



2025 ANNUAL REPORT



Galen
Catholic College

Principal's Attestation



I, Shaun Mason, attest that Galen Catholic College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*.
- Australian Government accountability requirements related to the 2025 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2023 (Cth)*.
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 27 Apr 2026

About this report

Galen Catholic College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).



Governing Authority Report

The Catholic Education Week theme for 2025, “Pilgrims of Hope” aligned Catholic Education Sandhurst with the Catholic Church’s international Jubilee Year, inviting our education community to take up Pope Francis’s call to “fan the flame of hope that has been given us”. As St Paul reminded us in his letter to the Romans “hope does not disappoint us, because God’s love has been poured into our hearts through the Holy Spirit that has been given to us” (Romans 5:5).

Magnify Sandhurst

The rollout of Magnify Sandhurst across our 51 schools has been the most significant educational initiative in our system’s history. With the support of our partners—Steplab, Knowledge Society, MultiLit, and Ochre Education—Magnify has begun to transform classroom practice, curriculum delivery, and professional learning. The introduction of lowvariance curriculum models, instructional coaching, and MTSS frameworks has provided a consistent and evidence-informed foundation for teaching and learning.

Early indicators from NAPLAN and PAT assessments suggest promising trends in student growth. The Magnify model’s emphasis on clarity, structure, and responsiveness has been well received by educators, and the gradual release of responsibility for both students and teachers is fostering a culture of deep learning and professional agency.

Academic Progress and Achievement

While full impact data will take time to mature, 2025 has seen encouraging signs of improvement in student outcomes. Schools implementing Magnify with fidelity are showing gains in foundational literacy and numeracy. VCE results across Sandhurst secondary schools continue to vary, but the system-wide focus on instructional quality and curriculum alignment is expected to stabilise and lift performance over time.

System Solidarity and Subsidiarity

The balance of solidarity and subsidiarity remains central to our system’s identity. In 2025, CESL continued to provide centralised support while respecting the unique character and needs of each learning centre. This approach has enabled shared growth and innovation, while empowering local leadership to respond to their communities with agility and insight.

Know Better, Do Better

As we deepen our commitment to continuous improvement, we have embraced the principle of “Know Better, Do Better.” This has meant courageously de-implementing programs that no longer serve our evolving goals, and supporting staff through transitions with empathy and clarity. The humility to reflect, learn, and grow has been a hallmark of our leadership this year.

I remain deeply grateful to our school staff, CESL Office personnel, and the members of the CESL and Board for their unwavering commitment to our shared mission. The leadership and dedication demonstrated across our schools have made an outstanding impact in bringing Magnify to life

Kate Fogarty

*Executive Director, Catholic
Education Sandhurst Limited*

Vision and Mission



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

Graduate Outcomes

At Galen Catholic College, we are all called by Christ to be people of courage, faith and integrity.

We expect our graduates to:

- Be living witnesses of our Catholic story
- Be self-aware confident and compassionate
- Take an active and positive place in the world
- Have an enduring curiosity and love of learning
- Know that we are stewards of our world.

College Overview

Galen Catholic College is a vibrant, co-educational secondary school located in the picturesque north-east of Victoria, serving the families of Wangaratta and surrounding districts. The enrolment on the February census for 2025 was 988. Galen offers a diverse curriculum designed to help our students grow into their full potential as individuals and as members of God's community. Our holistic approach ensures that students have access to a variety of pathways, supported by dedicated educators who emphasise Christian values and personalised care within a nurturing learning environment.

A key component of our educational offerings is the Galen Learning Diversity Centre, which provides tailored programs for students with additional needs. Our curriculum includes a wide-range of elective classes for Years 8, 9, and 10, leading into comprehensive options for the Victorian Certificate of Education (VCE), Vocational Major (VM), School-Based Apprenticeships (SBAT), and Vocational Education and Training (VET) for Years 11 and 12.

Our school-wide positive behaviour framework, FIRST (Faith, Integrity, Respect, Self, and Team), underpins our approach to both pastoral care and learning. This framework is further supported by our eight House communities, fostering a strong sense of belonging and teamwork.

