

2016

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



GALEN CATHOLIC COLLEGE WANGARATTA

REGISTERED SCHOOL NUMBER: 1744



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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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

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

During 2016 the school Board and Leadership Team worked together to oversee the development of “New Horizons – School Improvement Plan 2017 - 2019”. This process involved detailed consultation with Board members, Leadership Team members, students, parents and staff.

The process identified six primary goals for the three-year period. These Primary Goals are supported by 17 Strategic intentions across the five School Improvement Domains. Together, the Primary Goals and Strategic Intentions constitute Layer 1 of the “New Horizons”. Layer 1 provides a summary of “New Horizons”.

Layer 2 breaks each Strategic Intention into 3 – 5 specific strategies with every strategy also cross-referenced to one or more of the six Primary Goals, with clear allocations of responsibility and due dates. Layer 2 constitutes the major working document for implementation of “New Horizons”.

Layer 3 contains the prioritised data collected from the groups named above during the consultation process. This data provides a rich source of ideas, aspirations and actions to assist in the implementation of “New Horizons”.

A copy of Layer 1 of “New Horizons” is provided on the next page.

New Horizons

School Improvement Plan 2017 – 2019



Our Primary Goals for 2017 - 2019

We will:

- Live our Catholic Identity
- Plan for sustainable growth
- Deepen our learning culture
- Strengthen our shared practice
- Empower student voice
- Increase parent engagement



Strategic Intentions

Catholic Identity	Learning & Teaching	Pastoral Wellbeing	Leadership	Stewardship of Resources
Provide a well-utilised chapel	Make Learning our core focus	Develop strong and consistent pastoral wellbeing approaches	Enhance student leadership opportunities	Maintain and continually improve our resources
Develop and increase pride in our Catholic identity	Develop consistent processes around Learning & Teaching	Engage the community in building student wellbeing	Increase and improve parent engagement opportunities	Manage the Implementation of our Master Plan
Improve faith based understanding of our community	Engage Parents in their child's Learning		Strengthen and build our Galen community	Share our resources with the community
	Build Community and Learning Partnerships		Establish our position as the region's school and employer of first choice	
			Develop the leadership capacity of our staff	

Galen, my place of opportunity.

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 2016 the college had a student enrolment of:

- 1,139 students in Years 7 – 12;
- 1,114 in 2015;
- 1,092 in 2014;
- 1,064 in 2013;
- 1,003 in 2012; and
- 946 in 2011.

This trend is a continuation of a 22-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 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 Retreat and 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 2016, Galen 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. Galen also provided ICT logistical, technical and human resource support to our targeted programs in 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.

2016 saw the completion of Stage 1A and B of our Master Plan. A new Senior School with 16 new classrooms and learning spaces was completed in this time ready for classes to commence from the start of 2017. At the same time, planning continued for Stage 1C and Stage 2 of the Master Plan: completion of a new Junior School, Wellbeing Centre and ICT / Library Resource Centre. Tenders for this next stage opened in November 2016.

Principal's Report

Galen's "New Horizons"

2016 saw a number of major developments for Galen Catholic College starting, continuing or being prepared.

Previous reports have referred to the College's commitment to continuous improvement. 2016 provides further evidence of this being the reality as well as the aspiration.

During the course of 2016, the college achieved the following major developments:

- Finalising "New Horizons – School Improvement Plan 2017 - 2019
- Continuing a full Curriculum Review with major recommendations due in April 2017
- Proclamation of our reviewed Mission and Vision Statements
- Improving our administrative & office services through re-structure and clarification of roles
- Implementing recommendations from the review of our Learning Support Centre, including appointment of a qualified Special Education leader
- Completing Stages 1 A and B of the Master Plan (relocation & complete refurbishment of demountable classrooms and construction of a new Senior School complex)
- Developing plans for major refurbishment and re-commissioning of the College Chapel
- Addition of two female Deputy Principals to our Leadership Team
- Cementing our place as the school of choice in the Wangaratta region as evidenced by our enrolments increasing to another record high (1,139 on Census Day, up another 25 on last year's record and up by 218 since 2011)
- Moving to the next stage of implementation of Group 8 Performance & Development Coaching program for all senior and middle leaders
- Providing ICT technical support, including personnel and equipment, for our targeted programs in Timor Leste – i.e. Abafala Primary School in remote / rural area and Teacher Training College in Baucau
- Incorporating Year 12 Graduation Mass and Dinner into one event
- Providing part-time 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

It is with great pleasure that I have the opportunity to report on the Board's activities for 2016 and the significant achievements in our Galen community.

