

# 2015 ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY



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## GALEN CATHOLIC COLLEGE WANGARATTA

REGISTERED SCHOOL NUMBER: 1744

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## Contact Details

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## Minimum Standards Attestation

I, Bernard Neal, attest that Galen Catholic College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

## Our College Vision

### Identity Statement

Galen Catholic College is a nurturing community, where Faith and Integrity are at the core of our aspirations.

### Vision Statements

Galen Catholic College strives to:

- Create a faith-centred and hope-filled community inspired by the teachings of Jesus
- Provide quality education that challenges, supports and empowers students to explore and reach for their full potential
- Foster an inclusive and safe environment
- Build authentic partnerships between school, parents and carers and the wider community.



## College Overview

Galen Catholic College is a Catholic secondary school serving the families of Wangaratta and surrounding districts in the beautiful north east of Victoria. In 2015 the college had a student enrolment of 1,114 students in Years 7 – 12 up from 1,092 in 2014, and 1,064 in 2013, and 1,003 in 2012 and 946 in 2011. This trend is a continuation of a 21-year increase in enrolments from 614 in 1994.

Galen Catholic College quite deliberately and proudly provides a broadly based curriculum, which is designed to assist the young people in our care to continue on their pathway to becoming the best they can be as God's children and achieving to the best of their ability.

This holistic approach to a Galen education demands that our students have access to multiple pathways, which are delivered by skilled educators who are dedicated to Christian approaches of care for the individual within a loving learning community. Especially important in this broad base of offerings at Galen are the programs offered by the Galen Learning Support Centre designed specifically for students with special needs.

Also important are the many combinations possible for students as they undertake elective classes at Years 8, 9 and 10 leading into the many-faceted offerings within VCE, VCAL, School Based Apprenticeships and VET at Years 11 and 12.

Religious Education is central to the learning experience at Galen. Our RE program operates across all year levels and is based around the Diocese of Sandhurst Religious Education curriculum, "Source of Life". As part of the RE program there are retreats at each level.

The RE program culminates in the senior Re-connect Program the highlight of which is the deeply moving residential retreat experience at Year 12. Weekly Prayer Assemblies and class Masses provide further religious formation experiences for our students.

Closely aligned with the RE program is a range of Social Justice activities for Galen students. In 2015, Galen students participated as volunteers in monthly Melbourne Soup Van distributions. Another group of eight students participated in the long-established 10-day immersion experience to the Santa Teresa mission in central Australia.

A further eight students and three staff participated in our third annual immersion experience to Timor Leste. Also in 2015 for the first time, a group of 9 Galen staff undertook a staff immersion trip to Timor Leste.

Along with a comprehensive and cohesive range of subjects and programs at each year level, Galen Catholic College offers many supporting co-curricular programs. Our students have access to a full range of representative sports, including athletics, swimming, football (Australian Rules), soccer, netball, cricket, tennis and snowsports.

The college has an extensive Outdoor Education program across all year levels, developing our students' skills of independence, teamwork and appreciation of the natural environment through hiking, camping, trekking, canoeing, caving, diving, rock climbing, etc.

The Performing Arts provide many further co-curricular opportunities for Galen students with an annual junior musical production, an annual whole-school production and an annual whole school Talent Quest. Galen also has a number of musical bands including Junior Band, Senior Band and Production Band and many opportunities for other ensemble and student bands to perform at special occasions throughout the college year.

Galen students are also encouraged to participate in community youth offerings, including the Wangaratta Youth Council and the annual Wangaratta ANZAC Day march.

2015 also saw the commencement of the largest building program since the school was established. Preparatory work was carried out at the end of the year in readiness for the building of a new Senior School with 16 new classrooms and learning spaces.

This new Senior Centre will be ready for the start of the 2017 school year.

## Principal's Report

### Galen Marching Forward

2015 was another year of giant steps in the renewed growth and development of Galen Catholic College. Our commitment to a process of continuous improvement is now well embedded in the culture of the school with several major scheduled reviews undertaken with several more in progress, physical changes implemented and plans finalized for our imminent major building program.

