

2013 ANNUAL REPORT to the School Community



Galen Catholic College Wangaratta

REGISTERED SCHOOL NUMBER: 1744



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Minimum Standards Attestation

I, Bernard Neal attest that Galen Catholic College is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014

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.

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

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 2013 the college had a student enrolment of 1064 students in Years 7 – 12, up from 946 in 2011 and 1003 in 2012. This trend is a continuation of an 19 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 2013, 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. A further six students and three staff attended our inaugural annual immersion experience to Timor Leste 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 Wangaratta Youth Council.

Principal's Report

2013 produced a number of important milestones for Galen Catholic College. We reached our highest ever number of enrolments, we launched our plans for the immediate and longer-term future of the college and our forward momentum continued unabated. 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:

- Completion of Learning & Teaching Review.
- Creation of newly configured CREW Council as part 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.
- Full implementation of the RE-Connect Discovery Senior RE program.
- Opening of new Hospitality and Engineering centres as part of a \$1million Trade Training Centre facility built at Galen during 2012.
- Adoption of a revised Galen Board constitution at the 2013 Board AGM.
- Completion of a new 15 year Master Plan for our physical facilities.
- Launching of the 2013-2016 School Improvement Plan
- Initiating an annual Mission experience immersion trip to Timor L'este for senior students.
- Financing and supporting two early-years staff members on a Diocesan mission experience immersion trip to the Philippines.
- Implementing online reporting and ongoing assessment with direct access for parents on demand.
- Starting the rollover process for 1,800 laptops.
- Appointment of two new Deputy Principals.
- Continued development of a Parents Support Group for parents of children on the autism spectrum.
- Creation of a staff-based Communications Project Team.
- Engagement in diocesan leadership development programs for our senior staff leaders.
- Significant increase in our school performance data (Insight SRC) especially in the areas of supportive leadership, empowerment, engagement and clarity.
- Construction of two new portable classrooms.
- Creation of financial reserves for the first time in 7 years.
- Successful application for a LandCare partnership grant to restore the Ovens billabong area.

The excitement and anticipation that built over the previous 12 months has been heightened by the above achievements in 2013. 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 continued to see Galen Catholic College consolidate some of the structural changes made in recent years while continuing to attract additional students. I also sense that the reputation of the college has gained increased recognition across the community and there is now greater awareness of what those in the school community have always known. The breadth of activities and opportunities for students to be involved in continues to surprise me.

Within the school, the changes to structure and governance that were implemented in recent years have settled in and are bearing fruit. I refer in particular to the introduction of the 3 Deputy Principals with broadened roles and also the new Board membership structure and Constitution.

The contributions and input by teachers and staff continues at a high level while not overlooking the necessary activities that benefit the whole school and are outside the “classroom” role. In the past 12 months these have included, “Insight SRC”, contribution to the new Master Plan and the recent Full School Review.

The school is continuing to seek ways to bring parents and families into the life of the school. I believe that this is the next biggest challenge for Galen Catholic College and would encourage parents to be alert to opportunities to become involved. Last year I reported that the school was seeking some funds to develop the Galen Billabong area. Success was finally achieved and a project is now occurring in 2014 in partnership with Wangaratta Sustainability Network and funded by North East Catchment Management Authority. This will also bring some practical opportunities for the broader school community to become involved.

The last 12 months has witnessed an evolving and at times chaotic public conversation in relation to the funding of education. The Gonski Review with its known potential for educational improvement is about to be overtaken by something quite different at the Commonwealth level. It is not yet clear what is being proposed, but what is certain is that parents and schools need to prepare themselves for new conversations on funding arrangements. At the State Government level with the support of Mr Tim McCurdy MP, there was success in having a proposed Bus transport funding arrangements rectified, which would have denied transport assistance to 70 Beechworth students seeking education at Galen Catholic College. Issues like these are further reasons for parents to be aware of the goings on of the school and the education system.