The two major focus areas for the Galen Board in 2016 were:- begin implementation of the Master Plan for the College; and the development of the 2017 - 2019 School Improvement Plan - "New Horizons".

We were delighted to see the completion of stage 1B, the New Senior School, which was completed on time, ready for operation in Term 1 of 2017. Master Plan stage 1C (New Junior School) and Master Plan stage 2 (new Library/ICT Resource Centre) planning commenced, in preparation for major works in 2017.

As part of the Master Plan, commitment has been given to building a new Chapel, which we see as providing the Galen community with a sacred space and sanctuary. In the interim the current Chapel will undergo major refurbishment in 2017.

As part of the Board's second major focus, we collaborated with the Galen Leadership Team, staff, students and parents to develop the 2017 - 2019 "New Horizons" School Improvement Plan. This plan is unique in that it has achievable and measurable goals, which have already commenced implementation. The plan covers the five dimensions of the Charter of Sandhurst School Improvement (CoSSI): Catholic Identity, Learning and Teaching, Pastoral Wellbeing, Leadership and Stewardship of Resources.

An emphasis on enhancing parent engagement in the school community continues with momentum; the aim being that the academic achievements of students is enhanced through greater parent engagement.

Finally, I would like to thank all Board members, in particular, Fr Mike Puller, Mr Bernard Neal and Mrs Tess Barnard for their ongoing support.

Best wishes

Suellen Loki
Galen Board Chair

Education in Faith

The role of the Catholic school is to educate the whole person and it is by living our Catholic ethos that we at Galen are able to respond to that call. Catholic Identity is manifest in the way our community encounters and engages in the everyday, bringing social justice to life - influencing leadership structures, planning and sharing in resources and facilities, curriculum content and process, and pastoral care. We are a dual charism school and the ethical framework and spiritualities of both the Brigidine and Marist traditions are made manifest through curriculum, the spiritual life and professional development of staff.

Enhancing our Catholic Identity is the shared responsibility of all leadership and staff at Galen. However, the particular responsibilities are assigned to the Deputy Principal Catholic Identity, Religious Education Coordinator, Social Justice Coordinator and the Religious Education staff.

Our relationship with our local parish of St Patrick's continues to strengthen through student and staff involvement in celebrations, retreats and regular masses at the school.

Goals & Intended Outcomes

- Provide a well utilised chapel: during 2016 a professional learning team was assigned with developing a vision for the refurbishment of the chapel.
- Enhance the community's understanding of our founding charisms: during 2016 students and staff collaborated on Founders' Day, focusing on the Brigidine tradition.
- Develop and increase pride in our Catholic Identity: the Catholic Identity team inaugurated a 'theme' for the year concept, to commence in 2017.
- Improve faith based understanding within our community: during 2016 the focus was on learning by doing and enhancing professional networks.

Achievements

- Plans for the refurbishment of the Chapel have been completed and work is due to commence in mid 2017.
- Weekly masses in the Chapel have been established.
- Class masses have occurred across the year levels.
- An Aboriginal artist was engaged to create a mural that integrated our charisms and the spirituality of the traditional custodians.
- A number of staff attended the Marist 'Footsteps' and Contemplation program.
- Staff Spirituality Day focusing on Laudato Si and Aboriginal Cultural Awareness.
- Catholic Identity Team proposed attaching a 'theme' to each year. Decision to proclaim 2017 as 'Care For Our Common Home', to be launched at opening assembly in 2017.
- Mini school masses and assemblies were conducted at Our Lady's. This provided an authentic connection between learning and our Catholic Identity.
- Morning prayer and reflection instigated on Mondays and Thursdays.
- Re-instating religious education at year 12; this discussion commenced as a result of the ongoing curriculum review and will be included in the 2018 timetable.

