



2010 ANNUAL REPORT TO THE SCHOOL COMMUNITY

Galen Catholic College

Wangaratta

REGISTERED SCHOOL NUMBER: E3049

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Contact Details

ADDRESS	College St, Wangaratta 3677
PRINCIPAL	Mr. Bernard Neal
CANONICAL ADMIN.	Monsignor John White
SCHOOL BOARD CHAIR	Mr. Tony Lane
TELEPHONE	(03) 5721 6322
EMAIL	principal@galen.vic.edu.au
WEBSITE	www.galen.vic.edu.au

Our College Vision

Galen Catholic College is an educating community where:

- The Gospel is our inspiration;**
- We celebrate our Catholic heritage;**
- Faith is dynamic and evolving;**
- Through education we nurture the whole person;**
- All are challenged and encouraged to pursue their dreams.**

At Galen Catholic College, we aim to create graduates who:

- **Have a dynamic faith**
- **Are committed to social justice**
- **Are environmentally aware**
- **Develop and sustain loving relationships**
- **Are life-long learners**
- **Realise their potential**
- **Are creative problem-solvers**
- **Are resilient, confident and independent**
- **Are respectful**
- **Have courage and integrity**
- **Are self-aware**

Because the Gospel is our inspiration:

- We strive to build a community that incorporates gospel values by loving one another as Christ loved us;
- We actively assist those in need by participating in community, environment and pastoral care programs;
- We deliver a curriculum that encourages and challenges students to create pathways for life; and
- We aim to be a vital part of the universal church.

Because we celebrate our Catholic Christian heritage:

- We share our Christian story, impart Catholic culture and live its values;
- We celebrate the College's significant events, achievements and the traditions of our founders;
- We develop faith and integrity through our liturgies, retreats, religious education classes and the broader curriculum.

Because faith is dynamic and evolving:

- We provide relevant and meaningful experiences to nurture our faith and spirituality;
- We encourage understanding and respect for different expressions of faith; and
- We support and enrich individuals' faith journeys at different ages and stages.

Because through education we nurture the whole person:

- We endeavour to provide a pastoral care program that fosters an environment of dignity and respect;
- We aim to deliver a balance of spiritual, academic, cultural, physical, emotional and social learning;
- We aim to establish a dynamic structure that fosters co-operative relationships; and
- We aim to promote skills necessary for developing life-long, loving relationships.

Because all are challenged and encouraged to pursue their dreams:

- We encourage personal and professional development;
- We aim to embrace contemporary and innovative educational practice; and
- We aim to develop constructive partnerships between parents, staff, students and the 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 2010 the college had a student enrolment of 935 students in Years 7 – 12.

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 Pathways Centre designed specifically for students with special needs. Also important are the many combinations possible for students as they undertake elective classes at Year 8, 9 and 10 leading into the many-faceted offerings within V.C.E., V.C.A.L. and V.E.T at Years 11 and 12.

Religious Education is central to the learning experience at Galen. Our R.E. program operates across all year levels and is based around the Diocese of Sandhurst Religious Education curriculum, "Source of Life". This is further augmented by a vibrant program of religious retreats across the year levels, culminating in the deeply moving residential experience at Year 12. Weekly Prayer Assemblies and class Masses provide further religious formation experiences for our students.

Closely aligned with the R.E. program is a range of Social Justice activities for Galen students. In 2010, Galen students participated as volunteers in monthly Melbourne Soup Van distributions. Another group of eight students participated in the 10-day immersion experience to the Santa Teresa mission in central Australia. Plans are in place for this immersion experience to be supplemented with an additional annual immersion experience to PNG starting in 2011.

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), netball, cricket, tennis, snowsports and rowing. 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 and an annual senior production, along with a number of musical bands including Junior Band, Senior Band and Production Band. There are also 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 annual Rotary Debating Competition (Galen were district champions in the 2010 / 2011 competition), and the Wangaratta Youth Council (four Galen students were elected in 2010).

