

2012 ANNUAL REPORT to the School Community



Galen Catholic College Wangaratta

REGISTERED SCHOOL NUMBER: 1744



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Our College Vision

VISION 1 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.

VISION 2 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.

VISION 3 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.

VISION 4 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.

VISION 5 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 2012 the college had a student enrolment of 1003 students in Years 7 – 12, up from 946 in 2011. This trend is a continuation of an 18 year increase in enrolments from 614 in 1994.

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

This holistic approach to a Galen education demands that our students have access to multiple pathways which are delivered by skilled educators who are dedicated to Christian approaches of care for the individual within a loving learning community. Especially important in this broad base of offerings at Galen are the programs offered by the Galen 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, School Based Apprenticeships and VET at Years 11 and 12.

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

Closely aligned with the RE program is a range of Social Justice activities for Galen students. In 2012, 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 have been completed 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 and snowsports. The college has an extensive Outdoor Education program across all year levels, developing our students' skills of independence, teamwork and appreciation of the natural environment through hiking, camping, trekking, canoeing, caving, diving, rock climbing, etc.

The Performing Arts provide many further co-curricular opportunities for Galen students with an annual junior musical production 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

The long-standing dynamic functioning of Galen Catholic College continued unabated into 2012. Galen is dedicated to the concept of continuous improvement with an eye both to the promise of the future and the tradition of our history.

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

- Appointment of a Sustainability Co-ordinator as a Position of Leadership.
- Completion of two formal and extensive reviews in Stewardship of Resources and in Pastoral Wellbeing in which the externally appointed validation panels identified many commendations for the manner in which Galen operates. We have also commenced the process of implementing recommendations for future and further development in these areas.
- Further development of the innovative Catholic Regional Education Wangaratta (CREW). This body provides a P-12 pathway for local and regional families looking for a Catholic education for their children.
- The implementation of Phase 1 of a revised Religious Education program for senior students, with the program to be fully implemented for 2013.
- Consolidation of our Macbook 1:1 laptop program which ensures that every student and every teacher has a laptop for which they are personally responsible.
- Construction of a \$1million Trade Training Centre facility built at Galen during 2012. As a result of this, by the start of 2013 Galen students will have a new Hospitality Centre to complement the existing Food Technology facility, and by early second term, a new Engineering facility to complement the design technology classrooms.
- Development of an Autism Spectrum Disorder parent support group which met regularly throughout 2012.
- Development of a revised Galen Board constitution ready for adoption at the 2013 Annual General Meeting of the Board.
- Commitment from two architects to present to staff and Board members the process each would follow in engaging the college community in a revised Master Plan for our facilities.
- Deepening of the commitment to reconnect with the Marist and Brigidine orders as a means of honouring our heritage, consolidating our Catholic Identity and providing relevant formation experiences for our staff.
- Introduction of an online booking system for parent-teacher interviews.
- Increased use of data to inform understanding of and enhancement of student learning outcomes.
- Introduction of shared professional reading at all Leadership Team meetings with all taking responsibility for leading these sessions.
- Regular financial reports introduced as part of Leadership Team meetings.

There is an air of excitement and anticipation as we move into 2013 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

The past year has been a consolidation year from the Board's perspective. Due to the cycle of Board elections there were no changes to parent or staff representatives on the Board.

Galen Catholic College is continuing to show an increase in enrolments, in common with most schools across the Catholic Education system. This is a good reflection on the teachers and staff at the college, however it brings with it big challenges in accommodating all those seeking an education at Galen. This growth is also occurring in the three local catholic primary schools.

The master planning exercise to be undertaken in 2013 is a timely response. Allied to this, with the support of Landcare, a grant application has been made for "Caring for Country" funds in regard to the Billabong area at the Galen farm. This will assist in better strategic planning for the farm area.

Earlier this year the Board supported the establishment of the Sandhurst Land Fund and will make a modest contribution to this fund each year based on our student numbers. Galen Catholic College is unlikely to need the assistance of the land fund due to the generosity and foresight of those who have come before us.

A most significant area of work has been the review of the Board constitution in the past year to ensure it is well structured for the challenges ahead. The current constitution is many years old with the benefit of a few small makeovers during this time. The draft of the new constitution was put out for comment in November / December and at the 2013 Annual General Meeting it will be ratified. One aspect of the new constitution is strengthening the role of parents on the board. This is aligned to the need to continue to find ways to improve parent engagement across the whole school.

Also notable is the progress of CREW (Catholic Regional Education Wangaratta) and the valued contribution that Galen Catholic College makes to this partnership. After being formed several 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. Moving towards consistent and compatible enrolment policies across all CREW schools is a current priority due to enrolment pressures.