- The year 12 end of year activities were reviewed and presented in a new format. The mass was held at Our Lady's followed by a formal dinner.
- The year 12 retreat was reviewed and the recommendations were included in the drafting of the 2017 program.
- The year 11 retreat was reviewed and a new program developed for 2017.
- The Immersion programs have been reviewed and a new program has been developed for year 9 students, led by senior VCAL students in 2017.
- Founders' Day review undertaken and presented in a format that reflected the feedback. Student Leadership provided a significant role in the organization.

VALUE ADDED

- Vinnies Sleep Out
- Caritas Walk for Water
- Solidarity with children in detention
- Justice Matters Camp
- Vinnies' outreach
- Illoura Meal Buddies

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 committed to building 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

Galen Catholic College sought to provide contemporary and effective learning opportunities to meet the needs of all students and to enhance student engagement through purposeful, student centred learning and teaching across all subject areas and year levels by:

- Deepening our learning culture
- Undertaking a full school Curriculum Review
- Implementing the Victorian Curriculum F-10
- Consistent use of common documentation across the school
- Utilising school data to inform practice across the whole school

Achievements

The construction and completion of the Senior School Centre further enhanced the learning facilities and resources at the College in 2016. Our senior students have embraced the purpose specific spaces provided in the Senior School Centre. Student learning was enhanced through participation in enrichment activities across all learning areas. Extended learning opportunities included the STEM Expo and VEX Robotics competition. At Galen Catholic College, teachers regularly reflect on and share their classroom practice in order to continually improve learning. One of the ways this is done is through our Professional Learning Teams which were introduced in 2016. The PLT's were engaging and led to rich discussion amongst staff. Other important achievements in 2016 include:

- Whole School Curriculum Review
- Participating in the NAPLAN on-line testing trials
- Providing whole staff professional learning based on implementing the Victorian Curriculum F-10 and Learner Diversity
- Continuing the focus on making learning visible - explicitly stating the learning intentions of the class and providing feedback to students
- Finalising plans for the new junior school centre
- Using NAPLAN, On Demand and VCE data to inform our learning programs across the school
- Testing incoming Grade 6 students to provide 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

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 with the explicit intent to improve our results in literacy and numeracy. Continued exploration of the data with CEO support will be the centre-piece of this plan. The introduction of on-line testing will provide access to NAPLAN data in June enabling teachers to focus on continuous improvement for each student.

YEARS 9–12 STUDENT RETENTION RATE

Years 9–12 Student Retention Rate	75.81%
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PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 07 Reading	96.3	99.0	2.7	95.9	-3.1
YR 07 Writing	94.6	94.7	0.1	90.5	-4.2
YR 07 Spelling	94.1	91.5	-2.6	94.0	2.5
YR 07 Grammar & Punctuation	95.2	92.5	-2.7	93.0	0.5
YR 07 Numeracy	95.6	98.5	2.9	98.5	0.0
YR 09 Reading	95.1	95.7	0.6	98.4	2.7
YR 09 Writing	85.7	82.1	-3.6	84.1	2.0
YR 09 Spelling	92.4	88.2	-4.2	90.7	2.5
YR 09 Grammar & Punctuation	91.7	92.5	0.8	92.9	0.4
YR 09 Numeracy	97.2	98.9	1.7	98.4	-0.5



MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	583.50
Year 9 Writing	547.40
Year 9 Spelling	575.60
Year 9 Grammar & Punctuation	561.50
Year 9 Numeracy	573.00

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30
VCE Completion Rate	100%
VCAL Completion Rate	81%

POST-SCHOOL DESTINATIONS	
Tertiary Study	10.0%
TAFE / VET	9.0%
Apprenticeship / Traineeship	19.0%
Deferred	39.0%
Employment	22.0%

Student Wellbeing

Goals & Intended Outcomes

In 2016 the Student Wellbeing Team worked towards the objectives set out in our Annual Action Plan.