I would like to thank all members of the School Board for their contribution over the past 12 months. In particular Fr Mike Pullar for his great support and I would also like to particularly thank John Byrne and Angie Semmens, parent members, who are now retiring after many years of service to the Galen Catholic College Board. I would also like to recognize the continuing efforts of Bernard Neal and also staff members who have stepped up into various leadership roles within the school and have made their presence felt on the Board. As a Community Representative I have also come to the end of my current term on the Board and would like to record my thanks to broad community of people who together make up the Galen Catholic College family.

Tony Lane

Board Chair

Board Members for 2013

Parish Priest:	Fr Mike Pullar
Principal:	Mr Bernard Neal
Deputy Principal:	Mr Darren Hovey
Business Manager:	Mr Domenic Giannone
CEO Representative:	Mrs Angela Killingsworth
Community Nominee:	Mr Tony Lane (Board Chair)
Elected Parents:	Ms Angie Semmens, Mr John Byrne, Mrs Sellen Loki, Mr Mark Williams, Ms Liz Nelson
Elected Staff:	Mrs Elizabeth Holligan

Education in Faith

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 ongoing consultation of staff continued in 2013 analysing the data gained from the ECSIP (Enhancing Catholic Schools Identity Project) has led to an awakening of the importance of developing a shared language that communicates to our students the importance of sound Christian moral compass that will assist them in their lives beyond the 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 and a Catholic Identity strategic planning team of teachers and senior leaders within the school.

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

- Develop the capacity of the Leadership Team in leading in Catholic Identity, demonstrated in their leadership within the college.
- Offer an ongoing, broad range of spiritual development opportunities for our staff that builds staff capacity and willingness to lead students in Catholic Identity.
- To embed an Immersion Experience to Timor Leste for April 2013.
- Further develop, and support the professional development and pedagogy of the Religious Education team; that is demonstrated in the curriculum and their personal faith journeys as educators.
- Develop a team with specific responsibility for Catholic Identity strategic planning that drives the strategic intent of Catholic Identity, in partnership with the college Leadership team.
- A process of tracking Accreditation to Teach in a Catholic school and a database that maps individual staff status.
- Embed the Year 12 RE-connect Discovery program

Achievements

The major achievement in 2013 was the acknowledgement that Catholic Identity is vitally important to the fabric of our school and that the responsibility to help the students connect meaningfully to the Mission of the Church is the calling of all staff at Galen Catholic College. The ECSIP data, and support from Sandhurst CEO consultants has been invaluable in helping our staff understand that we all have a part to play in this journey. The religious literacy of the staff has increased. This has been demonstrated by an increased level of collective and individual staff development, greater staff confidence to discuss Catholic Identity and staff sharing their stories of formation and calling with each other, formally and informally.

VALUE ADDED

1. Religious Education Team reviewed the Religious Education curriculum and transferred curriculum into a new learning management platform.
2. An improved process and increased expectation that staff fulfil their requirements to be accredited to either teach RE or teach in a Catholic school.
3. Catholic Identity Professional Development for all staff; Enhancing Catholic Schools Identity Project (ECSIP) data embedded into a model of how Galen staff are called to lead implicitly and explicitly as leaders of faith in the college community.
4. Santa Teresa and Timor Leste Immersion Experience for students in Years 10, 11 and 12 and The Early Career Teachers Immersion experience to The Philippines
5. Opening Mass, Founders' Day, and ongoing class and Mini School liturgies.
6. Caritas K's walkathon, Melbourne Soup Van, Illoura Aged Care Visits.
7. The facilitation of the RE-connect Discovery Program in Yr 12 Religious Education that builds on the Year 12 Retreat program; focusing upon the College Graduate Outcomes and Scriptural underpinnings of a calling to Mission.
8. Formal engagement with Marist Schools Australia; raising the profile of the Marist charism through external professional support and development and immersion experiences for the staff.

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 2013 we consolidated our 1:1 laptop program and implemented a Learning Management System (LMS) and reporting program via SIMON (School Information Management Online Network). Our VCAL (Victorian Certificate of Applied Learning) and VET (Vocational Education and Training) programs have continued to grow and we now have excellent support in the community to assist with student work placements.

