



2014 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 Wangaratta 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
- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015

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 2014 the college had a student enrolment of 1092 students in Years 7 – 12 up from 1064 in 2013, 1003 in 2012 and 946 in 2011. This trend is a continuation of a 20-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 Years 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". As part of the RE program there are retreats at each level. The RE program culminates in the senior Re-connect Program the highlight of which is 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 2014, Galen students participated as volunteers in monthly Melbourne Soup Van distributions. Another group of eight students participated in the long-established 10-day immersion experience to the Santa Teresa mission in central Australia. A further eight students and three staff participated in our second annual immersion experience to Timor Leste in 2014.

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), soccer, 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, an annual whole-school production and an annual whole school Talent Quest. There is also a number of musical bands including Junior Band, Senior Band and Production Band and 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

2014 produced a number of important milestones for Galen Catholic College. We completed our Whole School Review as part of the Sandhurst Diocese 5-year School Improvement cycle (CoSSI). We again increased our enrolments surpassing our previous highest ever number of enrolments set in 2013, we began implementation of 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 Whole School and Catholic Identity reviews
- Established a Project Control Group to oversee the implementation of Stage 1 works of the new Master Plan
- Addition of 4 new portable classrooms for use in 2015
- Extension of the Phillipson Street car park
- Paving and new drainage for the Park Crescent car park
- Commitment to 3-year Group 8 coaching program
- Second annual Timor Leste student immersion experience
- Announcement of and planning for inaugural staff immersion experience to Timor Leste in 2015
- Completing the rollover process for 1,800 laptops
- Two new Deputy Principals commenced
- Review of Positions of Leadership structure and appointments for next 3-year cycle
- Consolidation of financial reserves
- Implementation of Landcare Project in the Ovens River Billabongs area
- Musical Production of "Hairspray"
- Regional ICT Conference run and hosted by Galen Catholic College
- New format of whole-school activities for Caritas fund-raising
- Official opening of the Trade Training Centre (Hospitality & Engineering)
- Development of Major Trips Guidelines
- Completed review of Annual Calendar
- Appointment of staff to new positions of administrative support for Deputy Principals and Mini-School Directors
- Developed new processes for selection and appointment of members to the Galen Catholic College Board

The excitement and anticipation that built over the previous 12 months has been heightened by the above achievements in 2014. 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

Once again Galen Catholic College has seen a significant increase in the number of enrolments for the 2015 school year. Addressing the issue of accommodating these students in the future is being addressed by the College with the proposed implementation of some stages of the overall Master Plan for the school continuing into the future. The increase in the enrolments certainly indicates a desire for the wider community to seek a Catholic Education for their children. Having had two children go through the Catholic Education system I can assure parents that the outcome has been wonderful, not only scholastically, but as Community members as well.

The commitment of Senior Management (Principal, Deputy Principals) and Staff at the College I believe is in the forefront for the continued growth of Galen Catholic College.

I took over the Chairmanship from Tony Lane, a member of the Galen Board for many years and I take this opportunity to thank Tony for his dedication and leadership during his time on the School Board. I also wish to thank Monsignor John White, who I dealt with as Chair of the St Bernard's Catholic Primary School and as a member of the Galen Catholic College Board. I would like to thank Father Mike Pullar for the opportunity to sit as the Chair of the Galen Board.

During the time I have been Chair a number of policies have been ratified and introduced to the School with excellent outcomes. Some reporting processes are being addressed by the Board and Sub Committees on an ongoing basis.

The Board have looked at engaging the families of students in a variety of ways to ensure that the information coming from the school is reaching parents on an ongoing basis. During the year a concerted effort was made to engage parents and community members with a view of becoming Board or Sub Committee Members. This has been very successful and it is hoped that the membership of the Board and Sub committees will increase, bringing a broader and varied view from new membership.

The future of Galen Catholic College is bright with increased student numbers and a dedicated staff ensuring that their educational and pastoral needs are addressed. The School has recently undergone a full review and implementation of recommendations is being undertaken by the school with a view to improving the educational and pastoral care of our students.

The School Board is a wonderful way for parents to become involved in the development and future of our school and I would encourage parents of students to invest some time and find out how they can participate in the role of Board Member or Sub Committee Member.