Religious Education is integral to our curriculum, following the Diocese of Sandhurst's "Source of Life" program. Each year level participates in retreats, culminating in the profound Year 12 residential retreat experience as part of the senior Retreat and Human Journey program.

Beyond academics, Galen Catholic College offers a rich array of co-curricular activities. Students can participate in various sports, including athletics, swimming, Australian Rules football, soccer, netball, cricket, and tennis. Our extensive Outdoor Education program encourages independence, teamwork, and a love for the natural environment through activities such as hiking, camping, trekking, canoeing, caving, diving, and rock climbing.



Principal's Report

2025 has been a significant year in the life of Galen, marked by celebration, gratitude, and a strong sense of hope for the future.

I would like to begin by expressing my sincere thanks to Mr Jim Samon, who so capably served as Acting Principal during Term 1. Jim provided calm, thoughtful leadership during this important transition period, ensuring continuity and care for our students, staff, and community. I was grateful to join the College in Term 2 and to build upon the strong foundations already in place.

This year, our College has been guided by the theme "Pilgrims of Hope." This theme has resonated deeply across our community, reminding us that education is a shared journey, one grounded in faith, service, and optimism. As pilgrims, we continue to walk together, supporting one another and looking forward with confidence to what lies ahead.

A highlight of the year was the celebration of Galen's 50th Anniversary. This milestone provided a wonderful opportunity to honour our history, celebrate our achievements, and give thanks for the many people who have shaped the College over the past five decades. Throughout the year, students, staff, alumni, and families participated in a range of commemorative activities, culminating in our Gala Dinner and Evening of Gratitude. These events were a fitting tribute to Galen's rich legacy and strong sense of community.

Upon joining the school, I made it a priority to meet one-on-one with every staff member. These conversations were among the most rewarding experiences of the year. I was struck by the deep passion, professionalism, and genuine commitment that our staff bring to their work. Their willingness to serve young people with care, generosity, and integrity is one of Galen's greatest strengths and underpins everything we do.

We were proud to celebrate the achievements of our students during our inaugural Awards Evening in December. This event acknowledged excellence across academic, sporting, cultural, and service domains and highlighted the diverse talents of our students. It was a joy to see families come together to recognise and affirm the efforts of our young people.

Our staff achievements were also celebrated this year, with several colleagues receiving recognition at the inaugural CESL Awards Day in November. These awards acknowledged outstanding dedication and service and reinforced the vital role educators and support staff play in shaping positive outcomes for students across the system.

Looking to the future, 2025 also marked an important step forward in strategic planning. Working closely with Baldasso Cortese Architects, we finalised our new Masterplan, which will guide the physical and educational development of the College over the next 20 years.

This plan reflects our commitment to providing contemporary, flexible, and welcoming learning environments that support student wellbeing and growth well into the future.

I extend my heartfelt thanks to the Advisory Council members, the College Leadership Team, our broader school community, and our priests, Fr Nathan, Mons. Cris and Fr. Arun for their ongoing support, guidance, and partnership. Together, we continue to nurture a community grounded in faith, hope, and shared purpose.

As we reflect on the year that was, I am filled with gratitude and optimism, and look forward to the coming year.

Catholic Identity and Mission

Goals & Intended Outcomes

In 2025, Catholic Identity at Galen Catholic College continued to be expressed through the life and mission of the school, grounded in the Gospel and informed by the charisms of the Brigidine Sisters and Marist Brothers. The College remains committed to fostering a community where faith is encountered, explored, and lived through relationships, learning, and service.

Religious Education at Galen is a key dimension of Catholic Identity, offering students from Years 7–12 opportunities to explore Scripture, tradition, and contemporary issues through a Catholic lens. In 2025, the introduction of the new Source of Life units in the junior school strengthened student engagement through evidence informed practice and supported the development of critical thinking, reflection, and personal meaning-making. Learning experiences, including creative and reflective tasks, enabled students to deepen their understanding of faith and its relevance in today's world.

