76.5	81.8	23.5	18.2
Biology	2020	10	20	86.95	80	13.05
	2021	1	100	91.26	0	8.74
	2022	8	50	79.76	50	20.24
Business Studies	2020	13	100	83	0	17
	2021	13	69.23	87.04	30.77	12.96
	2022	11	69.23	87.04	18.18	9.66
Chemistry	2020	2	0	91.59	100	8.41
	2021	2	50	88.71	50	11.29
	2022	2	0	85.66	100	15.44
Design and Technology	2020	12	100	97.88	0	2.12
	2021	13	100	97.06	0	2.94
	2022	11	100	96.36	0	3.64



Drama	2020	4	100	97.8	0	2.02
	2021	3	100	98.48	0	1.52
	2022	1	100	98.52	0	1.48
IPT	2020	4	100	87.34	0	12.66
	2021	2	50	81.5	50	19.5
	2022	2	100	84.86	0	15.14
Legal Studies	2020	7	100	89.25	0	10.75
	2021	3	100	89.25	0	10.75
	2022	3	100	84.83	0	15.17
Ancient / Modern History	2020	3	100	84.46	0	15.54
	2021	6	100	79.06	0	20.94
	2022	5	100	83.5	0	16.5
PDHPE	2020	9	81.8	86.4	18.2	13.6
	2021	12	61.34	86.46	38.46	13.54
	2022	17	58.83	79.3	41.17	20.07
Physics	2020	-	-	-	-	-
	2021	2	50	91.85	50	9.15
	2022	-	-	86.77		13.23
Visual Arts	2020	2	100	98.21	0	1.79
	2021	8	100	98.43	0	1.57
	2022	2	100	98.59	0	1.41
Armenian Continuers	2020	12	100	100	0	0
	2021	12	100	100	0	0
	2022	14	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 20202, 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 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 2022 by teaching and non-teaching staff, and Board Directors.

Course	PD type	Description	Staff
Practical Behaviour Management	Self-paced online	Evidence based strategies to support positive classroom behaviour, increase engagement and reduce teacher stress.	High School
Creating Safer Independent Schools	External provider face to face	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 made against staff.	All staff
First Aid	External provider face to face	All staff completing First Aid certificates	All staff
Literacy	AIS Consultant	Progress with literacy in infants was reviewed	Instructional Leaders and Exec
Evidence Based Classroom Management	Internal PD	The use of strategies to promote positive behaviours and the use of praise to minimise negative behaviour	All teachers
Using data to inform practice	Zoom	Focused on ways to use data to improve practice	Primary



Resilience Doughnut	External provider Face to face and online	Focused on strategies for students to build resilience using the Resilience Doughnut with sessions run for teachers, students and parents.	All staff
New K-2 Syllabus familiarisation (NESA)	Self-paced modules	Teachers learned about the new syllabus documents and changes	Infants teachers and Instructional Leaders
AIS Sharing	Face to face conference	Galstaun presented their literacy and numeracy growth from their participation in the LNAP to the Principals and their delegates and in return learned about the strategies and stories from other schools.	Instructional Leaders
Instructional Leadership Seminars	Zoom AIS	Presentations from Principals about how their schools implement literacy, numeracy and learning support as well as how they prioritise time and overcome challenges to achieve impact.	Instructional Leaders
School Wide Walkthroughs	Zoom	The meeting provided leaders with information on different types of walkthroughs that have a specific focus on student outcomes in the identified areas.	Instructional Leaders
Programming and Planning using the new Mathematics syllabus	Zoom	Presentation on the application of the new syllabus	Primary
Programming and Planning using the new English syllabus	Zoom	Presentation on the application of the new syllabus	Primary
Supporting Dyslexia in the Classroom	Webinar	Provided staff with practical ways to support students with dyslexia in mainstream classrooms	All staff
Explicit Instruction	Face to face	The importance of using explicit instruction and relevant strategies	High School

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 2022 the teacher accreditation status of staff at Galstaun College was as follows:

Level of Accreditation	Number of Teachers
Pre- 2004 Teachers (accreditation not required)	13
Conditional	0
Provisional	5
Proficient	16
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 2022 the workforce composition of the School was as follows:

2022	
Teaching Staff	34
Full-time equivalent teaching staff	29.3
Non-teaching staff	8
Full-time equivalent non-teaching staff	5

There were no Indigenous Staff employed at the school in 2022.