Galen has set itself three main focus areas flowing from our commitment to a path of continuous improvement starting in 2010: raising the academic standard, achieving greater consistency in our processes and expectations, and the development of a comprehensive Master Plan for our human and physical resources.

GRADUATE OUTCOMES

At Galen Catholic College, we aim to create graduates who:

- **Have a dynamic faith**
- **Are committed to social justice**
- **Are environmentally aware**
- **Develop and sustain loving relationships**
- **Are life-long learners**
- **Realise their potential**
- **Are creative problem-solvers**
- **Are resilient, confident and independent**
- **Are respectful**
- **Have courage and integrity**
- **Are self-aware**

Principal's Report

2010 has been a year of review and reflection for Galen Catholic College as it progresses along its path of continuous improvement. This Annual Report will reveal many new developments as well as the consolidation and joyful continuation of many traditional aspects of life at Galen.

During the course of this year the college has achieved the following major developments:

- Developing a new senior leadership structure that will be introduced in 2011. The new structure will replace the old positions of Director of Religious Education and Director of Studies with the newly created positions of Deputy Principal: Catholic Identity and Deputy Principal: Learning and Teaching. These positions will complement the ongoing position of Deputy Principal: Staff and Students.
- Deciding to change our ICT learning platform from a Windows base to an Apple Mac base and to introduce a laptop computer program in 2011 which will see every Galen student provided with a laptop.
- Deciding to extend our current Mission Immersion Experience program for senior students to include in 2011 not only the Santa Teresa (NT) experience but also a Madang (PNG) experience.
- Initiating moves to formally reconnect with both the Brigidines and the Marists who were the founding religious orders of Galen Catholic College, including the appointment of a Heritage Co-ordinator to commence in 2011.
- Developing three Project Teams to develop recommendations based around the three focus areas identified by parents and staff as being the most important for Galen at this time: Raising the Academic Bar, Achieving Consistency in our Processes and Practices, and Developing a Master Plan.
- Renewing the Board's commitment to and use of effective and productive sub-committees.
- Renewing the existing Strategic Plan.
- Clarifying the roles, responsibilities and accountability of all leadership positions within the college.

There is an air of excitement and expectation within the college community as we move into the second decade of the twenty-first century facing the many opportunities and challenges with which contemporary education and contemporary life present us.

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

In 2010, we welcomed Bernard Neal as our new Principal at Galen Catholic College. Bernard joined us from Monivae College, Hamilton, a Catholic day and boarding school where he had been Principal for the past ten years. Other changes to Board membership came with the inclusion of Catholic Education Office representative, Max Fletcher replacing Maria Wetherill, and the appointment of community representative, Cameron Butler.

Galen's student enrolments again increased in 2010, recorded as 934 on Census Day in February. We note with great confidence that this continued growth in school enrolments is also reflected in our local Catholic primary schools, which in turn mirrors a national trend of such increased enrolments. The success of local Catholic Primary schools is welcomed and increases the need for Galen Catholic College to undertake its role well and meet future demand.

Galen's relationship with the local Catholic primary schools continues to grow in strength with the consolidation of CREW (Catholic Regional Education Wangaratta) and the increasing purpose and strength of that group. There has been a renewed commitment by the CREW schools to further strengthen the links between each other through increased shared activities such as liturgies, professional development for all CREW staff, shared teacher-shadowing and cross-promotional activities.

The major challenge for the Board and its members is in its school governance role and in establishing the key priorities. At the same time, the Board needs to maintain a separation from day to day operational issues, while acquiring sufficient knowledge of Galen and Catholic education to undertake the board and sub committee work effectively.

One of the most important achievements of the Board in 2010 was the review of the Strategic Plan 2009-2011 to ensure its viability and effectiveness as an ongoing working document. Strategic intent, strategies, accountability and success measures were all explicitly included in each section of the plan. This resulted in a more consistent format and will enhance the task of evaluating the outcomes of the Strategic Plan.