Student leadership is a significant expression of Catholic Identity at Galen. In 2025, over 100 student leaders contributed to the life of the College through servant leadership, modelling Gospel values in action. Students led and supported liturgies, assemblies, and community initiatives, while actively promoting a culture of inclusion, respect, and service.

The House system also contributed significantly to the expression of Catholic Identity, providing students with opportunities to live out faith through community, participation, and shared experience. House liturgies, feast days, and community-building activities fostered a sense of belonging, strengthened relationships, and encouraged students to embody values such as compassion, courage, and service in their daily interactions.

The 2025 Jubilee theme, Pilgrims of Hope, provided a unifying focus across the College, inviting students and staff to reflect on their shared journey of faith and their call to bring hope to others. This theme was evident in liturgical celebrations, student voice, and community initiatives throughout the year.

Achievements

Prayer and liturgy remained central to the life of the College. The year commenced with the Opening Mass, bringing together students, staff, families, and clergy in a shared celebration of faith, including the commissioning of student leaders and immersion students and staff.

Throughout the year, class liturgies, House celebrations, and year-level Masses provided regular opportunities for reflection, participation, and encounter with the sacred.

The blessing of the new Jesus sculpture further strengthened the visible and symbolic presence of faith within the College, reinforcing our identity as a Christ centred community.

A strong commitment to Catholic Social Teaching was evident through the College's social justice initiatives. Students participated in Project Compassion, the St Vincent de Paul Winter Appeal, and Christmas giving programs, supporting vulnerable members of both the local and global community. These initiatives were complemented by student-led awareness campaigns, including Houses for Homelessness, and fundraising activities in support of House charities. Together, these experiences fostered a deepening understanding of justice, human dignity, and the common good.

Value Added

Immersion experiences continued to be a key element of formation for mission. In 2025, eight students and four staff participated in the Timor-Leste Immersion, engaging with partner communities and deepening their understanding of global solidarity and service.

A staff immersion experience to Lake Mungo, involving two staff, provided a reflective encounter with First Nations culture, spirituality, and connection to Country.

The Catholic Identity team moved into a dedicated space that provides both formal and informal meeting areas for staff, immersion teams, and school leadership. This environment has supported collaboration, reflection, and planning, creating a purposeful and conducive space for formation and mission within the College.

The commitment to formation extended to staff, with ten members participating in preparation as Extraordinary Ministers of Holy Communion and being commissioned within the College community. Their involvement has strengthened the sacramental life of the school, supporting Eucharistic celebrations across both school and parish contexts.

Overall, Catholic Identity at Galen Catholic College in 2025 was characterised by active participation, authentic encounter, and a deep commitment to living out the Gospel. Through prayer, learning, leadership, and service, students were supported to grow as people of faith, hope, and compassion, contributing positively to both the College and the wider community.

In addition, a reconnaissance immersion to Cape York laid the foundations for future engagement, culminating in the development of a 2026 student immersion involving 22 students and three staff. These experiences collectively strengthened the College's commitment to formation through encounter, reflection, and action.

Learning and Teaching

Goals & Intended Outcomes

In 2025, the implementation of Catholic Education Sandhurst Limited's Magnify initiative has driven a strong strategic focus on Learning and Teaching at Galen Catholic College. This ambitious agenda commenced with an emphasis on strengthening classroom routines and establishing calm, predictable learning environments across the College.

To support this work, Knowledge Society's Classroom Mastery program was implemented, enabling the development of consistent and explicit classroom routines. These shared expectations have resulted in improved punctuality and have contributed to a noticeably calmer and more orderly learning environment for students and staff alike.

As part of our commitment to evidence-based practice, Year 7 and 8 Mathematics teachers and students adopted a knowledge-rich, low-variance curriculum through OCHRE Education. OCHRE's curriculum resources prioritise explicit instruction and responsive teaching approaches. While this represents a significant shift in practice for both staff and students, this structured and research-informed approach is expected to lead to improved learning outcomes over time.