Thanks again to the Board members and many other contributors to sub committees over the past year.

Tony Lane
Galen Catholic College Board Chair

Board members for 2012

Parish Priest:	Monsignor John White
Principal:	Mr Bernard Neal
Deputy Principal:	Mr Geoff Welch
Business Manager:	Mr Dom Giannone
CEO Representative:	Mr Max Fletcher
Community Nominees:	Mr Tony Lane (Board Chair), Mr Cameron Butler
Elected Parents:	Ms Angie Semmens, Mr John Byrne, Mrs Suellen Loki, Mr Mark Williams
Elected Staff:	Mr Mick Grogan, Mr John Pasztor, Mrs Elizabeth Holligan,
Mr 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 consultation with the staff in 2012, the light 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. 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.

Goals & Intended Outcomes

- Determine direction for enacting the recommendations of the Catholic Identity Review and ECSIP (Enhancing Catholic Schools Identity Project) data to inform the School Improvement Plan that begins in 2013.
- To develop an Immersion Experience to Timor Leste for April 2013, as a part of continuing development of Social Justice.
- Further develop, and support the professional development and pedagogy of the Religious Education team.

VALUE ADDED

1. First year of student attendance at Alternative Schoolies Cebu, Phillipines Immersion experience.
2. Religious Education Team restructured into focused year level teams.
3. Catholic Identity Professional Development for all staff; Enhancing Catholic Schools Identity Project (ECSIP) data unpacked and linked to Sandhurst Quality Indicators of the Charter of Sandhurst School Improvement Framework (COSSI).
4. Santa Teresa Immersion Experience for students in Years 10 & 11.
5. Opening Mass, CREW Mass, Founder's Day, Sandhurst Conference and liturgy.
6. Caritas K's walkathon, Melbourne Soup Van, Illoura Aged Care Visits.
7. Development of a new Senior School Retreat program in Religious Education that builds on the Year 12 retreat program; focusing upon the College Graduate Outcomes.
8. Ongoing review of Galen's Mission and Vision statements.
9. Confirmation of an Immersion Experience to Timor Leste.
10. Formal engagement with Marist Schools Australia; raising the profile of the Marist charism through external professional support and development.

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.

In 2012 we consolidated our 1:1 laptop program with the College committing to implement a new Learning Management System (LMS) and reporting program via SIMON (School Information Management Online Network) in 2013. All Galen students were provided with a laptop computer before the end of first semester in 2012. Our VCAL (Victorian Certificate of Applied Learning) and VET (Vocational Education Training) programs have continued to grow and we now have excellent support in the community to assist with student work placements.

Galen commenced a comprehensive review of our academic data (NAPLAN and On Demand) with assistance from the Catholic Education Office. This has assisted us to structure classes for 2013 and enhance teachers' understanding of our students' educational needs.

Goals & Intended Outcomes

- Establish SIMON as the Learning Management System platform for curriculum delivery.
- Differentiated learning opportunities for all students.
- The development of a professional learning community which incorporates peer mentoring and collaborative teaching.

Achievements

- The use of NAPLAN and On Demand data that has informed class groups in Years 7 – 10, Reading Achievers classes at Year 8 and Numeracy groups in the Middle School.
- SENIT (Social Studies, English and Information Technology) Teams use of data (NAPLAN, On Demand and teachers data) to establish learning groups in Year 7, structured to students' learning needs.
- Expansion of VET offerings at Galen utilizing the skills of industry qualified staff to facilitate Sport and Recreation, Engineering, Building and Construction, Hospitality, Hairdressing and Children's Services.
- 2010 – 2012 Insight SRC data highlights a positive trend in Student Motivation (8% to 22%), Learning Confidence (5% - 13%) and Stimulating Learning (2% - 13%). These figures highlight the recommendations of a Project Team that focused on consistency in our approach towards learning and our expectations of students.
- Increased focus on establishing clear pathways for students via Year 9 & 10 Galen-based Career days linked to new subject selection process which extends throughout second and third term.

- Integrated learning opportunities via SENIT and Discovery programs; the focus on differentiated learning led by GPC (Galen Pathways Centre), SHED (Staff Helping Each Other Develop) and Domains throughout 2012.
- Growth in VCAL (15 students in 2011 and in 2013 three classes across Years 11 and 12) and VET Programs (2010 two programs based at Galen, 2013 seven based at Galen).
- The review and development of new Individual Learning Plans, combined with inservicing the staff received from the GPC.
- Linking of the new VCE Religious Education Program to our Graduate Outcomes.
- Work completed by Domains in preparation for the Australian Curriculum.
- The development of our CLIL (Content and Language Integrated Learning Program) in the Middle School by the LOTE (Language Other Than English) Domain.
- Improvement in data literacy amongst all staff to assist in the development of evidence-based practices.
- Professional Learning Goals linked to Professional Development and Annual Review Meetings.

PORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 7 & 9					
NAPLAN TESTS	2010	2011	2010–2011 changes	2012	2011–2012 changes
YEAR 7 READING	99.3%	98.8%	- 0.5%	98.9%	+0.1%
YEAR 7 WRITING	97.3%	98.2%	+0.9%	96.7%	- 1.5%
YEAR 7 SPELLING	96%	98.8%	+2.8%	92.4%	-6.4%
YEAR 7 GRAMMAR & PUNCTUATION	94%	97.5%	+3.5%	99.5%	+2.0%
YEAR 7 NUMERACY	99.3%	98.2%	-1.1%	94%	- 4.2%
YEAR 9 READING	96.7%	95.7%	- 1.0%	97.3 %	+1.6 %
YEAR 9 WRITING	93.4%	93.8%	+0.4%	81.9%	-11.9%
YEAR 9 SPELLING	94.1%	95.6%	+1.5%	93.4%	-2.2%
YEAR 9 GRAMMAR & PUNCTUATION	96.1%	94.9%	-1.2%	94%	-0.9%
YEAR 9 NUMERACY	96.1%	98.1%	+2.0%	98.7%	+0.6%

Galen's NAPLAN data over the past three years reveals a general upward trend across all areas, but especially for our students in the upper quartile and the lower/middle quartile. This trend is supported by further data from On Demand testing.

Using the data from these sources has enabled us to focus on up-skilling our teaching staff in specific areas that previously had been showing low value added: the upward trend is evidence that the strategies adopted are having a positive and measurable impact on student outcomes.

YEARS 9-12 STUDENT RETENTION RATE	83.56%
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MEDIAN NAPLAN RESULTS FOR YEAR 9	
YEAR 9 READING	5.21
YEAR 9 WRITING	0
YEAR 9 SPELLING	4.49
YEAR 9 GRAMMAR & PUNCTUATION	4.63
YEAR 9 NUMERACY	4.4

SENIOR SECONDARY OUTCOMES	
VCE MEDIAN SCORE	29
VCE COMPLETION RATE	100%
VCAL COMPLETION RATE	100%
POST-SCHOOL DESTINATIONS	
* TERTIARY STUDY	87%
* TAFE / VET	11%
APPRENTICESHIP / TRAINEESHIP	9%
DEFERRED	45%
EMPLOYMENT	21%

** Note: The Tertiary Study and TAFE/VET figures in the Post School Destinations table above reflects the percentage of offers made to Galen Year 12 graduates, not the percentage of students taking up the offers.*

Pastoral Wellbeing

Galen's Pastoral Wellbeing framework is a formal expression of our care for individuals. Staff and students have a strong sense of belonging within the Galen community. Our Vision statements include a commitment to 'nurturing 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, programs and procedures are geared to this objective.

Galen is horizontally structured with homerooms within three sub-schools – Junior, Middle and Senior – overseen by homeroom teachers, Year Level Co-ordinators and Directors with clearly designated pastoral responsibilities and who meet on a regular basis

It is the leadership this structure provides that forms the basis of a safe, supporting and caring environment for our students. The leaders' dedication and workload has been stretched in recent years with increasing enrolments.

Our Wellbeing Team comprises the Deputy Principal – Staff and Students, a full time Social Worker and a part-time Educational Psychologist.

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

The GPC was established in 2005 and continues to provide clear structure and support for those students with special needs. The GPC Co-ordinator, the GPC Committee and dedicated School Service Officers are acknowledged for their patient work in this area.

Student Leadership is actively encouraged at Galen with a well-established SRC at each sub-school. The work of our Student Leadership Co-ordinator has further enhanced opportunities for students to be exposed to leadership in its various forms.

The Sandhurst Pastoral Wellbeing Review was conducted at Galen in 2012. Our comprehensive submission detailing achievements and areas for growth in the areas of Safe and Positive School Environment, Whole School Approach, Family/Community Engagement, Connecting Learning and Behaviour, Social Emotional Learning, and Inclusive Practice was well received by the validating panel. Their report will be a valuable resource in our quest to seek improvement in this area.

Visitors to the college frequently comment on the calmness, friendliness and warmth of welcome they receive from our students. The students have indicated, through surveys, that they like the 'friendliness' of Galen and that they feel safe and supported.

