



# Galen Catholic College Wangaratta

REGISTERED SCHOOL NUMBER: 1744

**2011 Annual Report *to the* School Community**



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## 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 2011 the college had a student enrolment of 946 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 VCE, VCAL 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". 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 RE program is a range of Social Justice activities for Galen students. In 2011, 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 Timor Leste, starting in 2013.

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.

## **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

2011 has been a year of many changes and developments for Galen Catholic College as we progress along our 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:

- Implementation of a new senior leadership structure with two newly created positions of *Deputy Principal – Catholic Identity* and *Deputy Principal – Learning and Teaching*. These positions complement the ongoing position of *Deputy Principal – Staff and Students*.
- Completion of a formal and extensive Catholic Identity Review in which the externally appointed validation panel identified many commendations for the manner in which Galen expresses its Catholic Identity. We have also commenced the process of implementing recommendations for future and further development in this area.
- Participation in a Catholic Regional Education Wangaratta (CREW) presentation to the Sandhurst Schools Education Board celebrating how Catholic schools in Wangaratta are effectively working together for a seamless pathway in local Catholic education.
- Development of a new CREW strategic plan with our local partners in Catholic education.
- A major revision of the provision of Religious Education for senior students, the first part of which will be implemented from the start of 2012 and be fully implemented by the start of 2013.
- Changing our ICT platform to an Apple Mac base, providing Macbook laptop computers to all staff, and the rollout of laptop computers to all Galen students.
- Introduction of a two-week Headstart program at the end of the school year which provide a flying start for all Year 11 and Year 12 students for 2012.
- Successful application for a Trade Training Centre facility to be built at Galen during 2012. As a result of this, by the start of 2013 Galen students will have a new \$1million Hospitality Centre to complement the existing Food Technology facility.
- Establishment of a Galen Cyber-Safety Committee with a number of related student and parent information seminars.
- Introduction of Restorative Practices on a trial basis.
- Development of an Autism Spectrum Disorder support committee and subsequent introduction of an ASD pathways trial.
- Establishment of an Executive Team.
- Commencement of a review of the Galen Board constitution and policy format.
- Commencement of a revised Master Plan for facilities.
- Inclusion of the Business Manager as a member of the Leadership Team and an observer / attendee at all Board meetings
- Introduction of the Somerset Education comparative financial reports.

There is an air of excitement and anticipation as we move into 2012 with a commitment to continuous improvement. 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

2011 has also been a year of change at Galen Catholic College with the introduction of a structure with 3 Deputy Principals. This recognises both the growth of the school and new challenges to be faced but equally the need to continue to broaden and strengthen the capacity of the school.

The success of the Board to a large degree comes from the quality of the work undertaken at the sub-committee level which provides the necessary foundation for decision making. The sub-committees are Catholic Identity, Pastoral Care, Leadership, Finance, Curriculum and Facilities and Resources. During the year the Finance, Facilities and Resources sub-committee was split to make the workload more manageable.

It is particularly notable the work undertaken by the Finance sub-committee in preparation for a move to accrual accounting next year.

The continued growth of Year 7 student numbers (180 in 2011) is a welcome endorsement of Galen Catholic College and will progressively increase numbers throughout the school. This brings additional challenges to the school in terms of strategic planning and master planning which are receiving the attention of the Leadership and also Facilities and Resources sub-committees. The completion of a new Master Plan for the school is a priority for 2012.

The Board also commenced work that will continue into 2012 to review the Constitution of the Board, which will include consultation across the school community. This will also be informed by governance changes from the Sandhurst School Education Board. The current Strategic Plan for 2009-2011 has been progressed into a rolling plan, but this will also benefit from a review next year in light of the growth in the school. In 2011 we have sought strategies to provide opportunity for parents to have input on a number of important issues. The new Galen website, once fully functional, will facilitate better input from parents and also Board members who will have their own portal. The nature of Board meetings will also shift a little with more recent Board members having found their feet. There will be a stronger focus on having key topic discussions at Board meetings and perhaps a little less of information sharing which can be done effectively through the Board portal on the website.

Also notable in 2011 was the progress of CREW (Catholic Regional Education Wangaratta) and the valued contribution that Galen Catholic College makes to this partnership. After being formed several years ago, it is evident the CREW Board is functioning well and strongly engaged in delivering initiatives to improve educational opportunities and student wellbeing across all schools.