Instructional Coaching has also been a key pillar of the Magnify initiative in 2025. Three staff members completed training as Instructional Coaches through the StepLab platform. In the initial phase of implementation, coaches have conducted classroom observations to identify and reinforce effective teaching practice, as well as working individually with colleagues to support targeted improvements in pedagogy. This coaching model has demonstrated significant impact in the United Kingdom, and early indications suggest promising results within Australian contexts, including at Galen.

In addition to these major learning and teaching initiatives, the College has continued to broaden curriculum offerings to meet the diverse interests and pathways of students. In 2025, VET Wine Operations and VCE Economics were introduced, further strengthening Galen College's commitment to providing a broad, relevant, and future-focused curriculum.

Achievements

- Improved student growth in Mathematics in Year 7 PAT M testing
- Significant student learning growth in our PAT R testing from students in our literacy intervention programs
- Successful implementation of a low variance, explicit teaching program across Year 7 and 8 Mathematics
- A successful PLC cycle with our Arts team focusing on literacy.
- Improvements in our Year 8 Literacy program through a PLC cycle and work with CESLVCE median study score 28
- 38.2% of our ATARs were above 70
- Three of our staff were recognised at the 2025 Sandhurst Awards for having high student growth in VCE.
- Three of our staff were highly commended for their leadership and teaching in the 2025 inaugural

Student Learning Outcomes

The figures shown indicate that our NAPLAN results remain consistent with recent years. It is too early to see the signs of our Magnify initiatives in our data. While these figures reflect our performance, our focus is on growth. We generally show good growth in our middle and lower band students, but we would like to improve the growth in our higher performing students.

We were anticipating a dip in our VCE performance given the NAPLAN and ACER data from the class of 2025. We were pleased to be able to maintain our 28 median study score. The percentage of students achieving 40 plus scores is relatively low and this is something that we would like to focus on improving. The number of our VCE teachers who are VCE assessors in 2025 is larger than 10 and this is remarkable. We are hoping that this will assist those students capable of achieving 40 plus scores to be expertly guided by current VCE assessors, their teachers.



NAPLAN – Proportion of students meeting the proficient standards

		2025 (current year)		2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	524	52%	524	53%
	Year 9	532	55%	534	50%
Numeracy	Year 7	524	62%	521	63%
	Year 9	554	59%	549	58%
Reading	Year 7	530	65%	529	66%
	Year 9	567	63%	563	62%
Spelling	Year 7	517	61%	519	65%
	Year 9	549	64%	549	65%
Writing	Year 7	523	62%	528	62%
	Year 9	560	58%	558	54%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes

VCE Median Score	28
VCE Completion Rate	100%
VCE VM Completion Rate	100%
VPC Completion Rate	*

*Data not reported for 2025 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Student Wellbeing

Goals & Intended Outcomes

2025 has been a year of significant growth, connection, and celebration within the area of Student Pastoral Care and Wellbeing at Galen Catholic College. A defining milestone for the College has been the official opening of the Max Fletcher Student Services Centre, marking a transformative moment in the way we support and nurture our students.

This purpose-built facility has brought together the Deputy Principal – Student Development, the Wellbeing Team, Learning Diversity Team, House Leaders, and First Aid services under one roof. Located prominently at the front of the College on Phillipson Street, the Centre has quickly become a welcoming and accessible hub for students and families. It offers a visible and supportive space where students can seek assistance, guidance, and care—academically, socially, and emotionally.

The impact of this co-location has been profound. Strengthened communication and collaboration among staff has enabled a more responsive, coordinated, and proactive approach to student support. Students now have a clear point of access when they need help—whether related to wellbeing, learning support, or simply the reassurance of a trusted adult. The increased sense of connection, belonging, and trust fostered by this environment has been a highlight of the year.

Throughout 2025, our focus has remained firmly on supporting the holistic development of every student. Through restorative practices, leadership opportunities, learning interventions, and targeted wellbeing initiatives, we have worked to ensure all students feel known, valued, and supported in their journey at Galen.

We are deeply grateful for the dedication and compassion shown by our Wellbeing Team, Learning Diversity staff, House Leaders, and Homeroom Mentors. Their commitment to student care and their willingness to go above and beyond continues to enrich the lives of our young people and the culture of our learning community.