During the course of 2015, the college achieved the following major developments:

- Commencing a full Curriculum Review
- Commencing the review of our Mission and Vision Statements
- Undertaking a review of our administrative & office services
- Undertaking a review of our Learning Support Centre
- Implementing Stage 1 A of the Master Plan (relocation & complete refurbishment of demountable classrooms)
- Finalising plans for Stage 1 B of the Master Plan (building a new Senior School complex)
- Relocating our ICT resources and coupling them with our library resource centre
- Increasing parent representation on our School Board
- Appointing two female Deputy Principals to commence in 2016
- Cementing our place as the school of choice in the Wangaratta region as evidenced by our enrolments increasing to another record high (1114 on Census Day, up 23 on last year's record and up by 193 since 2011)
- Introducing the Group 8 Performance & Development Coaching program for all senior and middle leaders
- Initiating a staff Mission / Immersion Experience trip to Timor Leste
- Re-shaping the format for Founders' Day celebrations
- Building an ANZAC Commemorative Wall to complement the existing Memorial Garden
- Re-introducing a Year 12 Graduation Mass
- Appointing administrative support for the Deputy Principals and Directors of the Junior, Middle and Senior Schools

At all times, we move forward with "Faith and Integrity", honouring our past and our traditions, living our present to its full and forging a hope-filled future.

**Bernard Neal**  
Principal

## College Board Report

Galen Catholic College has again seen an increase in enrolments for the 2015 school year. This indicates to me that the school is providing a well-balanced scholastic and pastoral program for students and their families. The school provides a wide variety of educational pathways for students.

There are significant structural works being undertaken at the school in line with the Master Plan and this will allow for further growth of the school. The re-development of the main office has been completed and provides a welcoming entrance to the main office. It also provides some privacy for staff working in this area. Further works under the Master Plan will take place in the future and this will further enhance the learning environment for students and staff.

During the past twelve months the College Board has seen an increase in Board membership with a number of parent members and some new staff membership. This has provided new ideas and views for the Board to consider. It has been wonderful to see new faces and listen to input from new Board members.

A number of policies have been ratified during the year and these have been implemented into the school program.

Senior Leadership of the School has been very supportive of the Board and this, I have no doubt, will continue into the future.

Engagement with parents and families is continuing and discussions have occurred to ensure that more involvement with parents and families takes place.

There have been a number of tragic events over the past twelve months which have had a significant impact of staff and students. The Staff (Senior Leadership and Teaching Staff) have been committed to ensuring that the wellbeing of students and their families is paramount. My thoughts and prayers go out to all those impacted by the tragedies of the past twelve months.

I would like to thank Father Mike Pullar for his continued input into the College Board and welcome the two new priests to the school. I have attended a number of School Masses in the first term and was delighted to see a number of parents in attendance.

It is not difficult to commit a small amount of time to the College Board and I encourage any parent who has a bit of time to commit to do so as membership of the College Board is very rewarding and gives you the opportunity to have input to Galen Catholic College.

**Mark Williams**  
**Chair**

## Education in Faith

The Catholic ethos of the school is evident in the quality of the relationships and the respect for the dignity of each individual that exist within the school, the regular prayer and liturgical opportunities for both students and staff, and the honouring of the charisms of the founding orders (Brigidine Sisters and Marist Brothers). Religious icons are prominently and respectfully displayed around the school. The Catholic dimension of the College is prominent in College publications and is reflected in College policies.

The Leadership Team shares leadership in Catholic Identity, with particular responsibilities assigned to the Deputy Principal - Catholic Identity, Religious Education Co-ordinator, Social Justice Co-ordinator, Immersion Experience staff and the Religious Education staff. It is the responsibility and expectation of all staff to support the Catholic ethos of the College. There is a Catholic Identity sub-committee of the College Board and a Catholic Identity strategic planning team of teachers and senior leaders within the school.

The school's relationship with the local parish of St Patrick's is a positive one and from time to time students are involved in parish activities and celebrate school Masses with the College Chaplain.

### Goals & Intended Outcomes

- Collaborate with the Leadership Team to have the first Leadership Retreat experience
- Offer an ongoing, broad range of spiritual development opportunities for our staff that builds staff capacity and willingness to lead students in Catholic Identity.
- Offer the student Immersion Experience to Timor Leste in April 2015
- Enrich staff understanding of 'proclaiming the good news' with the inaugural Staff Immersion for Timor Leste in 2015.
- Develop and support the professional development and pedagogy of the Religious Education team; that is demonstrated in the curriculum and their personal faith journeys as educators.
- Embed a team with specific responsibility for Catholic Identity strategic planning that drives the strategic intent of Catholic Identity, in partnership with the college Leadership team.
- The ongoing data collation of Accreditation to Teach in A Catholic School and to Teach Religious Education in a Catholic School.
- Embed the Year 12 RE-Connect program; establish the Year 11 Camp part of the program.
- Establish a student leadership and staff team to co-ordinate the Inaugural Founders' Day 2015 as a whole day event, led by liturgy, which is a celebration of our charisms and recognition of our rich history.