- Provide a student, parent and staff workshop which focuses on resilience
- Create a wellbeing database, which indicates student referral and appointments
- Establish a primary/secondary transition group to oversee the Grade 6 transition schedule and timeline from a wellbeing perspective
- Wellbeing staff to assist homeroom staff to build their capacity in managing pastoral care issues
- Create and update policies in accordance with Child Safe Standards

Achievements

The College conducted Resilience Project workshops for Year 7 – 10 students, staff and parents. Over 250 parents attended the parent workshop which focussed on mental health and the three pillars of gratitude, empathy and mindfulness.

Wellbeing counsellors liaised across the mini-schools to identify students at risk to minimise intervention.

Kids In Kontrol (KIK) program was implemented engaging teenage boys with school and providing skills and strategies to overcome adversity.

The College ran the Impossible Made Possible program for Year 7 girls - a program based on developing effective friendships, communication and resilience.

We created and distributed SDQ Transition forms – collection of student social and emotional intelligence from primary schools to assist with the transition to secondary school.

We implemented PATS (Paying Attention to Self) – a peer support group for young people who are caring for family/friends experiencing mental illness.

In addition, Project Rocket commenced which is a Year 9 program that addresses key adolescent issues.

Wellbeing Wednesday was introduced to staff encouraging them to take time to look after their wellbeing.

The Wellbeing Team reviewed the Galen Catholic College Digital Citizen Policy.

Galen Catholic College uses the electronic attendance program incorporated in the SIMON portal (School Information Management Online Network). Staff record school attendance in homeroom and in all individual classes via SIMON. Parents are expected to notify the school via phone call, written note or email if their child will be absent. Each day at 10am a SMS absent alert is sent to any parent who has a child absent from school *without* parental approval.

If a student is absent and a parent/guardian does not contact the school, the homeroom teacher follows up the absence by contacting the parents.

VALUE ADDED

In 2016, Galen Catholic College students were offered a diverse range of curricular and extracurricular activities.

- Santa Teresa immersion experience in an indigenous community.
- East Timor immersion experience.
- VCE Italian immersion trip to Italy.
- Student leadership and membership across a broad range of areas such as the Environment and Social Justice groups. Co-Captains visit to Parliament House in Canberra with Federal Member for Indi, MP Cathy McGowan.
- Prayer Assemblies organised by individual Homerooms each week provide relevant opportunities for leadership and reflection.
- Personal development events/programs including PE Health Week, Careers Day, Party Safe, Founders' Day, ANZAC assembly all provide lifestyle, community focused information.
- An expanding drama/music program – Concert Band, Senior (Legally Blonde) and Junior Production Bands (Shrek and the Superheroes), Galen Talent Quest (Anything Goes and the Vocal Performance Group).
- Galen's broad curriculum provides for a wide variety of student experiences – of particular significance is the Year 9 integrated 'Discovery' program and the growing numbers involved in VET and VCAL programs.
- A comprehensive Sport program via the auspices of Secondary Sport Victoria.
- A well-attended and staffed Homework Club.
- An extensive Outdoor Educational focus.
- An Italian Opera trip to Melbourne.
- Social 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.

STUDENT SATISFACTION

It is clear that Galen students feel pride in their school. This is well illustrated on a number of occasions each year: the student-led guided Year 7 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.

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. The Insight SRC data indicates that students feel safe at Galen Catholic College.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
YR 07	92.93
YR 08	90.20
YR 09	91.11
YR 10	91.04
Overall average attendance	91.32

Child Safe Standards

Goals and Intended Outcomes

In 2016, Galen Catholic College developed a Child Safe Standards Committee to oversee the implementation of the new Child Safe Standards.

Each of the Child Safe Standards were looked at individually and an action plan was developed to assist with working towards compliance.

The Child Safe Standards Committee consisted of the following;

- Principal - Bernard Neal
- Personal Assistant to the Principal - Tess Barnard
- Deputy Principal (Pastoral Care & Wellbeing) - Patrick Arcuri
- Deputy Principal (Catholic Identity) - Genevieve O'Reilly
- Senior School Director - Mick Grogan
- Middle School Director - Rob Walker
- Junior School Director - Wendy Chuck
- Wellbeing Team - Kate Meehan
- Galen Catholic College Board Representative - Hannah Clancy
- CEO Representative – Jamie Edwards

A Child Safe Standards action plan was developed to determine areas that Galen needed to address and further develop. Child Safe Standard policies were developed in consultation with Sandhurst Catholic Education Office and with the wider Galen Catholic College community.