I would like to thank all fellow board members for their contribution throughout the year. Also thanks to Business Manager, Dom Giannone, for his regular contributions at Board meetings and Tess Barnard for very effective minute taking and overall support.

Tony Lane  
Board Chair

**Board members for 2011:**

Parish Priest:	Monsignor John White
Principal:	Bernard Neal
Deputy Principal:	Geoff Welch
Business Manger:	Dom Giannone
CEO representative:	Max Fletcher
Community Nominees:	Tony Lane (Chair), Cameron Butler
Elected parents:	Angie Semmens, John Byrne, Suellen Loki, Mark Williams
Elected staff:	Mick Grogan, John Pasztor, Elizabeth Holligan, Darren Hovey

## 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. There was a comprehensive review of Catholic Identity at the school in 2011, determining future directions for Galen Catholic College.

The Leadership Team shares leadership in Catholic Identity, with particular responsibilities assigned to the Deputy Principal - Catholic Identity and to the Religious Education staff. The Deputy Principal - Catholic Identity and the Heritage Co-ordinator with shared responsibility for developing the school charism, were new appointments for 2011, and complement the work undertaken by the Social Justice Co-ordinator. 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 and celebrate School masses with the College Chaplain.

### VALUE ADDED

1. Full School Review of Catholic Identity
2. New leadership positions for 2011; Deputy Principal – Catholic Identity and Heritage Co-ordinator (focus on shared Charisms and working with Social Justice Co-ordinator)
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, Illoura Aged Care Visits
6. Year 12 retreats
7. Ongoing review of Galen's Mission, Vision, Values statements
8. Organisation of an Immersion Experience to Papua New Guinea

## 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 2011 with a particular focus on literacy. All Galen students were provided with a laptop computer before the end of first semester in 2011. Our VCAL and VET programs have continued to grow and we now have excellent support in the community to assist with student work placements.

Galen embarked on a program of review to improve academic standards and in 2011 commenced the process of implementing specific recommendations to achieve this end.

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

NAPLAN TESTS	2009	2010	2009–2010 changes	2011	2010–2011 changes
YEAR 7 READING	96.9%	99.3%	+2.4%	98.8%	- 0.5%
YEAR 7 WRITING	96.2%	97.3%	+1.1%	98.2%	+0.9%
YEAR 7 SPELLING	96.2%	96%	-0.2 %	98.8%	+2.8%
YEAR 7 GRAMMAR & PUNCTUATION	96.2%	94%	- 2.2%	97.5%	+3.5%
YEAR 7 NUMERACY	99.4%	99.3%	-0.1%	98.2%	-1.1%
YEAR 9 READING	97.7%	96.7%	-1.0%	95.7%	-1.0%
YEAR 9 WRITING	89.1%	93.4%	+4.3%	93.8%	+0.4%
YEAR 9 SPELLING	93.1%	94.1%	+1.0%	95.6%	+1.5%
YEAR 9 GRAMMAR & PUNCTUATION	96.2%	96.1%	- 0.1%	94.9%	-1.2%
YEAR 9 NUMERACY	98.5%	96.1%	-2.4%	98.1%	+2.0%

<b>YEARS 9-12 STUDENT RETENTION RATE</b>	79.59%
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<b>MEDIAN NAPLAN RESULTS FOR YEAR 9</b>	
<b>YEAR 9 READING</b>	5.46
<b>YEAR 9 WRITING</b>	N/A
<b>YEAR 9 SPELLING</b>	4.77
<b>YEAR 9 GRAMMAR &amp; PUNCTUATION</b>	4.71
<b>YEAR 9 NUMERACY</b>	4.57

<b>SENIOR SECONDARY OUTCOMES</b>	
<b>VCE MEDIAN SCORE</b>	30
<b>VCE COMPLETION RATE</b>	100 %
<b>VCAL COMPLETION RATE</b>	94 %
<b>POST-SCHOOL DESTINATIONS</b>	
<b>TERTIARY STUDY</b>	91%
<b>TAFE / VET</b>	12%
<b>APPRENTICESHIP / TRAINEESHIP</b>	5%
<b>DEFERRED</b>	31%
<b>EMPLOYMENT</b>	13%

Comparison of the 2009 Year 7 NAPLAN results with the same cohort in 2011 as Year 9's shows a clear improvement in the Spelling and Numeracy results, as well as our cohort achieving substantially above the all Australian's average in Reading. Year 7 and 9 data has continued to steadily improve over the last four years.