## Achievements

- Establishing a broad range of Year 11 and 12 options for VCE and Non-VCE pathways in Senior Religious Education.
- Creating the new role of Religious Education Co-ordinator.
- Increasing the number of staff gaining their accreditation to teach in a Catholic school.
- Reviewing and re-writing the Catholic Identity Statement, The Vision Statement and the Graduate Outcomes.
- Conducting the Santa Teresa and Timor Leste Immersion Experience for students in Years 10, 11 and 12.
- Opening Mass, End of Year Masses and ongoing class and Mini School liturgies
- Caritas K's Fundraising, Melbourne Soup Van, Illoura Aged Care Visits.
- Facilitating the RE-Connect Program in Year 12 Religious Education that builds on the Year 12 Retreat program.
- Establishing the Re-Connect program for Year 11 Students, with very positive feedback from the students with a new Year 11 Camp experience, 'Living Life To The Full.'
- Staff numbers of 25+ attending Footsteps in Mittagong with Marist Schools Australia focusing upon the charism of Marcellin Champagnat.
- Implementing a new format for Founders' Day coordinated by student and staff leaders.

**VALUE ADDED**

This year the staff and students have really thrived on the strong foundations of reflecting upon who we are as catholic educators over the past 3 years. We now take collective responsibility for making sure that our students and families understand the Christian story.

This has been demonstrated in the new initiatives such as the Year 12 Graduation Mass, Founders' Day, and the Year 11 RE-Connect Camp experience. A renewed focus upon the importance of prayer and the planning for refurbishing and reclaiming our School Chapel in 2016 bodes well for the continued growth of our college as an authentic expression of Catholic Identity and education in the Wangaratta community.

## Learning & Teaching

Learning and Teaching remain the prime focus of activities at Galen Catholic College. We are committed to the provision of a quality, comprehensive, Catholic education and we deliberately seek to offer a broad range of learning experiences for all students at every stage of their schooling. We are built on a culture of continuous improvement and we strive to remain at the forefront of contemporary pedagogy and recent understandings of innovative learning and teaching.

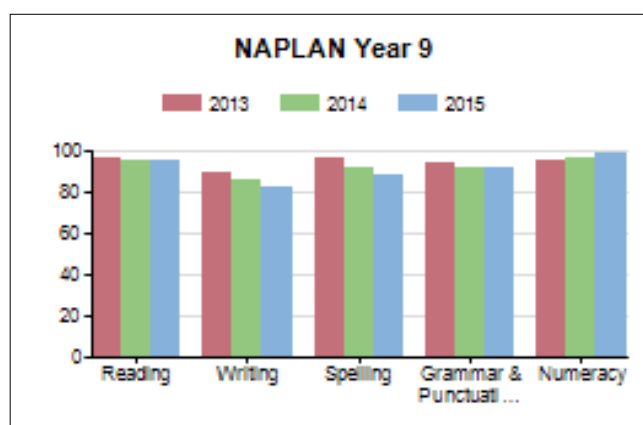
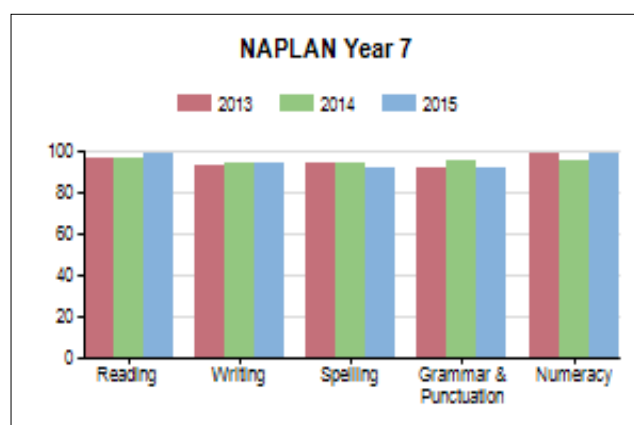
### Goals & Intended Outcomes