Central to our work in 2025 has been the ongoing implementation of initiatives such as F.I.R.S.T. and Respectful Relationships, reinforcing Galen’s commitment to fostering an inclusive, supportive, and empowering environment. Student wellbeing remains at the heart of everything we do. At Galen, classroom teachers, learning mentors, Homeroom Mentors, Stage Leaders, House Leaders, and school leadership work collaboratively to nurture both the personal and academic growth of each student. We believe that when students feel safe, supported, and connected, they are empowered to achieve their best.

The College also remains steadfast in its commitment to Child Safety. Our policies and procedures are designed to ensure the protection, dignity, and empowerment of every student. Trained Child Safe Officers are available to support students, staff, and families in navigating concerns and ensuring student safety remains paramount.

This report reflects Galen Catholic College’s ongoing commitment to the holistic development of young people—academically, emotionally, socially, and spiritually. We extend our sincere thanks to our staff, students, and families for their partnership, trust, and dedication throughout 2025.

Achievements

Throughout the year, Galen implemented a comprehensive range of evidence-informed wellbeing initiatives, including:

- **Dragon Fly Project** – Empowering Year 8 and 9 girls through programs focused on self-confidence, emotional resilience, and positive relationships.
- **Young Men Program** – Supporting Year 8 and 9 boys through goal setting, resiliencebuilding, and positive male role modelling.
- **Police Liaison Officer Workshops** – Cyber safety, consent education, and safe social media use (TikTok, Snapchat, Instagram) for Year 8, 9, and 10 students.
- **Bullying Prevention Audits** (Terms 1 and 3) – Approximately 400 students involved, informing targeted interventions and responsive support from House Leaders.
- **LifeChanger Program** – A developmental pathway addressing physical and mental health, leadership, goal setting, gratitude, resilience, self-awareness, and connection.
- **Courage to Care** – Powerful workshops for Year 9 and 10 students focusing on being upstanders rather than bystanders, delivered by relatives of Jewish Holocaust survivors.
- **Respectful Relationships Student Forum** – Collaboration between Galen Year 9 students and local primary school students to promote healthy and respectful relationships.
- **R U OK? Day** – Whole-school participation promoting mental health awareness and peer support.
- **Social Skills Groups** – Small-group interventions led by school counsellors to support students in developing and maintaining positive social connections.

Value Added

In 2025, Galen students participated in an outstanding range of co-curricular and extracurricular experiences that fostered engagement, leadership, wellbeing, and school pride:

- Italian Opera Excursion – Victorian Arts Centre
- Student Leadership in Environment and Social Justice programs
- Online Pathways and Recommitment Interviews
- ANZAC Day Assembly
- Comprehensive Outdoor Education program with multiple camps
- Timor-Leste Immersion
- Year 12 Retreat and Graduation
- Year 7 F.I.R.S.T. Day
- Year 8 Anglesea Camp
- Galen Breakfast Club
- House Swimming and Athletics Carnivals
- Founders' Day Celebrations
- Junior Production: Aladdin
- Whole-School Production: Charlie and the Chocolate Factory
- Galen Band Tour to Ballarat
- Seeds of Change Initiative
- Italian and Indonesian Cultural Days
- Student Leadership Camp (Canberra)
- VSSSA Inter-school Sports Participation
- Year 9 Mt Buffalo Adventure Camp
- Year 10 Formal
- Year 11 Retreat
- Student Exchange Program – Students of the World
- St Vincent de Paul Winter Appeal
- Year 8 Medieval Day



Student Satisfaction

Student satisfaction at Galen Catholic College remains strong, with students consistently demonstrating a sense of belonging, pride, and connection to the College. Their enthusiasm and engagement across academic, pastoral, leadership, and wellbeing programs reflect a positive and inclusive school culture.

We remain committed to strengthening student voice, fostering positive relationships, and ensuring every learner feels seen, safe, and supported. Our wellbeing programs are designed to enhance engagement and create an environment in which every student is given the opportunity to flourish.