Galen continued a comprehensive review of our academic data (NAPLAN, On Demand and VCE) with assistance from the Catholic Education Office. This has assisted us to structure classes for 2014 and enhance teachers' understanding of our students' educational needs.

Goals & Intended Outcomes

- Provide differentiated learning opportunities for all students as the norm
- Establish a parent portal for live reporting of student progress.

Achievements

- The continued use of NAPLAN and On Demand data has informed the class groups in Years 7-10, Reading Achievers classes at Year 8 and numeracy groups in the Middle School.
- Working with John Eason (CEO) to help 'unpack' the NAPLAN data within the Maths and English Domains has led to more directed teaching and learning in Years 7-10.
- Continued expansion of VET offerings at Galen utilizing the skills of industry qualified staff to facilitate Sport & Recreation, Engineering, Building & Construction, Hospitality, Hairdressing, Children's Services and Small Business Administration.
- Integrated learning opportunities via SENIT and Discovery programs; the focus on differentiated learning led by the Galen Pathways Centre (GPC), Staff Helping Each Other Develop (SHED) and the domains throughout 2013.
- The establishment of SIMON and PAM (Parent Access Module) as a live, timely reporting system to assist in the formative development of the students.
- Continued growth in VCAL numbers and VET programs on offer at Galen.

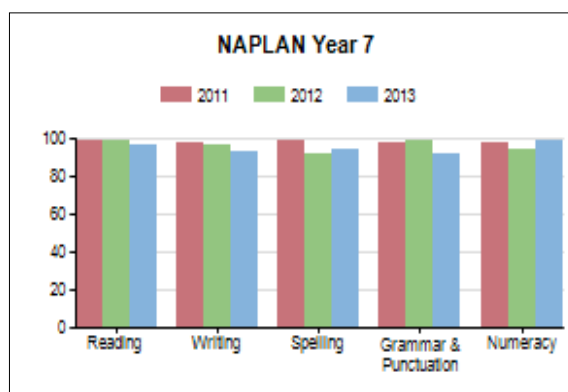
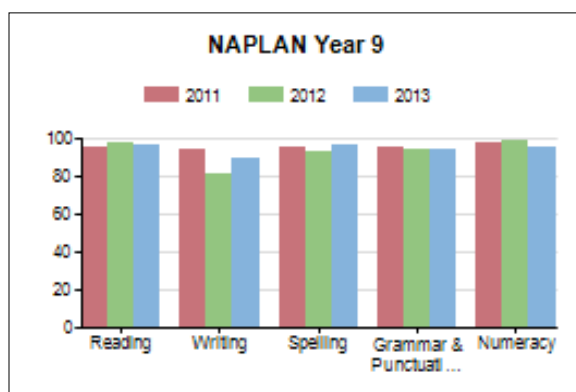
- Establishment of the Year 12 Religious Education program 'RE-connect Discovery'.
- The development of a Learning and Teaching Charter that outlines the core beliefs of the staff about Learning and Teaching at Galen.
- Began a review of the Annual Review Meeting (ARM) process. We are seeking more comprehensive review meetings that are formative and developmental and connected to future goals for professional learning of staff.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2011 %	2012 %	2011–2012 Changes %	2013 %	2012–2013 Changes %
YR 07 Reading	98.8	98.9	0.1	97.0	-1.9
YR 07 Writing	98.2	96.7	-1.5	93.2	-3.5
YR 07 Spelling	98.8	92.4	-6.4	93.8	1.4
YR 07 Grammar & Punctuation	97.5	99.5	2.0	92.3	-7.2
YR 07 Numeracy	98.2	94.0	-4.2	99.5	5.5
YR 09 Reading	95.7	97.3	1.6	96.9	-0.4
YR 09 Writing	93.8	81.9	-11.9	89.7	7.8
YR 09 Spelling	95.6	93.4	-2.2	96.3	2.9
YR 09 Grammar & Punctuation	94.9	94.0	-0.9	93.8	-0.2
YR 09 Numeracy	98.1	98.7	0.6	95.7	-3.0

The NAPLAN data over the past three years presents both challenges and opportunities for celebration. Galen staff have worked tirelessly with a real focus on numeracy and improvement. Further growth is expected as conversations with the CREW primary schools increase with formal opportunities for networking and staff skill development. Further exploration of the data with CEO support will be the centrepiece of this plan.

MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Reading	599.80
Year 9 Writing	570.30
Year 9 Spelling	580.80
Year 9 Grammar & Punctuation	577.90
Year 9 Numeracy	573.70

**YEARS 9 – 12 STUDENT RETENTION RATE**

95.21%

POST-SCHOOL DESTINATIONS

TERTIARY STUDY	26.8 %
TAFE / VET	16.9 %
APPRENTICESHIP / TRAINEESHIP	9.8 %
DEFERRED	31 %
EMPLOYMENT	15.5 %
SENIOR SECONDARY OUTCOMES	
VCE Median Score	30
VCE Completion Rate	100%
VCAL Completion Rate	83%

Student Wellbeing

Galen Catholic College prides itself on developing and focussing on student wellbeing. Students have a strong sense of belonging within the Galen community. The pastoral care provided by our staff ensures that students feel supported, safe and secure while attending Galen Catholic College. 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.

Our Student Wellbeing Team comprises the Deputy Principal – Staff and Students, a full time Social Worker, a teacher with a psychology background with both counselling and teaching responsibilities, and a part-time Educational Psychologist.

Galen is horizontally structured with homerooms within three mini-schools – Junior (Year 7 & 8), Middle (Year 9 & 10) and Senior (Year 11 & 12). The Wellbeing Team work extensively with Homeroom Teachers, Year Level Co-ordinators and Mini School Directors to ensure that student pastoral care and needs are fulfilled. It is a combination of all these points of pastoral care that provides the structure, which forms the basis of a safe, supportive and caring environment for our students.

The Galen Pathways Centre (GPC) continues to provide clear structure and support for those students with special needs and disabilities. The GPC Co-ordinator, the GPC Committee and dedicated School Officers provide a solid support base for all students with special needs. PSG (Program Support Group) meetings are organised with parents and staff members to foster and enable individual learning plans and strategies for best learning outcomes.

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

Student Leadership is actively encouraged at Galen with the promotion of student leaders. The Student Leadership Co-ordinator works collaboratively with the student leaders to support and engage students across student leadership opportunities.

Goals & Intended Outcomes

- Develop/review appropriate policies and procedures.
- Improve parental involvement/communication and community connectedness.
- Improve the use of SIMON as a tool for communicating student needs amongst teaching staff.
- Gain Australian accreditation status as an e-Safety school.
- Strengthen and improve links with community health agencies.

Achievements

- The expansion of the Wellbeing Team in 2013 through the addition of a teacher with a psychology background with both counselling and teaching responsibilities.
- The close collaboration and communication between the Homeroom teacher, Year Level Co-Ordinators, Mini School Directors, Social Worker and Psychologist.
- The physical presence of each Mini School Director and Year Level Co-ordinator in their particular area of the school. The students and staff have ready access to these staff.
- The regular meetings of the staff at each level and the shared communication regarding student wellbeing.
- The shared understanding of Restorative Practice across the school.
- The ongoing meetings of the e-Safety committee and the work done to date around cyber-safety and personal responsibility with use of technology.
- Our Cyber Safety program led by the e-Safety & ICT committees has been significant in the ongoing successful roll-out of our 1:1 laptop program.
- There is strong alignment between the College Vision Statement and the actual Pastoral Wellbeing practices in the school.