Goals & Intended Outcomes

- Develop/review appropriate policies and procedures.
- Improve parental involvement/communication and community connectedness.
- The intention to expand the Wellbeing Team in 2013 through the addition of a teacher with a psychology background with both counselling and teaching responsibilities.

- The College Board's stated intention to focus on connecting parents to the school community and gaining greater involvement.

Achievements

- There is strong alignment between the College Vision Statement and the actual Pastoral Wellbeing practices in the school.
- The physical presence of each Director and Year Level Co-ordinator in their particular area of the school. The students have ready access to these staff.
- The regular meetings of the staff at each level and the shared communication regarding students.
- The introduction of Restorative Practice across the school.
- The close collaboration and communication between the Directors, Social Worker and Psychologist.
- The work done to date around cyber-safety and personal responsibility with use of technology.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	98.56
Year 8	98.49
Year 9	98.28
Year 10	98.83
Overall average attendance	98.54%

VALUE ADDED

1. The Mini-School Structure provides an identifiable team of teachers working with an identifiable group of students.
2. Homeroom teachers, in the main, teach their class for at least one subject and set up contact with parents.
3. The Transition Program is comprehensive and allows for new students and parents to be well-informed and made welcome.
4. Galen's broad curriculum provides for broad student experiences – of particular significance is the Year 9 integrated 'Discovery' course and the growing numbers involved on VET courses and VCAL – the new Hospitality Centre and Engineering and Building shed augment these programs.
5. Our Cyber Safety program led by the Cyber Safety committee which includes students, has been significant in the successful roll-out of our 1:1 laptop program.
6. Prayer Assemblies organised by individual Homerooms each week provide relevant opportunities for leadership and reflection.
7. Road safety and driving programs are conducted at Year 10 (Keys Please) and Year 11 (DECA).
8. Personal development events/programs include PE Health Week, Careers Day, Party Safe, First Aid Day, Caritas Ks, ANZAC Assembly and provide life-style, community focused information.
9. A comprehensive Sport program now under the auspices of Secondary Sport Victoria.
10. A well-attended and staffed Homework Club and Catch-Up sessions .
11. An extensive Outdoor Educational focus – bushwalks, adventure camps, ski days.
12. Social alcohol-free activities embraced by students, staff and parents – Year 10 Formal, Year 11 Presentation Balls, Year 12 Graduation Evening.
13. An expending drama/music program – Concert Band (trip to Gold Coast), Senior and Junior Production, Junior Talent Quests.

STUDENT SATISFACTION

The Insight SRC annual surveys continue to show improvement in student motivation, learning confidence and student safety. This is supported anecdotally by the happy nature of Galen students and the welcome they afford visitors. The increase in student motivation is particularly pleasing because the 2012 data reflects the continued steady improvement in this area over the previous three years.

There is a clear pride that Galen students feel in their school. This is well illustrated on a number of occasions each year: the student-led guided tours of the school for prospective students and their families, participation in the annual school musical production, the VCE graduation ceremony and the many whole school events throughout the year such as the ANZAC Day assemblies, Founder's Day celebrations and Caritas K's walkathon.

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 10-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.

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

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

Leaders and staff receive feedback on their performance through the Annual Review Meetings, conduct of which is shared amongst members of the College Executive Team.

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). In 2012 Galen appointed a formal Student Leadership Co-ordinator position with a POL.

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

Goals & Intended Outcomes

- Embed a culture of shared professional reading and discussion in the Leadership Team. The aim of this goal is to increase the personal and collegial awareness of contemporary readings around Catholic educational leadership.
- Develop a process for creating ongoing Annual Action Plans. Galen has not had a practice of specific Annual Action Plans – the aim is to develop a process that can be used each year from now on to clarify the specific goals for each year.
- Continue the process of development of a new Strategic Plan. The previous strategic plan has expired – we are looking to develop a more comprehensive strategic plan with more inclusive input.
- Develop a process for development of a new Master Plan. Galen's rate of population growth is pushing us quickly to a position where new facilities will be required. The aim is to project our needs for the next ten years and develop priorities for our resources.

- Extend the practice of shared leadership beyond the Leadership Team. The Leadership Team has begun to embrace the concept of shared leadership. In a contemporary world we see it as necessary and desirable to extend this concept deeper in to the organisational structures.
- Review and re-write the Board constitution. The original constitution is over two decades old which has served us well but is in need of updating.