Student Attendance

Student attendance is a key contributor to both wellbeing and academic success. At Galen Catholic College, attendance is monitored using the SIMON (School Information Management Online Network) platform.

Attendance Procedures:

- Parents notify absences via phone (03 5721 6322), email (absences@galen.vic.edu.au), or written note.
- SMS notifications are sent daily at 9:30am to families of students marked absent without explanation.
- Homeroom Mentors follow up on unexplained absences.
- Prolonged or unexplained absences may result in intervention from House Leaders or the Deputy Principal.
- Students experiencing school refusal are supported by the Wellbeing Team, with access to external services including NECAMHS and NAVIGATOR.

Why Attendance Matters:

- Strengthens belonging and connection within the school community
- Establishes routine and structure
- Ensures access to sequenced and meaningful learning
- Supports social development, teamwork, and communication

Year 9 – 12 Student Retention Rate

Years 9 to 12 Student Retention Rate	75.81
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Average Student Attendance Rate by Year Level

Y07	89.75
Y08	85.79
Y09	84.62
Y10	82.75
Overall average attendance	85.73



Leadership

Goals & Intended Outcomes

Across all areas of the school, we set ambitious goals to ensure school improvement. The below goals are drawn directly from our School Improvement Plan 2024-2026.

Catholic Community

- Celebrate our 50th year as Galen Catholic College
- Source of Life implementation

Healthy and Well Community

- Create positive learning environments across all classrooms and school yard

Stewarding Community

- Tender and creation of Masterplan

Learning and Teaching

- Embedding Low Variance, Knowledge-rich Curriculum: Ochre Year 7 and 8 Maths
- Educate staff on the Neuroscience of Learning

Achievements

Catholic Community

- Celebrate our 50th year as Galen Catholic College with the following events:
 - Tours
 - Gala Evening
 - Mass of gratitude and celebration
 - Alumni participation and community involvement
 - Marvelous celebration and acknowledgement of where Galen has come from and where it is headed into the future.
- Source of Life implementation
 - The low variance, knowledge rich, Source of Life units have been implemented successfully across the school. Years 7-9 have been the main focus for the RE teams with further work to be completed in the Senior years.

Healthy and Well Community

- Create positive learning environments across all classrooms and school yard
- A huge focus on our Classroom Mastery routines with Knowledge Society. Routines for entry and exits into classrooms, routines for cues to start and late to class, have all been successfully implemented across the college. More routines will commence in 2026.

Stewarding Community

- Tender and creation of Masterplan
 - Partnered with Baldasso and Cortese Architects after a successful tender process. Working with them across the year, with consultation across the school and community, we have arrived at a Masterplan we're excited about and looking forward to sharing with the community in 2026.

Learning and Teaching

- Embedding Low Variance, Knowledge-rich Curriculum: Ochre Year 7 and 8 Maths
 - Magnify Sandhurst has assisted us in the implementation of low variance and knowledge rich Mathematics curriculum in Years 7 and 8. This has been embedded in line with the CESL Instructional model.
- Educate staff on the Neuroscience of Learning
 - Galen staff participated in the three days of professional learning with Jared Cooney Horvath to learn about the neuroscience of learning. This is in line with the School Improvement Plan and the Magnify Sandhurst initiative. The professional learning was a powerful three days that has led to significant improvement and thinking across our school.
 - Galen then also shared the learning with our broader community, sharing three sessions with Jared with our families online. Parent participation assists us in implementing these significant improvements to our learning and teaching program at school.



Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

During the year, teaching staff participated in, and shared their learning from a range of professional learning opportunities, both internal and external to the College:

- Catholic Identity and Religious Education, including Marist Association education and formation
- Occupational Health and Safety Training
- ICT conference
- First Aid
- Learning area and subject-specific seminars eg. ACHPER, HTAV, Comview, exam review
- Life Saving Victoria
- Teacher Excellence Program
- Tertiary and further study
- VCAA subject area webinars
- Leadership Development, including Country Dioceses' Leadership Program
- Curriculum development and review, including Magnify
- Indigenous Education Network days
- Compliance training eg. Mandatory Reporting, Child Safety
- NCCD training and compliance
- Emergency Management training and drills

Number of teachers who participated in PL in 2025	109
Average expenditure per teacher for PL	\$1200.00

Teacher Satisfaction

Staff completed a school engagement survey which highlighted our staff have a strong connection to our school community, particularly in the areas of Staff – Leadership relationships, psychological safety and Catholic Identity.