The Leadership Team and the School Board led by example and were first to be formally introduced to the policies and the responsibilities and expectations on the school in implementation and ongoing monitoring of the Child Safe Standards.

Child Safe Standards was made a priority in the school and as a result was one of the three main Annual Action Plan goals of 2016. This meant that in all Leadership meetings and staff meetings, Child Safe Standards was a regular agenda item.

Achievements

Students were formally introduced to the Child Safe policies during their mini school assemblies. They were given opportunities to ask questions of the Child Safe Officers (Patrick Arcuri & Kate Meehan). Further discussions were then encouraged during student Health Education classes.

Parents were informed of the Child Safe Policies through the Galen newsletter and the school website. Galen Catholic College also posted their Child Safe statement on the website and SIMON home page.

Staff had the Child Safe policies and practices explained in staff meetings. There was a significant amount of staff meetings dedicated to implementing the Child Safe policies and practices. Staff were encouraged to ask questions and all Child Safe policies were printed and placed in predominant areas around the staff room and in the Boardroom.

Principal and Deputy Principal (Pastoral Care & Wellbeing) attended many Sandhurst Child Safe standards training days. This proved to be valuable as school leaders were able to share ideas and resources.

Galen Catholic College has also implemented all aspects of Child Safety in regards to Human Resources. Recruitment, reference checks and storing of information has all been in line with the Child Safe requirements. Towards the end of 2016 a Human Resources Manager was employed at Galen Catholic College to oversee all areas of compliance.

Galen Catholic College will continue to develop and review its Child Safe Standards commitments. This is a practice that involves all members of the Galen Catholic College community as it is the responsibility of all to be Child Safe in our school.

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.

Goals & Intended Outcomes

In 2016 our Goals and Intended Outcomes in Leadership & Management were listed in the 2016 Annual Action Plan:

- Develop and implement the Group 8 Performance Coaching Program
- Map the roles of individuals and groups within the school to identify overlap and gaps
- Document the steps involved in development of our School Improvement Plan and Annual Action Plan
- Establish a Staff Code of Conduct

Achievements

1. The Group 8 Performance and Coaching program continued into its second year in 2016. Senior leaders continued to be coached by an external provider. Senior leaders in turn coached Middle Leaders, and Middle Leaders began coaching teaching staff.

All involved in the program established annual goals and had formal monitoring points throughout the year to report on progress for the implementation of the goals. Every participant underwent a formal critical review. For leaders, the critical review was conducted by peers and those they were leading. Teaching staff were reviewed by the members of at least one class they taught in 2016. The program will extend in 2017 to include peer classroom visits.

2. Our Organisational Chart was updated during 2016. Concurrently, the roles of most non-teaching staff were reviewed, with recommendations made for changes of role and responsibilities. These recommendations were implemented progressively – some before the end of 2016, while others were scheduled to come into effect in 2017.

The senior leadership structure was also reviewed during 2016. As a result, the roles and responsibilities of the three Deputy Principals were refined. Additional administrative support was provided for the Deputy Principals and the three Directors of the Junior / Middle / Senior Schools.

Work commenced on the review of major teams and working groups, starting with the Leadership and Executive Teams. Major changes to roles and responsibilities were implemented during the year with the appointment of an interim Director of Staffing from mid-year and the appointment of a qualified Human Resources Leader from the end of November. Further changes were still under consideration at the end of the year with a number of additional recommendations expected early in 2017.

The inter-related roles of the Leadership Team, Executive Team, Board, and Board Leadership Sub-Committee were clarified in regards to the development of the new School Improvement Plan. The groups worked collaboratively to produce “New Horizons”.

An Approvals Committee was established during the year to address applications for Professional Learning, study leave, excursions and incursions.