Achievements

- Leadership Team formation through professional reading and structured dialogue
- Executive Team focus on strategic planning / school improvement
- Staff leave mapping model developed and introduced
- Review of Board constitution
- Improved communication between Leadership Team and staff
- Development of new Strategic Plan commenced
- Architects engaged to present on Master Plan process

TEACHING STAFF ATTENDANCE RATE	83.85%
STAFF RETENTION RATE	88.37%

TEACHER QUALIFICATIONS	
DOCTORATE	0%
MASTERS	7.22%
GRADUATE	37.11%
CERTIFICATE GRADUATE	6.19%
DEGREE BACHELOR	76.29%
DIPLOMA ADVANCED	22.68%
NO QUALIFICATIONS LISTED	11.34%

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2012**

- First Aid/CPR
- Marist Association professional development opportunities
- Anaphylaxis Training for all staff
- Sandhurst Diocesan Conference
- SIMON – Learning Management System
- Domain/Subject Conferences

NUMBER OF TEACHERS WHO PARTICIPATED IN PL**84 (100%)****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$1302****STAFF COMPOSITION**

PRINCIPAL CLASS	4
TEACHING STAFF (HEAD COUNT)	98
FTE TEACHING STAFF	89.64
NON-TEACHING STAFF (HEAD COUNT)	38
FTE NON-TEACHING STAFF	30.28
INDIGENOUS TEACHING STAFF	1

TEACHER SATISFACTION

The Insight SRC annual school surveys indicate that teachers at Galen are very satisfied with student behavior, the respect shown to and by students and students' opportunities to succeed. Teachers are also aware of the very strong focus at Galen on issues of social justice.

Teachers historically at Galen involve themselves wholeheartedly in co-curricular activities and 2012 was no exception to this. Teachers mix freely with their peers and their students and develop excellent professional relationships.

There is widespread acceptance of our whole school commitment to a process of continuous improvement. This was reflected by the strong engagement of staff in the development in 2012 of an Educational Brief outlining Galen's primary foci, achievements and aspirations.

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.

Goals & Intended Outcomes

- School Masterplan determines and provides an outline for the management of appropriate buildings, facilities and resources
- Review policies, protocols and procedures to ensure all governance requirements are complied with for recording, reporting and audit
- Re-structure/re-organisation of Finance positions in office
- To update Galen's Masterplan
- To produce a Water Reticulation Plan
- To provide a suitable student drop-off and pick-up area
- To maintain a focus on the Farm as a potential Teaching & Learning space
- To upgrade the main oval

Achievements

1. Quality of partnerships with the CEO, the educational community and other independent agencies is very good.
2. Parents, in general have a high level of satisfaction with our school. They are satisfied with the overall climate, engagement and relationship with the school.
3. Staff, parents and families have a strong voice in our school community as they have many avenues in which to participate in school life in general.

4. Ensuring that the marginalised and under-represented members of the school community are afforded the resources and support, where they are made to feel part of our community, where participation and inclusiveness is greatly encouraged.

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 provides sound oversight of the College finances.
6. Sustainable 1:1 student and staff laptop program has been costed and implemented and rolled out to Year 7 students.
7. Continued engagement with Somerset Education to provide comparative financial benchmarking reports.
8. Upgrade of Public Address system and bells to Years 8, 9 and 10 classrooms.
9. Construction and fit-out of a new Trade Training Centre with funding secured by a capital grant from CCG (Catholic Capital Grant (Victoria)) and DEEWR (Dept Education, Employment and Workplace Relations)
10. Renewal and upgrade of existing network infrastructure.
11. Preparatory work instigated in developing a new revised masterplan.
12. Development of Strategic Plan for 2013 – 2018.

PARENT SATISFACTION

The Insight SRC annual surveys continue to indicate a high level of satisfaction with Galen Catholic College. Following strong improvement in the “Parent Satisfaction Index” over 2011, the surveys indicated further significant strengthening in the areas of extra-curricular opportunities, student safety, connectedness to peers and student motivation.

Galen parents continually speak in positive terms of the strength of the transition programs for new students into the school, particularly those entering at Year 7. Similarly, parents are overwhelmingly impressed (91st percentile) with the safety afforded to their children by Galen.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	931,869
Other fee income	1,065,779
Private income	111,823
State government recurrent grants	2,073,117
Australian government recurrent grants	7,238,639
Total recurrent income	11,421,226
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	9,033,913
Non salary expenses	1,870,071
Total recurrent expenditure	10,903,985
Capital income and expenditure	Tuition
Government capital grants	1,016,369
Capital fees and levies	310,493
Other capital income	6,381
Total capital income	1,333,243
Total capital expenditure	1,011,295
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	759,176
Total closing balance	586,014

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. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. 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.