The sub-committees provide the engine room of activity where Board members can make a more focused contribution. Board meetings are more related to information sharing, tabling progress reports from Board sub-committees, providing an update on relevant operational issues and periodically deliberating on key decisions, e.g. endorsement of the laptop computer roll out to all Galen students. Much successful work was undertaken by the Board during 2010 to strengthen the sub-committee structure and the efficacy of the sub-committees' work.

There have been several major changes and adjustments at Galen over past 12 months. The most far-reaching of these have been:

- development of the Laptop Program for all students;
- adjustment of the senior leadership structure three Deputy Principals instead of one;
- launch of a new Galen Catholic College website;
- a renewed focus on "excellence", commencement of a new Master Plan, and a renewed focus on consistency in the college's processes and practices.

The main challenges for the Board in the year ahead are:

- Maintain the structure of sub-committees and increase their effectiveness;
- Ensure we have the correct priorities identified for attention;
- Development and formation of Board members so they can act confidently and effectively in their roles;
- Master Planning of School Grounds;
- Review of the Board Constitution, which has been long standing with very few amendments for 10 years;
- Continue the focus on effective financial reporting to the Board;
- Find ways to increase parental involvement at Galen.

Finally, I would like thank all members of the Galen Catholic College Board for their commitment to the good leadership and governance of the college.

Tony Lane
Board Chair

Board members for 2010:

Parish Priest:	Monsignor John White
Principal:	Bernard Neal
Deputy Principal:	Geoff Welch
CEO Representative:	Max Fletcher / Maria Weatherill
Community Nominee:	Cameron Butler
Elected parents:	Joanne Ryan, Tony Lane (Chair), Angie Semmens, John Byrne
Elected staff:	Mick Grogan, John Pasztor, Terry Magree, Paul Walker

Catholic Identity

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 Director of Religious Education (POL 4) and to the Religious Education staff, although 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.

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. Galen students and staff were actively involved in World Youth Day 2008 in Sydney.

Galen staff are involved as part of the CREW (Catholic Regional Education Wangaratta) Religious Education Team in planning and coordinating CREW liturgical celebrations.

Induction and professional learning programs for staff provide opportunities for all staff to form in their understanding of, and leadership in, Catholic Identity.

VALUE ADDED

1. Inclusion of class Mass every Friday.
2. Development and appointment of Deputy Principal – Catholic Identity position for implementation in 2011.
3. Santa Teresa Immersion Experience for students in Years 10 & 11.
4. Opening Mass, Easter paraliturgies, CREW Mass.
5. Caritas K's Walkathon, Melbourne Soup Van.
6. Procurement of Stations of the Cross and other icons from Moyhu church.
7. Year 12 retreats.
8. Commencement of review of Galen's Mission, Vision, Values statements.

Learning & Teaching

Learning and Teaching remain the prime focus of activities at Galen Catholic College. Galen is committed to the provision of a quality, comprehensive, Catholic education and offers a broad range of learning experiences for students at every year level.

The curriculum provides an academic core of subjects supplemented by a wide range of electives. There is an extensive co-curricular program to supplement the formal curriculum. These co-curricular programs include extensive offerings in sport, music, theatre, outdoor / adventure activities, public speaking, social justice and civic affairs.

Galen participated in the National Partnerships program in 2010 with a particular focus on literacy. The decision was made during 2010 to embark on a program to provide all Galen students with a laptop computer before the end of first semester in 2011. Our commitment to VCAL and VET continued with an increase in the number of students undertaking these courses.

Galen embarked on a program of review to improve academic standards and developed a list of specific recommendations to achieve this end.

PORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 7 & 9

NAPLAN TESTS	2008	2009	2008–2009 changes	2010	2009–2010 changes
YEAR 7 READING	96.8%	96.9%	+0.1%	99.3%	+2.4%
YEAR 7 WRITING	94.9%	96.2%	+1.3%	97.3%	+1.1%
YEAR 7 SPELLING	96.2%	96.2%	0.0 %	96%	-0.2 %
YEAR 7 GRAMMAR & PUNCTUATION	96.2%	96.2%	0.0%	94%	- 2.2%
YEAR 7 NUMERACY	98.1%	99.4%	+1.3%	99.3%	-0.1 %
YEAR 9 READING	97.8%	97.7%	-0.1 %	96.7%	-1.0 %
YEAR 9 WRITING	93.3%	89.1%	-4.2%	93.4%	+4.3 %
YEAR 9 SPELLING	89.6%	93.1%	+3.5%	94.1%	+1.0 %
YEAR 9 GRAMMAR & PUNCTUATION	91%	96.2%	+5.2%	96.1%	- 0.1%
YEAR 9 NUMERACY	93.9%	98.5%	+4.6 %	96.1%	-2.4 %

YEARS 9-12 STUDENT RETENTION RATE	91.03%
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MEDIAN NAPLAN RESULTS FOR YEAR 9	
YEAR 9 READING	5.304286
YEAR 9 WRITING	4.475417
YEAR 9 SPELLING	4.899375
YEAR 9 GRAMMAR & PUNCTUATION	4.784
YEAR 9 NUMERACY	4.866154

SENIOR SECONDARY OUTCOMES	
VCE MEDIAN SCORE	30
VCE COMPLETION RATE	100.0 %
VCAL COMPLETION RATE	97.0%
POST-SCHOOL DESTINATIONS	
TERTIARY STUDY	87%
TAFE / VET	13%
APPRENTICESHIP / TRAINEESHIP	10%
DEFERRED	33%
EMPLOYMENT	23%

Comparison of the 2008 Year 7 NAPLAN results with the same cohort in 2010 as Year 9s shows maintenance of the percentage of students meeting minimum standards in all areas other than numeracy where there was a small decline. Year 7 Reading and Year 7 Writing show steady improvement over the three year comparison period. Year 9 Reading has held steady while Year 9 Writing has undergone a dip then recovery over the past two years.

VALUE ADDED

1. Development and appointment of Deputy Principal – Learning & Teaching position for implementation in 2011.
2. Parent-teacher-student interviews conducted terms 1 and 3.
3. Creation of “Raising the Academic Bar” Project Team & adoption of 12 recommendations.
4. Decision to adopt Galen-based VET Engineering & Hairdressing for 2011.
5. Further development of arrangements with TEC regarding VET provision.
6. “Macbook” trial & decision to change learning & teaching platform to Macs.
7. Decision and consequent planning for rollout of laptops to all Galen students in 2011.

Pastoral Care

Pastoral Care remains a feature of a Galen student's experience. The Pastoral Care framework of the school is very well established with human resources, policies, programs and procedures in place to facilitate a safe environment and a sense of connectedness to the school. The structure of focussed homerooms within three sub-schools – Junior, Middle and Senior - provides a safe, supportive and pastorally caring environment for all Galen students.

A Pastoral Care/Wellbeing Team leader with a wellbeing team that includes a part-time educational psychologist and a full-time social worker shares leadership in Pastoral Care. The three School Directors, in conjunction with Year Level co-ordinators and Home Room teachers also have pastoral responsibilities at their particular level of the school.

There is a Pastoral Care sub-committee of the College Board with responsibility for formulating and reviewing policies in the pastoral care area and for developing action plans to bring these policies to fruition within the school.

The Galen Pathways Centre, previously the Applied Learning Centre, was established in 2005 in response to a significant increase in the enrolment at Galen of students with additional needs. It has grown in numbers and provision of services every year since.

STUDENT ATTENDANCE RATE

94.98 %

VALUE ADDED

1. Structure of mini-schools, Directors, Year Level Co-ordinators and Home Room teachers as an identifiable 'team' working with an identifiable group of students.
2. Strong transition program for students entering Year 7, including the overnight camp for incoming Year 6 students from smaller and outlying primary schools.
3. Years 7 – 10 'home room' as their identifiable base for the day.
4. Wherever possible, Home Room teachers actually teach their home room students in one or more subjects.
5. Use of older students to coach or direct junior students in various school activities in an informal cross-age mentoring.
6. Broad range of opportunities for students and the extensive curriculum provide good pastoral care.