It has been pleasing to note that 2025 saw minimal staff retirements and staff movements outside of education and this is important due to the ongoing difficulties our sector is experiencing in new staff recruitment.

Staff were provided the opportunity to meet with the new principal one on one and were provided with three questions in advance of the meeting:

- What brings you professional joy?
- If there was one thing you could change about the school what would it be? And,
- What brings you personal joy?

These conversations allowed staff to share their insights into their experiences of the school and share their moments of joy and challenge with the new principal. Importantly, patterns that emerged from these conversations led to change and improvement across the college, notably, with the Year 7 Homeroom changes to be implemented in 2026. Staff commented on the importance and the value in these conversations.

Teacher Qualifications

Doctorate	0
Masters	9
Graduate	15
Graduate Certificate	2
Bachelor Degree	49
Advanced Diploma	4
No Qualifications Listed	51

Staff Composition

Principal Class (Headcount)	5
Teaching Staff (Headcount)	115
Teaching Staff (FTE)	100.7
Non-Teaching Staff (Headcount)	83
Non-Teaching Staff (FTE)	74.75
Indigenous Teaching Staff (Headcount)	2

Community Engagement

Goals & Intended Outcomes

The 2025 Annual Action Plan identified several School Improvement Goals focused on strengthening community engagement, wellbeing, strategic planning, and learning structures.

A key priority was to increase parent and carer participation through the development of stronger Homeroom Mentor relationships. This included regular phone communication to check in with families, provide updates on student progress, and extend invitations and reminders for College events and activities.

The College also committed to initiating the tender process for the development of a new Master Plan. This work was undertaken in liaison with Catholic Education Sandhurst Ltd to ensure alignment with system requirements and future planning priorities.

In preparation for the planned migration to the Microsoft Suite, the College worked alongside Catholic Education Sandhurst Ltd using the system-provided roadmap to support a smooth and effective transition.

Achievements

Staff wellbeing was addressed through plans to redevelop the existing First Aid Office into a dedicated wellbeing space, including facilities to support staff who are nursing young babies.

The College focused on strengthening pastoral care structures through the implementation of a new Homeroom Mentor Guide and the redevelopment of the Extended Homeroom Program within the Wednesday timetable.

The opportunity for school tours and learning walks for prospective families continued to be offered regularly during school hours, with strong uptake.

In 2025, we revitalised the structure of our Semester 2 Parent-Teacher Interviews, with a stronger focus on reviewing NAPLAN data, subject selection, learning pathways, VCE goals, and student study habits. We also restructured the Year 10 Formal to encourage greater parent engagement, hosting the event on site in a single shared space and offering supper and photo opportunities following the formal dancing.

'All Shook Up' and 'The Wizard of Oz' were both highly successful college and junior productions, with increased community engagement through performances for local primary schools and invitations extended to nearby aged care residences.

The School Advisory Council is well represented by six parent members, two of which were involved in the tender and selection process for the successful Architects. Our school is grateful for the enthusiasm and engagement of our Advisory Council members and the value they bring to each meeting with their different skillsets.

Parent Satisfaction

The 2025 School Culture Survey affirmed the welcoming and approachable nature of staff and school leadership, reflecting a strong sense of trust and connection within the community. Respondents also rated the school's physical environment highly, recognising it as a safe, supportive, and well-resourced setting for learning and wellbeing.

In relation to communication, families acknowledged the effectiveness of the parent portal. They also expressed confidence in sharing information and engaging openly with school staff.

A further positive outcome was the high proportion of respondents who indicated they would recommend the school to prospective families, highlighting strong overall satisfaction and confidence in the school's mission and culture.



Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

For more detailed information regarding our school please visit our website at www.galen.vic.edu.au





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