Mark Williams
Board Chair

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 Full School Review, with a focus upon Catholic Identity allowed for rich discussion and discernment with the staff, students and parents. This involved an analysis of the COSSI Catholic Identity Quality Indicators, determining which level of progression the college community is currently within and planning for initiatives that will allow the community to embed and improve how it addresses Catholic Identity in the future. This was an opportunity for the college to name and celebrate the deepening of our understanding of Catholic Identity and to name the many projects and facets that have led to the staff exploring their own faith journey and the faith journey of the students that we educate. The process has influenced Annual Action Plans and the preliminary stages of the Master Plan of the college, beginning in 2014.

The Leadership Team shares leadership in Catholic Identity, with particular responsibilities assigned to the Deputy Principal - Catholic Identity, Social Justice Co-ordinator, Heritage Co-ordinator and 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.
- Embed a Catholic Identity component in all Positions of Leadership (POL) interviews and appointments for the 2015-2017 tenure.
- 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 consolidate the Immersion Experience to Timor Leste in April 2014 and plan for a Staff Immersion for Timor Leste in 2015.
- 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.

- Consolidate 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.
- The ongoing data collation of Accreditation to Teach in A Catholic School and to Teach Religious Education in a Catholic School.
- Consolidate the Year 12 RE-Connect program and develop the Year 11 component of the program. A key component was the development of a Year 11 Retreat Experience for Term 1 2015 with the theme of 'Living Life to the Full' (John 10:10).
- Establish a Student leadership and staff team that plans for Founders' Day 2015 as a whole day, led by liturgy, celebration of our charisms and recognition of our rich history.

Achievements

In 2014 the staff articulated the importance of Catholic Identity, via the Full School Review, and the follow up action of creating a Religious Education Co-ordinator as we progressed into the next tenure of leadership roles at the college for 2015.

The major achievement in 2015 was moving from acknowledgement of Catholic Identity to action. This was witnessed in more explicit action of leaders and teachers in grappling with how to help students understand our Christian story. 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 has interconnected seamlessly with the Full School Review, and with guidance from Sandhurst CEO staff, it has been yet another powerful year for Galen Catholic College to name what we need to do to continue the faith journey with our community

1. Religious Education Team finalised the review and development of the Religious Education Curriculum of Years 8 and 10.
2. The Accreditation database has allowed for a number of staff to gain their accreditation in 2014 and other staff are now nearing the required hours for accreditation.
3. Catholic Identity Professional Development for all staff; A Prayer strategies focus. Staff spent the day in prayer and learning about how to worship with homerooms, classes and in their daily interactions with students (a key area highlighted by ECSIP data) - CEO facilitated.
4. Santa Teresa and Timor Leste Immersion Experience for students in Years 10, 11 and 12. There is a raised profile and fundraising events connected to our Immersion experiences.
5. Opening Mass, Founders' Day, and ongoing class and Mini School liturgies.
6. Caritas K's Fundraiser market, Melbourne Soup Van, Illoura Aged Care Visits.

7. The facilitation of the RE-Connect 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. The RE-Connect program began for Year 11 Students, with very positive feedback from the students.
9. A formal invitation to join Marist Schools Australia was accepted by the college, reconnecting with the rich Marist history of the college. This was welcomed by staff and families who were educated by the Marist Brothers.
10. Staff have continued to attend the Marist Footsteps 1 Mittagong program and Immersion experiences to Alice Springs, focusing upon the charism of Marcellin Champagnat.
11. The Founders' Day student committee planning and presenting the Founders' Day Outline for 2015 to staff as the first stage of planning.

Learning & Teaching

Learning and Teaching remain the prime focus of activities at Galen Catholic College. We are committed to the provision of a quality, comprehensive, Catholic education and we deliberately seek to offer a broad range of learning experiences for all students at every stage of their schooling. We are built on a culture of continued improvement and we strive to remain on the front-foot of contemporary pedagogy and recent understandings of innovative learning and teaching.

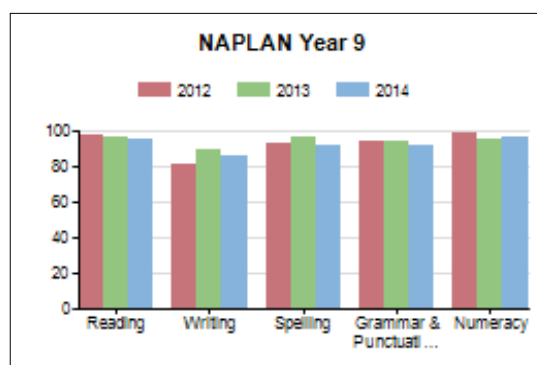
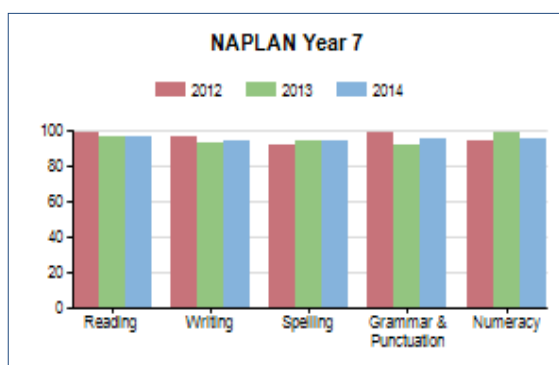
Goals & Intended Outcomes