7. Program for funded students is strong and broad.
8. Cyber bullying awareness and prevention initiatives.
9. Creation of “Consistency” Project Team & adoption of 11 recommendations.
10. Galen Pathways Centre provides a very supportive and pastorally caring team supporting funded and non-funded students with identified additional needs.
11. Mini-school SRCs meet twice a year as an executive.
12. Respectful and thoughtful weekly prayer assemblies.
13. Pastoral care of staff through being well supported in student management processes.

Leadership

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 Monsignor John White. The Principal regularly keeps Monsignor White informed of developments at the College.

The 11-member school Leadership Team meets regularly to oversee both the strategic and operational leadership of the school.

The School Board shares in the leadership of the school through policy development and through the development and monitoring of the strategic plan.

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

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 Leadership Team.

Students experience leadership through formal SRC structures, leading of level assemblies, opportunities to coach younger students, social justice groups (Young Vinnies), challenge activities, performing arts and in overseas experience (home stay in Italy).

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.

TEACHING STAFF ATTENDANCE RATE	87.95 %
STAFF RETENTION RATE	88.1%
TEACHER QUALIFICATIONS	
DOCTORATE	0.0%
MASTERS	9.0%
GRADUATE	33.0%
CERTIFICATE GRADUATE	2.0%
DEGREE BACHELOR	48.0%
DIPLOMA ADVANCED	1%
NO QUALIFICATIONS LISTED	0.0%

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2010

In 2010, all staff participated in Professional Learning. Each staff member had a Professional Learning plan for the year, including whole school PL programs and PL tailored to their needs in their position.

All staff participated in the full day workshop on effective management of the needs of Autism Spectrum Disorder students. Similarly, all staff engaged in the two day ICT conference held at Galen at the end of the year as part of the transition to Mac laptops. All teaching and non-teaching staff attended a full day PL activity led by Jim Qullinan with a focus on understanding the connection between our spirituality, our vision statements and our daily lives. The CEO Tactical Teaching program was the main literacy focus for 60 teaching staff and teacher aides.

We appreciate the professional dedication of our teachers, particularly when so many attend professional development activities in their own time after school, on weekends and during school vacation periods. In addition to the many specific-focus Professional Learning activities, conferences, workshops and sessions that staff attended throughout the year, many staff have also engaged in further Professional Learning through their own enrolment in post-graduate courses at Certificate, Graduate Diploma and Masters levels.

Galen staff this year engaged in Professional Learning opportunities under the following headings:

- Domain based
- Leadership
- Literacy & Numeracy
- Wellbeing
- Catholic Spirituality
- Special needs
- Behaviour management
- O.H. & S
- Applied learning
- Resources (Library)

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

87 (100%)

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$683

VALUE ADDED

1. Review & clarification by Leadership Team of whole-school accountability structures. This has led to much clearer understanding of roles and responsibilities.
2. POL structure review commenced – due for completion in 2011.
3. Leadership Team meeting procedures completely revamped.
4. Development of three Project Teams (Raising the Academic Bar, Achieving Consistency and Master Plan issues) and adoption of all recommendations.
5. Development of a new senior structure including three Deputy Principal positions – Staff & Students, Learning & Teaching, Catholic Identity.

Finance, Facilities & Resources

Leadership of the Finance, Facilities and Resources area of school life is shared by the College Leadership Team and the Finances, Facilities and Resources Committee of the College Board. Their work is guided by the school's Master Plan, Cyclical Maintenance Plan, School Improvement Plan, Annual Plan and Annual Budget.

Appropriate processes are in place for developing, implementing, monitoring and reviewing the annual budget. Additional processes are in place for the monitoring of financial management, internal controls, financial accountability, administration, staffing and asset management.