**VALUE ADDED**

1. New Deputy Principal – Learning and Teaching appointed and commenced in 2011.
2. Parent – teacher – student interviews conducted Terms 1 and 3.
3. Implementation of Project Team recommendations.
4. New Positions Of Leadership structure for 2012-2014 adopted, with renewed focus on ELearning Co-ordinator and Assessment and Reporting Co-ordinator.
5. New roles created for 2012-2014 for Sustainability Co-ordinator, Student Leadership Co-ordinator, VCAL Co-ordinator and VET Co-ordinator.
6. Increased VET offerings to Years 10 and 11.
7. Implementation of the 1 to 1 laptop program across the school.
8. Alignment of VCE period allocations and development of Year 12 “Reconnector Program”
9. Implementation of the two week Headstart program for VCE students.
10. School Visits Professional Development day which involved all staff members visiting schools throughout Victoria and New South Wales.



## Pastoral Wellbeing

Galen's Pastoral Care framework is the college's expression of its concern for individuals. Staff and students have a strong belief that they belong to the college community. The Galen College vision statement states that we will provide opportunities for the growth of the whole person. Within the framework of Catholic values, we strive to live in harmony with each other living our motto "Faith and Integrity". Our human resources policies, program and procedures are geared to this objective.

Galen is horizontally structured with Homerooms within three sub-schools – Junior, Middle and Senior – that provide the basis of a safe, supportive and caring environment for all Galen students.

The three School Directors, Year Level Coordinators and Homeroom Teachers have clearly designated pastoral responsibilities at their particular level of the school.

A Wellbeing Team comprising the Deputy Principal – Staff and Students, a full time Social Worker and part-time Educational Psychologist focus on specific student welfare referrals, liaise with families and initiate specific and whole-school programs, policies and provision of current information. The Wellbeing Team is also the conduit between the college and outside student and family support agencies.

The Pastoral Care sub-committee of the Board works with the Wellbeing Team in developing and reviewing policies and by providing a strategic focus.

The Galen Pathway Centre was established in 2005 in response to a significant increase in the enrolment at Galen of students with difficult needs. The number of funded students and those that may require less intensive assistance continues to grow. The need for a clear structure of support and suitable programs is a responsibility capably addressed by the Special Education Coordinator and the GPC Committee.

Students' leadership is actively encouraged within the College and a well-established SRC continues to function effectively at each sub-school. The appointment of a Student Leadership Co-ordinator will see this area flourish even further in the years ahead.

STUDENT ATTENDANCE RATE	95.45 %
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### VALUE ADDED

1. Structure of mini-school, Directors, Year Level Co-ordinators and Homeroom teachers as an identifiable 'team' working with an identifiable group students.
2. Homeroom teachers relationship with students with an increased class involvement with their group are a logical first port-of-call for parents.
3. Thorough transition program for students entering Year 7 – including two information evenings, personal interviews, school tours, a transition camp, Year 7 Open Afternoon and Grade 6 teachers information-sharing processes.
4. Effective Peer Support program for Year 7 students.
5. Galen's broad curriculum provides broad student experiences, caters for a diverse range of interests and abilities and provides a clearly defined pathway into VCE or VCAL courses.
6. Cyber safety programs, including expert external speakers, have been a recent focus with the 1:1 roll-out of laptops for all students
7. Prayer assemblies organised by individual homerooms each week provide relevant opportunities for leadership and reflection.
8. Road safety / driving programs for Years 10 and 11 students – 'Keys Please', DECA.
9. Personal development programs covering first aid, party safety, boys' issues and character building.
10. Development of Restorative Practices in student behaviour management
11. Provision of a staffed Homework Club and supervised 'Catch Up' Classes.
12. An extensive outdoor/camp program includes bushwalking, ski days and adventure camps
13. Social alcohol-free activities embraced by students, staff and parents include the Year 10 Formal, Year 11 Debutante Balls and the Year 12 Graduation Evening.