- Undertake a full school Curriculum Review
- Utilise school data to inform practice across the whole school
- Make learning visible through explicit learning intentions and clear success criteria

### Achievements

- Establishing a Whole School Curriculum Review
- Providing whole Staff professional learning based on Growth Mindset (Dweck) and effective feedback.
- Continuing the focus on making the learning in our classrooms visible - explicitly stating the learning intentions of the class and how students will achieve success.
- Progressing the work of the Galen Action Research Team (GART) to explore the impact of space and pedagogy on student learning and to inform the Master Plan.
- Finalising plans for the new senior area and junior area.
- Using NAPLAN, On Demand and VCE data to inform our learning programs across the school.
- Testing incoming Grade 6 students to enhance the data we collect. This has aided the transition and provided staff with a valuable resource to prepare for the incoming Year 7 cohort.
- Continuing growth in VET and VCAL classes indicate that we are providing appropriate opportunities for the students in our care.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2013 %	2014 %	2013–2014 Changes %	2015 %	2014–2015 Changes %
YR 7 Reading	97.0	96.3	-0.7	99.0	2.7
YR 7 Writing	93.2	94.6	1.4	94.7	0.1
YR 7 Spelling	93.8	94.1	0.3	91.5	-2.6
YR 7 Grammar & Punctuation	92.3	95.2	2.9	92.5	-2.7
YR 7 Numeracy	99.5	95.6	-3.9	98.5	2.9
YR 9 Reading	96.9	95.1	-1.8	95.7	0.6
YR 9 Writing	89.7	85.7	-4.0	82.1	-3.6
YR 9 Spelling	96.3	92.4	-3.9	88.2	-4.2
YR 9 Grammar & Punctuation	93.8	91.7	-2.1	92.5	0.8
YR 9 Numeracy	95.7	97.2	1.5	98.9	1.7



Median NAPLAN Results For Year 9		
Year 9	Reading	571.80
	Writing	534.60
	Spelling	559.20
	Grammar & Punctuation	554.10
	Numeracy	571.50

## STUDENT LEARNING OUTCOMES

The NAPLAN data over the past three years presents both challenges and opportunities for celebration. Galen staff have worked tirelessly with a real focus on numeracy and improvement. Further growth is expected as conversations turn into formal professional network meetings with CREW Primary Schools, with the explicit intent to improve our results – especially the numeracy component. Further exploration of the data with CEO support will be the centre-piece of this plan.

## YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 – 12 Student Retention Rate	80.12%
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## POST-SCHOOL DESTINATIONS

Tertiary Study	83.9 %
TAFE / VET	8.6 %
Apprenticeship / Traineeship	6.4 %
Deferred	34.6 %
Employment	19.1 %

## SENIOR SECONDARY OUTCOMES

VCE Median Score	29
VCE Completion Rate	99%
VCAL Completion Rate	82%



## Student Wellbeing

### Goals & Intended Outcomes

In 2015 the Student Wellbeing Team worked towards the objectives set out in our Annual Action Plan.

- Improve the communication link between Wellbeing staff and subject teachers by increasing the amount of student information on SIMON (School Information Management Online Network) notes.
- Redevelop the Transition Form for Grade 6 students entering into Galen Catholic College
- Create a Pre-Referral questionnaire for earlier identification for Wellbeing Team & Learning Support Centre.
- Create Wellbeing Wednesday for Staff.
- Incorporate the program 'Kids In Kontrol' (KIK) for disengaged Year 7 & 8 students.

### Achievements

- Organise Year 7 – 10 student workshops with guest speaker - Glen Gerreyn. Over 250 parents attended his parent workshop on raising adolescents.
- Successfully implementing the Impossible made Possible program for Year 7 girls - a program based on developing effective friendships, communication and resilience.
- Implementing KIK (Kids In Kontrol) program – engaging teenage boys with school and providing tips and advice to overcome adversity.
- Creating SDQ Transition forms – Collection of student social and emotional intelligence from primary schools to assist with the transition to secondary school.
- Implementing PATS (Paying Attention to Self) – a peer support group for young people who are caring for family/friends experiencing mental illness.
- Participating in RUOK Day – assists and fosters communication.
- Implementing Wellbeing Wednesday for all staff to take time to look after their wellbeing.
- Organising Project Rocket – Year 9 program that addresses key adolescent issues.
- Participating in BULLYING – NO WAY! – National day of action against Bullying and Violence.
- Reviewing and developing the Galen Catholic College Social Media Policy.