Oversight of facilities and resources includes sensitivity to the history and tradition of the school, collection and analysis of enrolment data and trends, the use of audits (facilities, ICT, safety, etc), adherence to a cyclic maintenance plan, short and long term planning for facilities, the use of essential and electrical services logbooks, considerations of sustainability and financial planning for future development.

VALUE ADDED

1. Aesthetics of the College facilities, including the grounds, gardens and passive recreation areas substantially enhance the overall educational learning environment of the College.
2. Programmed maintenance plan assists in ensuring that maintenance work is regularly attend to.
3. Staff offices are well equipped and generally pleasant working environments. Technology is readily available with individual staff laptops and with photocopier access at various locations around the College.
4. Classrooms are well maintained, heated and in good order.
5. The College Finance, Facilities and Resources Committee of the Board provides sound oversight of the College finances.
6. Detailed costing undertaken for sustainable laptop program.
7. New blinds provided in north-facing classrooms.
8. Installation of electronic whiteboards and data projectors.
9. Solar and Water initiatives: solar panels and water catchment infrastructure significantly upgraded.
10. New air conditioning systems installed in Year 8 classrooms and Senior Study Area.

PARENT, STUDENT AND TEACHER SATISFACTION

Many school activities and events during 2010 have had a positive effect on the well-being and satisfaction of our school community – parents, teachers and students.

The College enjoys a strong reputation in the community of caring for the individual needs of students holistically in the context of Christian traditions.

Parents readily involve themselves in key events during the year such as the musical production, social afternoon, debutante balls and the like.

Teachers are keen to involve themselves in a range of extra-curricular activities to augment student learning, the absence rate is low and involvement in personal development and reflective practices is most pleasing. Teachers mix freely with their students and develop excellent professional relationships.

Students are relaxed in the school environment and generally very happy. Visitors often comment on this aspect of the College. There is a calmness and friendliness evident at Galen which reflects a high degree of student satisfaction and a strong retention rate.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH	\$
Recurrent income	Tuition	
School fees	\$1,009,696	
Other fee income	\$919,379	
Private income	\$96,560	
State government recurrent grants	\$1,686,524	
Australian government recurrent grants	\$6,264,948	
Total recurrent income		\$9,977,107
Recurrent Expenditure	Tuition	
Salaries; allowances and related expenses	\$8,209,985	
Non salary expenses	\$1,633,328	
Total recurrent expenditure		\$9,843,313
Capital income and expenditure	Tuition	
Government capital grants	\$554,001	
Capital fees and levies	\$181,435	
Other capital income	\$56,532	
Total capital income		\$791,968
Total capital expenditure		\$665,548
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)		
Total opening balance	\$1,073,829	
Total closing balance	\$921,043	

*Note that the information provided above does not include the following items:
 System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2010 that may ultimately change the method of reporting these exclusions. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website later this year. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.*

Future Directions

Galen Catholic College is committed to a path of continuous improvement. Through the development of an ongoing and annually updated Strategic Plan the pathway for that continuous improvement is created, monitored and implemented.

During 2010, the staff and parent community identified three major areas of focus for future development:

- Raising the academic bar
- Achieving consistency in our processes and responses
- Development of a renewed Master Plan.

By the end of 2010, the Leadership Team had adopted some 33 recommendations around these three focal areas. These recommendations will be implemented during the 2011 school year.

Other major areas of future development include:

- **Review of our Mission, Vision and Values Statements**

This process began in the final weeks of the 2010 school year with a whole staff professional learning day led by consultant, Jim Quillinan. The process will continue in 2011 with ongoing assistance from the Sandhurst Catholic Education Office involving all staff re-familiarising themselves with the current statements. We will then engage in a process of shared understanding of our core values and beliefs before applying these to a rigorous review of the statements and endorsement of the subsequent statements that will reflect those core values and beliefs.