### STUDENT SATISFACTION

The Insight SRC annual school surveys indicate that students see themselves improving their engagement with the learning process and see themselves as well cared for within the school. Given the particular focus during 2011 of "raising the academic bar" it is noteworthy that these surveys reflect a marked improvement in 2011 in students' acknowledgement of purposeful teaching, teacher empathy, stimulating learning and a steady increase over the past three years in levels of student motivation. The most pronounced area of student satisfaction according to the survey is in student safety, followed by connectedness to peers.

Visitors to the college frequently comment on the friendliness and warmth of welcome they receive from our students. The students are generally very happy and exude an air of calmness and confidence as they go about their daily learning and growing.

## 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 College Executive Team.

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

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	86.66 %
STAFF RETENTION RATE	90 %

**TEACHER QUALIFICATIONS**

<b>DOCTORATE</b>	<b>0 %</b>
<b>MASTERS</b>	<b>7.22 %</b>
<b>GRADUATE</b>	<b>38.14 %</b>
<b>CERTIFICATE GRADUATE</b>	<b>5.15 %</b>
<b>DEGREE BACHELOR</b>	<b>77.32 %</b>
<b>DIPLOMA ADVANCED</b>	<b>22.68 %</b>
<b>NO QUALIFICATIONS LISTED</b>	<b>9.28 %</b>

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2011**

- First Aid / CPR – offered to all staff and run by our qualified staff
- Domain directed PL – external providers
- Restorative practices – external
- ICT Scholaris – expert brought in
- Secondary Learning & Teaching conference
- Domain / Subject conferences

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL****87 (100%)****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$681****TEACHER SATISFACTION**

The Insight SRC annual school surveys indicate that teachers at Galen are very satisfied with student behaviour, the respect shown to and by students, the development of student reasoning and problem-solving skills, and students' opportunities to succeed. They are also cognizant of a very strong focus throughout the college on issues of social justice.

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

## Stewardship of Resources

Leadership of the Finance, Facilities and Resources area of school life is shared by the College Leadership Team, the Finance Committee, and the Facilities and Resources sub-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 learning environment of the College.
2. Programmed maintenance plan assists in ensuring that maintenance work is regularly attended to.
3. Staff offices are well equipped and generally pleasant working environments. Technology is readily available with individual staff laptops and photocopier access at various locations around the College.
4. Classrooms are well maintained, heated and cooled, and in good order.
5. The College Finance sub-committee of the Board, which has been reformed and revitalised during 2011, provides sound oversight of the College finances.
6. The Business Manager has become a permanent attendee at Board meetings.
7. Regular financial reporting has been introduced to Leadership Team.
8. Sustainable 1:1 student and staff laptop program has been costed and implemented.
9. New blinds provided and installed in north-facing classrooms.
10. Engaged with Somerset Education to provide comparative financial benchmarking reports.
11. Preparatory work commenced on transition to Accruals method of accounting.
12. Review of commenced has commenced.
13. Existing classroom refurbished to effectively accommodate VET Hairdressing requirements.

## PARENT SATISFACTION

The Insight SRC annual school surveys indicate that parents have a high level of satisfaction with Galen Catholic College. The “Parent Satisfaction Index” rose further between 2010 and 2011 indicating that parents are increasingly satisfied with the overall climate, relationships and engagement with the college. In particular, our parent responses to the survey indicated that they see strength in Galen’s provision of excellent transition programs as students move from one stage of development to the next; of a safe and caring environment for their children; of developing strong peer connectedness and social skills.

Parents readily involve themselves in key events each year such as the musical production, social afternoon, debutante and presentation balls, along with any other school activities.

## Financial Performance

<b>REPORTING FRAMEWORK</b>	<b>MODIFIED CASH \$</b>
<b>Recurrent income</b>	<b>Tuition</b>
School fees	\$1,018,323
Other fee income	\$973,737
Private income	\$105,549
State government recurrent grants	\$2,030,070
Australian government recurrent grants	\$6,595,378
<b>Total recurrent income</b>	<b>\$10,723,057</b>
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	\$8,675,117
Non salary expenses	\$1,676,816
<b>Total recurrent expenditure</b>	<b>\$10,351,933</b>
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	\$122,329
Capital fees and levies	\$110,000
Other capital income	\$54,114
<b>Total capital income</b>	<b>\$286,443</b>
<b>Total capital expenditure</b>	<b>\$121,554</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
<b>Total opening balance</b>	<b>\$921,043</b>
<b>Total closing balance</b>	<b>\$759,176</b>

*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.*