## Attendance

Galen Catholic College uses the electronic attendance program in SIMON (School Information Management Online Network). All staff record school attendance via SIMON. Each day an SMS absent alert is sent to any parent who has a child absent from school *without* parental approval.

For unexplained absences the homeroom teacher contacts the parents. If there is a continued pattern of unexplained absence, Year Level Co-ordinators and Mini School Directors request a meeting with the student and parents involved.

Where necessary a member of the Wellbeing Team will become involved to support the student and family. External community agencies are also utilised during this support process.

## VALUE ADDED

In 2015, Galen Catholic College students were offered a diverse range of curricular and extra curricular activities.

- An expanding drama/music program – Concert Band, Senior (Grease) and Junior Production (Aladdin), Galen Talent Quest (Anything Goes), and the Vocal Performance Group.
- Galen's curriculum provides for broad student experiences – of particular significance is the Year 9 integrated "Discovery" Program and the growing numbers involved in VET and VCAL programs.
- Prayer Assemblies organised by individual Homerooms each week provide relevant opportunities for leadership and reflection.
- St. Vincent De Paul Soup Van visits once a month in the CBD of Melbourne.
- Personal development events/programs include PE Health Week, Careers Day, Party Safe, First Aid Day, Founders' Day celebration, ANZAC Centenary Assembly all provide life-style, community focused information.
- A comprehensive Sport program via the auspices of Secondary Sport Victoria.
- A well attended and staffed Homework Club and Junior School Catch-Up sessions.
- An extensive Outdoor Educational focus – bushwalks, adventure camps, ski days.
- Social alcohol-free activities embraced by students, staff and parents – Year 10 Formal, Year 11 Debutante Ball and the Year 12 Graduation Evening.
- Mittagundi experiences for Year 9 students.
- Santa Teresa immersion experience in an indigenous community.
- International East Timor immersion experience.
- Student leadership and membership across a broad range of areas such as the Environment and Social Justice groups.

**STUDENT SATISFACTION**

Students have a strong sense of belonging within the Galen community. The pastoral care provided by our staff ensures that students feel supported, safe and secure while attending Galen Catholic College. Visitors to the college frequently comment on the calmness, friendliness and warmth of welcome they receive from our students.

There is clear pride that Galen students feel in their school. This is well illustrated on a number of occasions each year: the student-led guided tours of the school for prospective students and their families, participation in the annual school Drama and Musical productions, the VCE Graduation Ceremony and the many whole school events throughout the year.

Whilst we believe that Galen Catholic College provides a safe and nurturing environment for its students we are also aware that student wellbeing is a continuing challenge.

The Insight SRC annual surveys continue to demonstrate an area of strength in student behaviour within the classroom and student behaviour within the school.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	91.83
Year 8	92.35
Year 9	91.06
Year 10	90.19
Overall average attendance	91.36

## Leadership & Management

The leadership structures in the school include staff, parents and students. The overall leadership structure is supportive of, and enhances, each of the key areas of school life.

The Canonical Administrator is Father Mike Pullar. The Principal regularly keeps Fr Pullar informed of developments at the College.

The 10-member school Leadership Team meets weekly to oversee both the strategic and operational leadership of the school.

The 5-member Executive Team also meets weekly to monitor the implementation of strategic goals.

The School Board shares in the leadership of the school through policy development and through the development and monitoring of the School Improvement (strategic) Plan.

Staff opportunities for leadership include through the Positions of Leadership (POL) structure and through the range of co-curricular activities offered to students.

Galen uses a model of shared leadership and co-responsibility which recognises the value of both positional and informal leadership and which honours the concept of subsidiarity. We are establishing a culture of teams that calls upon all staff to participate as informed, valued and valuable decision-makers.

Appointments to leadership positions occur through a process of advertisement, both internally and externally when required.

Leaders and staff receive feedback on their performance through the Annual Review Meetings, conduct of which is shared amongst members of the College Executive Team. In 2015, we introduced the Group 8 Performance Development & Coaching program for senior and middle leaders.