3. The processes used in the development of “New Horizons” and the Annual Action Plan for 2017 have been documented and will form the basis of future plans.
4. A Staff Code of Conduct was developed and implemented during 2016. All staff were engaged in the process and the final draft received the approval of 89 out of 93 staff who voted. Laminated copies of the Staff Code are on display in every staff study centre, office and communal area.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2016**

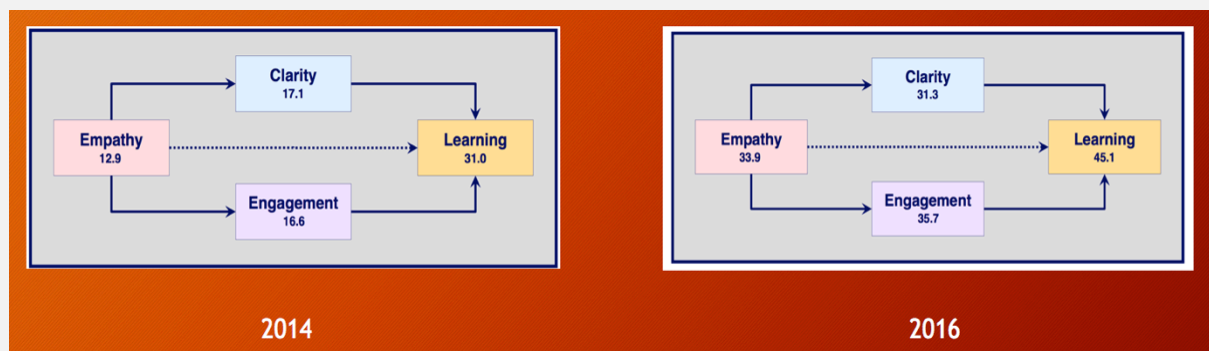
Domain Based
 Leadership
 Behaviour Management
 First Aid/CPR
 Catholic Identity
 Performance Development & Coaching
 Emergency Management
 ICT
 OHS
 Sustainability
 Learning and Teaching Strategies
 Marist Association Opportunities

NUMBER OF TEACHERS WHO PARTICIPATED IN PL**112****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$ 1313.03****TEACHER SATISFACTION**

Areas of greatest teacher satisfaction as indicated by the 2016 Insight SRC School Improvement Surveys are:

- Work demands
- Student behavior
- Professional growth and learning
- Parent partnerships
- Individual morale
- 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 the Insight SRC data for Galen Catholic College from 2014 and 2016:



STAFF COMPOSITION	
Principal Class	4
Teaching Staff (Head Count)	105
FTE Teaching Staff	92.814
Non-Teaching Staff (Head Count)	38
FTE Non-Teaching Staff	30.805
Indigenous Teaching Staff	1

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 2016, the numbers regularly attending the Parents' Association meetings increased. The Parents' Association continued its pattern of holding at least one of its regular meetings each year in one of the towns outside the immediate Wangaratta district. In 2016 this meeting took place in Cheshunt. Parent involvement on the Board continued to be strong with a number of new parents keen to join.

A crowd of around 200 parents attended the combined Wellbeing / Parents' Association Parent Night as part of the Resilience Project.

Goals & Intended Outcomes

Our primary objective in 2016 was to improve the level of engagement of parents.

Achievements

- Increased numbers of parents attending school events
- Successful parent night facilitated by the Wellbeing Team and Parents' Association
- Parents' Association meeting held in Cheshunt
- Continued development of our Parent Access Module for online reporting, student progress, attendance, behavior.

PARENT SATISFACTION

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

- Learning focus
- Extra curricular
- Connectedness to school
- Student motivation
- Social skills
- Connectedness to peers
- Student safety
- Approachability of the school
- Parent input
- Communication
- School improvement
- Behaviour management
- Stimulating learning
- Teacher morale

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	86.38%
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STAFF RETENTION RATE

Staff Retention Rate	90.53%
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TEACHER QUALIFICATIONS

Doctorate	0.00%
Masters	12.62%
Graduate	33.98%
Certificate Graduate	8.74%
Degree Bachelor	82.52%
Diploma Advanced	18.45%
No Qualifications Listed	5.83%

VRQA Compliance Data

NOTE:

The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

[Victorian Registration and Qualifications Authority](#)