- Further establish the domains as a Professional Learning Community
- Utilise school data to inform practice across the whole school

Achievements

- The Domain Leaders Professional Learning Day – refocusing the role of Domain Leader and discussing the research of Prof. John Hattie.
- Whole Staff professional learning working on making the learning in our classrooms visible - explicitly stating the learning intentions of the class and how students will achieve success.
- The establishment of the Galen Action Research Team (GART) to explore the impact of space and pedagogy on student learning and to inform the Master Plan.
- The continued use of NAPLAN, On Demand and VCE data to inform our learning programs across the school.
- The implementation of Grade 6 testing for our incoming students to enhance the data we collect. This has aided the transition and provided staff with a valuable resource to prepare for the incoming Year 7 cohort.
- Continued growth in VET and VCAL classes indicate that we are providing appropriate opportunities for the students in our care.
- The introduction of the Year 10 into 11 interview process to aid the transition to the senior school.
- The establishment of an E-Learning Co-ordinator position to assist staff and students with the authentic use of technology in our classrooms.
- The creation of a Religious Education Co-ordinator to lead the curriculum in this area of the school.
- Facilitated and hosted a successful conference on the innovative use of technology in the classrooms

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2012 %	2013 %	2012–2013 Changes %	2014 %	2013–2014 Changes %
YR 07 Reading	98.9	97.0	-1.9	96.3	-0.7
YR 07 Writing	96.7	93.2	-3.5	94.6	1.4
YR 07 Spelling	92.4	93.8	1.4	94.1	0.3
YR 07 Grammar & Punctuation	99.5	92.3	-7.2	95.2	2.9
YR 07 Numeracy	94.0	99.5	5.5	95.6	-3.9
YR 09 Reading	97.3	96.9	-0.4	95.1	-1.8
YR 09 Writing	81.9	89.7	7.8	85.7	-4.0
YR 09 Spelling	93.4	96.3	2.9	92.4	-3.9
YR 09 Grammar & Punctuation	94.0	93.8	-0.2	91.7	-2.1
YR 09 Numeracy	98.7	95.7	-3.0	97.2	1.5



MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	582.80
Year 9 Writing	546.20
Year 9 Spelling	571.20
Year 9 Grammar & Punctuation	567.20
Year 9 Numeracy	572.50

STUDENT LEARNING OUTCOMES

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 turn into formal professional network meetings with CREW Primary Schools, with the explicit intent to improve our results – especially the numeracy component. Further exploration of the data with CEO support will be the centrepiece of this plan.

YEARS 9–12 STUDENT RETENTION RATE

Years 9–12 Student Retention Rate	93.22%
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POST-SCHOOL DESTINATIONS

TERTIARY STUDY	83.9 %
TAFE / VET	8.6%
APPRENTICESHIP / TRAINEESHIP	6.4 %
DEFERRED	34.6 %
EMPLOYMENT	19.1%

SENIOR SECONDARY OUTCOMES

VCE Median Score	29
VCE Completion Rate	100%
VCAL Completion Rate	91%

Student Wellbeing

Goals & Intended Outcomes

In 2014 the Student Wellbeing Team worked towards the objectives set out in our Annual Action Plan. These being:

- Implement a professional development session for staff to better understand the special needs of teenage boys – Better Man Foundation
- Improve the communication link between wellbeing staff and subject teachers by increasing the amount of student information on SIMON (School Information Management Online Network) notes
- The College will actively develop restorative practices within the College and provide staff, students and parents with training and professional development in restorative practices.
- Assess CREW (Catholic Regional Education Wangaratta) relationships and transition procedures and wellbeing structure in light of growing enrolments – assist CREW schools with assessment and early detection of special needs
- Implement High Visibility vests and walkie-talkies for staff while on yard duty
- The Wellbeing Team will review and develop the Anaphylaxis Policy and Procedures of the College.

Achievements

With these in mind the team achieved in the following areas and will continue to be committed to the remaining items until completion.