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 2021			
FORM	ATT_OVERALL	ATT_MALE	ATT_FEMALE
Reception	88.50%	90.00%	89.25%
Transition	88.90%	89.60%	88.30%
Year 1	93.20%	92.50%	93.50%
Year 2	95.10%	96.60%	94.10%
Year 3	92.30%	94.30%	91.20%
Year 4	89.70%	90.30%	89.30%
Year 5	92.50%	92.10%	92.70%
Year 6	91.10%	90.00%	94.60%
Year 7	92.40%	92.50%	92.40%
Year 8	89.20%	90.70%	86.40%
Year 9	86.70%	87.30%	85.60%
Year 10	85.00%	83.50%	87.30%
Year 11	86.80%	84.10%	89.00%
Year 12	90.10%	90.90%	89.60%
total average for 2022	90.06%		

Student attendance in 2022 averaged 90.06 which is a 2.8% decrease from 2021. The drop in attendance was attributed to COVID and students staying home when displaying symptoms.

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 2020	Students in Year 12 in 2022	Retention rate
23	21	91.30%

91.30% of the 2018 Year 10 cohort completed Year 12 which is a slight decrease from 2021. 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 - 2020

We had 23 students at the beginning of year 10. 2 students departed at the end of Year 10 to study at TAFE while another moved overseas.

Year 11 - 2021

21 students started Year 11 with 21 completing the Preliminary HSC year.

Year 12 - 2022

21 students started and graduated their HSC year.



Reporting Area 8: Post School Destinations

Post School Destinations

Of the 2021 Year 12 cohort, 90.48% of students chose to enrol in university. 9.52% of students enrolled in TAFE/College.



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 2022	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
Attendance Policy	Updates	School Policies and Procedures File Parents may request a copy by contacting the College Principal
Anti- Bullying Policy	Updated	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
Primary Behaviour	Reviewed & Updated	School Policies and Procedures File Parents may request a copy by contacting the College Principal



Reporting Complaints and Resolving Grievances

Policy	Changes in 2022	Access to Full Text
- Whistle Blower Policy	Updated	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 2021 Annual Report for 2022 Annual Report

Area	Priorities set for 2022	Achievements in 2022
<p>Teaching and Learning</p>	<p>Emphasis on student engagement and motivation in high school</p> <p>Whole school focus on literacy</p> <p>Continuation of LNAP</p> <p>Promote peer observation and sharing of teaching practice</p> <p>Prepare teachers for curriculum changes</p>	<p>Key focus in staff meetings with workshops, surveys, walkthroughs and teachers sharing practice.</p> <p>Continuing with strategies incorporated in Primary for LNAP and incorporating High School.</p> <p>The College continued with the structure and processes of LNAP.</p> <p>Encouraged the practice of peer observations and sharing of teacher practice throughout the school. Unfortunately absenteeism with restrictions and symptoms created difficulties in its implementation.</p> <p>Teachers were updated the relevant course and syllabus changes and updates in preparation for 2023.</p>
<p>Student Welfare</p>	<p>Resilience Program with teacher training and parental workshops</p> <p>Continuation of focus on student engagement and motivation</p> <p>Building positive relationships with a emphasis on respect</p> <p>Review of merit and award system</p>	<p>Resilience Program was introduced to teachers, students and parents throughout the course of the year.</p> <p>Students surveyed with workshops and walkthroughs evaluating engagement in classes.</p> <p>Update of Behaviour and Anti-Bullying Policy.</p> <p>Sessions, workshops and external providers used to work with students</p> <p>Continued improvement and streamlining of Pastoral Care Program.</p> <p>Update of merit system</p> <p>Development of core key values for the school</p>
<p>Staff Development</p>	<p>Staff PD opportunities</p> <p>Enhancing Teaching and Learning</p>	<p>Expanding opportunities for personalised professional development including:</p> <ul style="list-style-type: none"> - Peer observations - Demonstration lessons - Teacher Accreditation <p>Workshops and seminars regarding explicit instruction with teachers working with data to inform practice.</p>



	Increasing teacher competency regarding the safety of the students	Focus during staff meetings and reinforced via update to Staff Handbook.
Facilities and resources	<p>Continue review of College security</p> <p>Purchasing and review of hardware to meet curriculum needs</p> <p>Installation of lift for Nalbandian Hall</p> <p>Update of water system throughout College</p> <p>New Primary playground equipment</p>	<p>Completion of automatic gate at entry of school and review of cameras and school community.</p> <p>Purchasing of new teacher laptops and relevant resources to support effective teaching and learning.</p> <p>Lift has been delayed via the application process for a DA</p> <p>College water system was replaced and updated</p> <p>New Primary playground was installed</p>
Extracurricular Activities	Expand and improve opportunities for school sport	Opportunities were impacted by restrictions in the first half of the year but the College fielded its highest number of external teams in 2022 and expanded the after school program.
Community	<p>Strengthening relationships with community organisations and alumni</p> <p>Encourage use of College facilities by sister organisations</p>	<p>Had community organisations present to the students with the running of joint initiatives.</p> <p>The College was used by a number of sister organisations including the running of the Armenian Carnival.</p>