- **Rollout of laptop computers to every Galen student in 2011 and appropriate preparation of our teaching staff**

This process also commenced in late 2010 with the allocation of Macbook laptop computers to all staff directly involved with the learning and teaching program. A program of professional learning activities commenced in December 2010 and will continue over the coming months and years. The initial focus of the staff learning will be around familiarisation with the Macbook computers; the bulk of the learning, however, will focus on building the capacity of teachers to use ICT as an integral part of their pedagogy.

The students in every year level will receive a laptop computer on loan from the college commencing during first semester of 2011. Detailed compulsory preparation sessions for students and their parents are planned prior to the distribution of the laptops. Students will receive ongoing tuition in using the laptops including issues of cyber-safety and cyber-responsibility.

- **Review of our organisational and learning structures**

This process also began in 2010. It will continue into 2011 with a focus on finding the optimum learning and organisational structures for Galen Catholic College in its unique context.

We will utilise contemporary research, our own data, and formal observation and visits to schools already using different or innovative practices and structures.

- **Development of Vocational Education & Training opportunities**

Galen wishes to expand its provision of opportunities for senior students to engage in appropriate vocational learning opportunities. This will involve developing a mixture of VET courses and certificates provided in-house and those provided by external providers.

The VCAL (Victorian Certificate of Applied Learning) program will be enriched and we will embark on a process of educating our students and their families to the many benefits of VCAL.

Value Added Education

Galen Catholic College adds value to the education of each student in many ways. The fortnightly newsletter, 'Reflections', and the College Year Book provides a comprehensive summary and celebration of events that together contribute to the spiritual, pastoral, social, cultural, academic and sporting development of each student.

Perusal of our 2010 School Calendar provided the following sample of value-added activities:

- **CATHOLIC IDENTITY**
 - Ash Wednesday Observance
 - Opening Mass
 - Easter Homeroom Assemblies
 - Caritas K's – Walkathon
 - Weekly Class Mass – Father Peter
 - Year 12 Retreat
 - Year 8 St. Patrick's Church Excursion
 - Year 7 Retreats
 - Founder's Day Assembly
 - CREW (Catholic Regional Education Wangaratta) Paraliturg
 - Years 9-10 Mass
 - Years 7-8 Mass
 - Santa Teresa Immersion – Northern Territory

- **LEARNING**
 - Year 12 OES - Goulburn River
 - Alpine National Park
 - Rock Climbing
 - Cross Country Skiing
 - Year 11 OES - Torquay
 - Year 10 OED - Canoe
 - Cycling
 - Ski
 - Bushwalk
 - Year 12 Geography – Mt. Hotham
 - Year 12 Fashion Excursion – Melbourne
 - VCE Top Arts – Melbourne
 - VCE Art Excursion – London, Paris, Milan
 - Year 9 Arts Connect - Melbourne
 - Year 8 Science Questacon
 - Year 8 Indonesian Day
 - Year 8 Medieval Day
 - Year 7 World Of Maths
 - Year 7 Science – Kyabram Fauna Park
 - National Science Competition
 - National Maths Competition
 - VET Hospitality – Melbourne trip
 - VET Hospitality – Parents Dinner
 - Italian Camp

▪ **SPORTING**

- NEDSSSA - Swimming Sports
 - Athletics
 - Hockey
 - Soccer
 - Baseball
 - Tennis
 - Cross Country
 - Football
- CAS
 - Tennis
 - Swimming (MSAC)
 - Triathlon
 - Swimming
 - Basketball
 - Football
- Super 8 Cricket
- Herald-Sun Football
- ASSSC Ski Championships
- Year 8 Murray Bushrangers Cup
- Victorian Schools Cycling

▪ **PASTORAL**

- Debutante Balls
- Year 11 DECA Driving camp
- Year 10 Tertiary Visits – Albury-Wodonga
- Year 10 Party Safe program
- Year 10 Formal
- Year 9 Ski Day
- Year 9 Bushwalk
- Year 9 Adventure Camps
- Year 8 Tree Planting Project
- Young Vinnies' Sleepout.
- Year 12 Graduation Dinner