It is worth noting that between 2012 and 2013 the attendance rate for every year level has increased. The partnership of the Wellbeing Team working alongside Homeroom Teachers, Year Level Co-ordinators and Directors has meant that teaching staff manage fewer students and so the level of care and follow up has been more effectively managed. Additionally our Wellbeing Team has set up strong links with external agencies which support individual students and families with programs tailored to keeping students engaged at school.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	98.86
Year 8	98.74
Year 9	98.30
Year 10	98.85
Overall average attendance	98.69

Student Non Attendance

Galen Catholic College uses the electronic attendance program called SIMON. All staff record school attendance via SIMON. Parents notify the school either via phone call, written note or email that their child will be absent. This is recorded by the school administration on SIMON as "Parent Notified Absence". If a student is absent and a parent/guardian does not contact the school, the homeroom teacher follows up the absence by contacting the parents for the unexplained absence. If there is a continued pattern of unexplained absence, Year Level Co-ordinators and Mini School Directors request a meeting with the student and parents involved. If the student experiences school refusal issues then a member of the Wellbeing Team will become involved to support the student and family. External community agencies are also utilised during this support process.

VALUE ADDED

Galen College offers students a diverse range of curricular and extracurricular activities.

1. An expanding drama/music program – Concert Band, Senior and Junior Production, Galen Talent Quest, and the Vocal Performance Group.
2. Mittagundi experiences for Year 9 students.
3. Santa Teresa immersion experience in an Indigenous community.
4. International East Timor immersion experience.
5. Student leadership and membership across a broad range of areas such as the Environment and Social Justice groups.
6. Galen's broad curriculum provides for broad student experiences – of particular significance is the Year 9 integrated 'Discovery' program and the growing numbers involved in VET courses and VCAL.
7. Prayer Assemblies organised by individual Homerooms each week provide relevant opportunities for leadership and reflection.
8. St Vincent De Paul Soup Van visits once a month in the CBD of Melbourne.
9. Road safety and driving programs are conducted at year 10 (Keys Please) and Year 11 (DECA).
10. Personal development events/programs including PE Health Week, Careers Day, PartySafe, First Aid Day, Caritas K's, ANZAC Assembly all provide lifestyle, community focused information.
11. A comprehensive Sport program via the auspices of Secondary Sport Victoria.
12. A well-attended and staffed Homework Club and Junior School Catch Up sessions.

13. An extensive Outdoor Educational focus – bushwalks, adventure camps, ski days.
14. Social, alcohol-free activities embraced by students, staff and parents – Year 10 Formal, Year 11 Presentation Balls, Year 12 Graduation Evening.

Wellbeing Programs

- Impossible Made Possible program – a program based on developing effective friendships, communication and resilience.
- Walk the Talk program – a program that assists with anger management.
- Mental Health and Stress Management for senior students.
- Cyber-safety parent and student information sessions.
- Bullying information sessions for students.

STUDENT SATISFACTION

There is 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 drama and musical production, the VCE graduation ceremony and the many whole school events throughout the year such as the ANZAC Day assemblies, caritas K's walkathon and Founders' Day celebrations.

The Insight SRC annual surveys continue to demonstrate an improvement in student behaviour within the classroom and student behaviour within the school. The surveys also indicate that student feel connected to Galen and safe. This is supported anecdotally by the happy nature of Galen students and the welcome they afford visitors.

Leadership & Management

The leadership structures in the school include staff, parents and students. The overall leadership structure is supportive of, and enhances, each of the key areas of school life.

The Canonical Administrator is Father Mike Pullar. The Principal regularly keeps Fr Pullar informed of developments at the College.

The 10-member school Leadership Team meets 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 School Improvement (strategic) Plan.

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

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

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). There is 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

- Develop a sustainable process for creating ongoing Annual Action Plans.
- Finalise the 2013 – 2016 School Improvement (Strategic) Plan.
- Finalise the 15 year Master Plan.
- Extend the practice of shared leadership and co-responsibility beyond the Leadership Team.
- Improve the Insight SRC data around Supportive Leadership and Staff Engagement.