2023 Priority areas for improvement

Area	Priorities for 2023
Teaching and Learning	<ul style="list-style-type: none"> • Emphasis on and reinforcement of Explicit Instruction • Whole school focus on literacy and the use of data to inform practice • Continuation of LNAP (lit/num) processes and its use in High School • Target teachers requiring support in their practice • Promote peer observation and sharing of teaching practices • Prepare teacher for curriculum changes • Improve the provision of feedback from the Executive to teaching staff regarding teacher practice. • Continue with workshops on positive behaviour management
Student Wellbeing	<ul style="list-style-type: none"> • Continuation of focus on student engagement and motivation • Building positive relationships with an emphasis on respect for primary • Introduction of Student of the Week



	<ul style="list-style-type: none"> • Improve support for students with specific needs
Professional Development	<ul style="list-style-type: none"> • Ensuring educators keep abreast of significant teaching and learning initiatives. Tailor and promote PD in line with aspirations and growth areas of staff. • Increase of personalised PD for staff to attend • Support and supervise eligible teachers as part of their accreditation • Continue with focus on explicit teaching and student engagement
Extracurricular Activities	<ul style="list-style-type: none"> • Expand and improve opportunities for school sport and the implementation of an after-school program. •
Community	<ul style="list-style-type: none"> • Continue strengthening relationships with community organisations as well as College alumni. • Encourage use of College facilities by sister organisations • Improve relationships with local and wider community and have students more actively involved in community initiatives.
Facilities	<ul style="list-style-type: none"> • Upgrade of College security • Purchasing of smartboards and iPads for students and classrooms • Purchasing HS laptops and hub for student use. • Installation of lift for the Nalbandian Hall • Build bus shelter for pick up and drop off area • Develop outdoor learning area in the existing gravel zone.



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 2022 were undertaken both at school and remotely in order to provide flexibility for parents who live long distances from the College.

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 with enrolments for our intake class having waiting lists for the coming years.

Parent Satisfaction

Being a community school, there is strong and positive communication channels between the College and parents. Increasing student numbers reinforce a strong level of parent satisfaction 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, students were surveyed with the data being used to examine the strategies teachers are using in the classroom.

Staff Satisfaction

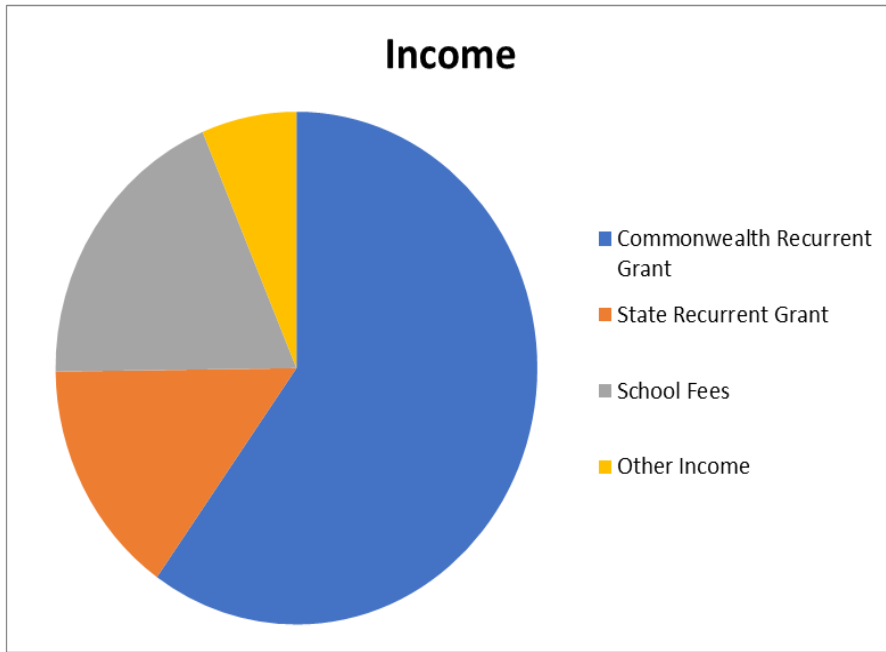
Staff enjoy working at Galstaun College with a low staff turnover rate and a large percentage of long term staff. There is a special bond that exists amongst all staff and our teachers are dedicated and keen to commit to the ethos of the College. They will often go the extra mile to support students 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 2022:

Income



Expenditure