- Impossible made Possible program - a program based on developing effective friendships, communication and resilience.
- Better-man Foundation – engaging teenage boys with school.
- 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.
- Wellbeing Wednesday – a staff focussed wellbeing day once a term that encourages health checks.

The Wellbeing Team has been successful in reviewing and developing the Galen Catholic College Anaphylaxis and Mandatory Reporting Policies.

Attendance

The importance of students attending school cannot be undervalued. Regular attendance at school reinforces routine behaviours; allows students to be a part of sequenced learning experiences; provides more opportunities for feedback to be given and assists with the development of social skills such as friendship building, teamwork and communication skills. Most importantly it promotes more opportunities for students to find experiences that will develop their connectedness to the College, their education and peer relationships.

Galen Catholic College uses the electronic attendance program called SIMON (School Information Management Online Network). 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 Catholic 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.

STUDENT SATISFACTION

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 College. Visitors to the college frequently comment on the calmness, friendliness and warmth of welcome they receive from our students.

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 Year 7 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 fundraising and Founders' Day celebrations.

Whilst we believe that Galen Catholic College provides a safe and nurturing environment for its students we are also aware that student wellbeing is a continuing challenge.

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 students feel connected to Galen and safe. This is supported anecdotally by the happy nature of Galen students and the welcome they afford visitors.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	95.74
Year 8	95.24
Year 9	91.83
Year 10	93.33
Overall average attendance	94.04

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

- Initiate an annual Leadership Retreat for members of the Leadership Team
- Develop an annual cycle of collegial coaching through Group 8 Consulting
- Establish a Staff Code of Conduct
- Review our communications processes with parents and the broader community
- Increase the opportunities for staff to engage in decision making in areas that directly affect them

Achievements

- Developed a sustainable process for creating ongoing Annual Action Plans.
- Published the 2013 – 2016 School Improvement (Strategic) Plan.
- Finalised the 15-year Master Plan and commenced preparations for Stage 1 implementation.
- Improve the Insight SRC data around Supportive Leadership and Staff Engagement.
- Reviewed the selection and appointment process to the College Board

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.53%

STAFF RETENTION RATE	
Staff Retention Rate	87.06%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	12.24%
Graduate	37.76%
Certificate Graduate	9.18%
Degree Bachelor	84.69%
Diploma Advanced	20.41%
No Qualifications Listed	4.08%

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2014**

- 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

102

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$939.62

STAFF COMPOSITION

Principal Class	6
Teaching Staff (Head Count)	107
FTE Teaching Staff	114.532
Non-Teaching Staff (Head Count)	47
FTE Non-Teaching Staff	42.396
Indigenous Teaching Staff	1

TEACHER SATISFACTION

Areas of greatest teacher satisfaction as indicated by the Insight SRC School Improvement surveys:

- Student behaviour in classroom and yard
- Respect for students
- Work demands
- Professional 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.

Goals & Intended Outcomes

- Review and improve the communication processes between the college and our parent community
- Engage parents in the implementation process of Stage 1 of the Master Plan
- Improve the user-friendliness of the online reporting system
- 25 interested parents attended an information session on the role of the Galen Catholic College Board and the process for member selection and appointment

Achievements

- Continuation of student-led tours of Galen for prospective families of Year 7
- Marked improvement in parent responses from the Insight SRC surveys
- Success in a variety of sporting and extra-curricular areas

VALUE ADDED

- 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
- Whole School Production
- Junior School Production
- Two Immersion Experiences for students
- Community tours and concerts by Galen Bands
- Year level camps and retreats

PARENT SATISFACTION

Insight SRC parent surveys indicate the following for 2014:

- Galen parents scored in the top 25% of Victorian Catholic schools in the areas of -
 - Extra-curricular
 - Transition
 - Behaviour management
 - Social skills of students
 - Connectedness to peers of students
 - Student safety
 - Classroom behaviour
- There were marked increases from the previous year in the ratings given by parents across all 18 areas of the parent satisfaction surveys

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	989,343
Other fee income	1,299,773
Private income	147,655
State government recurrent grants	2,564,188
Australian government recurrent grants	9,209,168
Total recurrent income	14,210,128
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	10,731,520
Non salary expenses	2,059,590
Total recurrent expenditure	12,791,110
Capital income and expenditure	Tuition
Government capital grants	-
Capital fees and levies	451,549
Other capital income	4,058
Total capital income	455,607
Total capital expenditure	227,009
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	400,591
Total closing balance	203,794

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.