▪ **CULTURAL**

- Year 7 Band Recital
- Thai Visitors
- School Production – 'Grease'
- Junior Production – 'Superheroes'
- Melbourne Opera Trip
- Wangaratta Music Festival: Galen Band
- Junior Band Primary School visits

▪ **LEADERSHIP**

- SRC Elections
- SRC Induction
- Year 12 Jumper Presentation Evening
- Vinnies' Youth Conference
- Just Leadership Day

**Smarter Schools National Partnerships
Annual Activity and Accountability Statement 2010
to the School Community**

SMARTER SCHOOLS NATIONAL PARTNERSHIPS	
Improvement Targets/Milestones	
<i>Key improvement targets/milestones identified in the School Improvement Plan which are aligned to National Partnerships.</i>	
<p>To improve literacy teaching strategies, develop literacy teaching skills especially in Years 7 & 8.</p> <p>To increase the use of NAPLAN, Insight SRC and other school performance data in forming strategies.</p>	
Improvement Strategies	2010 Outcomes
<i>Improvement strategies the school developed in 2010 to meet the improvement targets.</i>	<i>The achievements in 2010 in relation to these improvement strategies.</i>
<i>Establishing National Partnerships Teams within the school</i>	<i>Teams were established and met on a regular basis to measure progress and establish further directions</i>
Focusing on Year 7 & 8 teachers across all domains	Year 7 & 8 teachers were targeted in Semester 1 then the focus broadened to cover all year levels
Holding fortnightly meetings with Year 7 & 8 teachers to monitor progress in implementing changes to literacy approaches in the classroom	Fortnightly meetings were held: these included demonstrations, reviews, professional development, sharing classroom practices.
Establishing connections with feeder primary schools with a focus on literacy development	Regular meetings were held with teachers from the primary schools often facilitated by CEO consultant.
2011 Planned Progress	
<i>The Literacy Coach will lead teachers from across all year levels in “Ready to Learn”, oral language, ESL, “Tactical Teaching”. He will work closely with the staff from the Galen Pathways Centre to develop their literacy teaching skills. He will lead “On Demand” testing so that it becomes embedded in normal teaching practice.</i>	

Financial	
Smarter Schools National Partnership Funding	
The National Partnership (NP) this school is participating in:	<i>Literacy and Numeracy</i>
2010 Direct SSNP funding	<i>\$30,406</i>
2010 Indirect SSNP funding	<i>\$ 5,033</i>
2010 State NP actual allocation	<i>\$ 0</i>
2010 School Co-investment	<i>\$ 118,878</i>
2011 Notional SSNP budget allocation	<i>\$ 0</i>
2011 Notional State NP budget allocation	<i>\$ 8,579</i>
<ul style="list-style-type: none"> • 2010 Direct Commonwealth funding distributed to schools for the implementation of Smarter Schools National Partnerships (SSNP) initiatives and salary and related employment costs, incurred by the system, for specialist staff employed to work directly in participating SSNP schools (e.g. literacy and numeracy coaches and Family School Partnership Convenors). • 2010 Indirect Commonwealth funding refers to central costs incurred by the system on behalf of schools participating in SSNP (e.g. professional learning and development, consultancy fees, research projects, travel expenses, and administration expenses). • 2010 State National Partnership (NP) actual allocation refers to funding received by schools participating in the Literacy and Numeracy program in 2010. This may not be applicable to all schools. • 2010 School Co-investment refers to a combination of existing and new funding which was provided to schools in 2010 to assist with school development. Co-investment funding is separate from National Partnership funding and sourced from additional recurrent grants. • 2011 Notional State National Partnership (NP) budget allocation refers to notional funding to be received by schools participating in the Literacy and Numeracy program in 2011. • Please note expenditure at the school level may not have been spent in the year the direct support was received. 	