Students experience leadership through formal SRC structures, leading of year level assemblies, opportunities to coach younger students, social justice groups (Young Vinnies), challenge activities, performing arts and in overseas experiences (home stay in Italy). There is a formal Student Leadership Co-ordinator position with a POL.

Interaction between the various leaders and leadership groups across the school is very positive, affirming and encouraging. There is a strong sense of community and connectedness within the College community.

## Goals & Intended Outcomes

- Conduct a Faith Leadership retreat
- Develop and implementing Group 8 Performance Development and Coaching program
- Establish a team to review our communications with parents and the wider community
- Map the overlap of roles and individuals and modify where necessary
- Increase the opportunities for staff to engage in decision-making in areas that directly affect them
- Document the steps developed for the current School Improvement Plan
- Establish a Code of Conduct for staff interactions with each other

## Achievements

- Reviewing our Mission, Vision and Identity Statements
- All members of the Leadership Team attending a 2-day residential retreat
- All senior and middle leaders (over 30 staff leaders in all) undertaking Year 1 of the Group 8 Performance Development and Coaching program. All involved receiving individual coaching and training in becoming coaches themselves. All then coaching at least 2 other members of staff.
- Engaging a marketing and communications expert to outline a strategic approach to our communications and promotions. This is currently under consideration for implementation in 2016 or 2017.
- Commencing an extensive and systematic review of working teams and roles. This will continue into 2016. Completing reviews of the Front Office Team and the Learning Support Team. Strategic plans have been developed by each team. Commencing other reviews in: Education Support roles, Library Services and Administrative Support roles.
- Appointing 2 Administrative Assistants to work with the 3 Deputy Principals and the 3 Mini-School Directors as a result of reviewing the workloads and roles of the above-mentioned senior leaders.
- Commencing work on documenting the processes to be used for developing the new 2017 – 2019 School Improvement Plan. This work will carry into 2016.
- Undertaking extensive consultation with all staff to identify our key values that guide and affect our professional interactions with each other. This list of key values will be used to shape a series of statements that form a new Code of Conduct which should be ready for adoption during 2016.
- Strengthening parent representation on the Galen Catholic College Board. There are now 7 parent representatives compared with 3 two years ago.



**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2015**

- Domain Based
- Performance and Development Coaching
- Leadership
- Behavior Management
- Special Needs
- Sustainability
- Learning & Teaching strategies
- E-learning
- Catholic Identity (including some immersion experiences)
- Marist Association opportunities
- First Aid/CPR/Anaphylaxis
- Growth Mindset
- Emergency Management

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL**

94

**AVERAGE EXPENDITURE PER TEACHER FOR PL**

\$1829.10

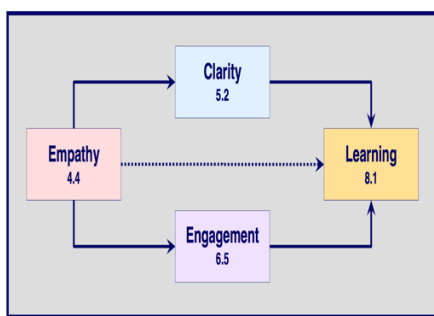
**STAFF COMPOSITION**

Principal Class	4
Teaching Staff (Head Count)	94
FTE Teaching Staff	103.11
Non-Teaching Staff (Head Count)	48
FTE Non-Teaching Staff	39.52
Indigenous Teaching Staff	1

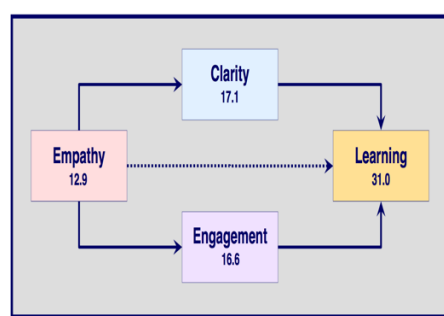
## TEACHER SATISFACTION

Areas of greatest teacher satisfaction as indicated by the 2015 Insight SRC School Improvement Surveys are:

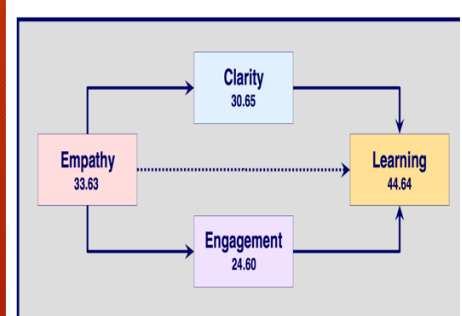
- Work demands
- Student behavior
- Professional growth and learning
- Staff Wellbeing Over the past 3 years staff have indicated significant growth and improvement in the 4 pillars of Empathy (Supportive Leadership), Clarity, Engagement and Learning as indicated by the following comparisons of each year's Insight SRC data for Galen Catholic College:



2013



2014



2015

## College Community

Galen Catholic College continues to seek new ways to bring parents and families into the life of the school. Our students have a strong sense of belonging within the Galen community. Visitors, new parents and new staff frequently comment on the warm welcome they receive and the respectful nature of our students.

Throughout the year parents and families are strongly encouraged to attend school events eg. Year 7 Open Afternoon, Year Level Information Nights, Arts and Technology Exhibition, School Productions, Annual Talent Quest, School Masses, ANZAC Assembly, Year 12 Graduation Assembly, Year 12 Jumper Presentation, Swimming and Athletics sports events, Parents' Association events, Wellbeing Team Parent Nights.

In 2015, there was a resurgence in the numbers regularly attending the Parents' Association meetings and in the number of parent representatives on the College Board. The Parents' Association continued its pattern on holding at least of its regular meetings each year in one of the towns outside the immediate Wangaratta district. In 2015 this meeting took place in Rutherglen.

A crowd of around 200 parents attended the combined Wellbeing / Parents Association Parent Night with a focus on how to foster their children to dream big, have hope and develop resilience.

## Goals & Intended Outcomes

Our primary objective in this area in 2015 was:

- To improve the level of engagement of parents with the school

## Achievements

- Increased numbers of parents attending school events
- Successful Parent Night facilitated by the Wellbeing Team and the Parents Association with 200 in attendance
- Parents Association meeting held in Rutherglen
- 7 parents as Board members
- Continued development of our Parent Access Module for online reporting, student progress, attendance, behavior, etc.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	86.38%
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### STAFF RETENTION RATE

Staff Retention Rate	86.17%
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TEACHER QUALIFICATIONS	
Doctorate	0%
Masters	12.62%
Graduate	33.98%
Certificate Graduate	8.74%
Degree Bachelor	82.52%
Diploma Advanced	18.45%
No Qualifications Listed	5.83%

#### PARENT SATISFACTION

Insight SRC Survey 2015 data from parents indicated that 85% or more of Galen parents were happy with:

- Approachability of the school
- School improvement
- Learning focus
- Stimulating learning
- Teacher morale
- Connectedness to school
- Student motivation
- Social skills
- Connectedness to peers
- Student safety

## Financial Performance

REPORTING FRAMEWORK	ACCRUAL \$
<b>Recurrent income</b>	<b>Tuition</b>
School fees	1,997,504
Other fee income	1,403,889
Private income	246,482
State government recurrent grants	2,843,724
Australian government recurrent grants	9,871,298
<b>Total recurrent income</b>	<b>16,362,897</b>
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	11,527,237
Non salary expenses	2,549,233
<b>Total recurrent expenditure</b>	<b>14,076,470</b>
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	0
Capital fees and levies	929,525
Other capital income	0
<b>Total capital income</b>	<b>929,525</b>
<b>Total capital expenditure</b>	<b>775,483</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
<b>Total opening balance</b>	<b>203,794</b>
<b>Total closing balance</b>	<b>81,832</b>

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.



## Future Directions

The immediate future for Galen Catholic College is exciting.

In 2016, the following will occur:

- Completing the new Senior School buildings with 14 new classrooms
- Conducting a Leadership Review
- Developing a new School Improvement Plan (Strategic Plan) for 2017 – 2019
- Continuing our full Curriculum Review and Library Review
- Finalising plans for the new Junior School buildings
- Embedding coaching at all staff levels
- Implementing Child Safe Standards

In 2017, the following will occur:

- Using the new Senior School rooms from the start of the year
- Completing the new Junior School buildings, resulting in 18 new learning spaces, plus offices, break-out spaces, gathering zones
- Implementing recommendations from the Curriculum and Library Reviews