Achievements

- Embedding sustainable and inclusive processes for development of Annual Action Plans
- Markedly improved data around supportive leadership, empowerment of staff, staff engagement and clarity in annual school performance surveys (Insight SRC)
- Adoption of new Board constitution at Board AGM
- Development of School Improvement Plan 2013 – 2016
- Completion of 15 year Master Plan
- Continued Leadership Team formation through professional reading, structured dialogue and targeted professional learning

Teaching Staff Attendance Rate	87.55%
Staff Retention Rate	96.51

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	13.54%
Graduate	41.67%
Certificate Graduate	10.42%
Degree Bachelor	81.25%
Diploma Advanced	21.88%
No Qualifications Listed	5.21%

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2013**

- Domain Based
- Leadership
- Behaviour Management
- Sustainability
- Learning & Teaching strategies
- ICT
- Catholic Identity (including some immersion experiences)
- Marist Association opportunities
- First Aid/CPR

NUMBER OF TEACHERS WHO PARTICIPATED IN PL**107****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$ 573****STAFF COMPOSITION**

Principal Class	4
Teaching Staff (Head Count)	107
FTE Teaching Staff	109.355
Non-Teaching Staff (Head Count)	42
FTE Non-Teaching Staff	34.770
Indigenous Teaching Staff	1

TEACHER SATISFACTION

All 12 indicators from Insight SRC data relating to staff satisfaction (Staff Wellbeing, Staff Empowerment, Clarity, Engagement and Staff Learning) showed marked improvement from 2012 to 2013. The most marked improvement came from Supportive Leadership, Empowerment, Ownership and Appraisal & Recognition.

This follows a deliberate focus by the Leadership Team to increase staff opportunities to participate in key decision-making and to influence the way in which decisions are made. This will remain a focus in the immediate future.

The same data indicates improvements in individual and school-wide morale amongst staff as well as growth in staff learning.

College Community

Galen Catholic College continues to seek new ways to bring parents and families into the life of the school. Our students have a strong sense of belonging within the Galen community. Visitors frequently comment on the warm welcome they receive and the respectful nature of our students.

Throughout the year parents and families are welcome to attend school events eg. Year 7 Open Afternoon, Year Level Information Nights, Arts and Technology Exhibition, School Productions, Annual Talent Quest, School Masses, ANZAC Assembly, Year 12 Graduation Assembly, Year 12 Jumper Presentation, Swimming and Athletics sports events.

Staff, students and parents were invited to provide input into Galen's Master Plan in meetings and information sessions facilitated by the architect, resulting in a comprehensive and detailed 15-year plan for Galen's physical facilities.

Goals & Intended Outcomes

- Develop an ongoing and timely reporting system that is user-friendly and supports the needs of our whole school community
- Finalise the School Masterplan
- Work towards accreditation to teach in a Catholic School for all staff
- Formalise the School Improvement Plan

Achievements

- Student led tours of Galen for prospective families of Year 7
- Year 7 Open Afternoon
- Information nights and procedures for transition across all year levels
- Information Technology support for parents
- Year 9 Discovery "Night of the Notables"
- Art and Technology Exhibitions
- An active Parents Association
- Our VET Engineering Shed and Hospitality Commercial Kitchen began operation in 2013
- Whole School Production
- Junior School Production
- Two Immersion Experiences for students
- Success in a variety of sporting and extra-curricular areas

VALUE ADDED

1. Developed further pathway options at the Senior School (VCAL/VET/VCE)
2. Furthered relationships with CREW Primary Schools
3. Increased student enrolments
4. Increasing numbers of students accessing work or further study after graduating from Galen

PARENT SATISFACTION

Our Insight SRC Data suggests that our parent body is extremely satisfied with the pastoral care and wellbeing of their sons/daughters whilst at Galen.

The data validates our firm belief that we are offering a wide range of extra-curricular opportunities for our students and that our transition processes are working well.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	892,901
Other fee income	1,236,789
Private income	141,040
State government recurrent grants	2,248,533
Australian government recurrent grants	8,017,280
Total recurrent income	12,536,543
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	9,915,865
Non salary expenses	2,057,820
Total recurrent expenditure	11,973,685
Capital income and expenditure	Tuition
Government capital grants	376,428
Capital fees and levies	346,352
Other capital income	55,579
Total capital income	778,359
Total capital expenditure	703,075
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	586,014
Total closing balance	400,591

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