

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2018



## GALEN CATHOLIC COLLEGE, WANGARATTA



SCHOOL REGISTRATION  
NUMBER: 1744

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*The School maintains its compliance through an audit of the Minimum Standards prior to the completion of the Annual Report*

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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 2017 (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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

1<sup>st</sup> May 2019

## Our College Vision

### Identity Statement

Galen Catholic College is a nurturing community, where Faith and Integrity are at the core of our aspirations.

### Vision Statements

Galen Catholic College strives to:

- Create a faith-centred and hope-filled community inspired by the teachings of Jesus
- Provide quality education that challenges, supports and empowers students to explore and reach for their full potential
- Foster an inclusive and safe environment
- Build authentic partnerships between school, parents and carers and the wider community

2018 was the second year of “New Horizons – School Improvement Plan 2017 - 2019”. The process of development involved detailed consultation with Board members, Leadership Team members, students, parents and staff.

The process identified six primary goals for the three-year period. These Primary Goals are supported by 17 Strategic intentions across the five School Improvement Domains. Together, the Primary Goals and Strategic Intentions constitute Layer 1 of the “New Horizons”. Layer 1 provides a summary of “New Horizons”.

Layer 2 breaks each Strategic Intention into 3 – 5 specific strategies with every strategy also cross-referenced to one or more of the six Primary Goals, with clear allocations of responsibility and due dates. Layer 2 constitutes the major working document for implementation of “New Horizons”.

Layer 3 contains the prioritised data collected from the groups named above during the consultation process. This data provides a rich source of ideas, aspirations and actions to assist in the implementation of “New Horizons”.

A copy of Layer 1 of “New Horizons” is provided on the next page. The following pages will include reports on the progress made in 2018 towards reaching those Primary Goals and Strategic Intentions.

# New Horizons

School Improvement Plan 2017 – 2019



## Our Primary Goals for 2017 - 2019

### We will:

- Live our Catholic Identity
- Plan for sustainable growth
- Deepen our learning culture
- Strengthen our shared practice
- Empower student voice
- Increase parent engagement



## Strategic Intentions

Catholic Identity	Learning & Teaching	Pastoral Wellbeing	Leadership	Stewardship of Resources
Provide a well-utilised chapel	Make Learning our core focus	Develop strong and consistent pastoral wellbeing approaches	Enhance student leadership opportunities	Maintain and continually improve our resources
Develop and increase pride in our Catholic identity	Develop consistent processes around Learning & Teaching	Engage the community in building student wellbeing	Increase and improve parent engagement opportunities	Manage the Implementation of our Master Plan
Improve faith based understanding of our community	Engage Parents in their child's Learning		Strengthen and build our Galen community	Share our resources with the community
	Build Community and Learning Partnerships		Establish our position as the region's school and employer of first choice	
			Develop the leadership capacity of our staff	

*Galen, my place of opportunity.*

## 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 2018 the College had a student enrolment of:

- 1,188 students in Years 7 - 12;
- 1,162 in 2017;
- 1,139 in 2016;
- 1,114 in 2015;
- 1,092 in 2014;
- 1,064 in 2013;
- 1,003 in 2012; and
- 946 in 2011.

This trend is a continuation of a 24-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 Learning Support Centre designed specifically for students with special needs.

Also important are the many combinations 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 Retreat and 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 2018, Galen 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 fifth annual immersion experience to Timor Lesté. Galen also provided ICT logistical, technical and human resource support to our targeted programs in Timor Lesté. In 2018, we held our second immersion experience to Lake Mungo in which Intermediate VCAL students mentored Year 9 leaders in situ at remote Lake Mungo.

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. Galen also has 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 and the annual Wangaratta ANZAC Day march.

2018 saw the opening of Stage 1C (new Junior School complex & Wellbeing Centre) and part of Stage 2 (new Library and ICT Resource Centre) of our Master Plan, Stages 1A&B (new Senior School complex) having been opened the year before. The new Junior School has 18 new classrooms and learning spaces as well as additional break-out spaces, offices, teacher work spaces and interview rooms.



## Principal's Report

Galen Catholic College is committed to a path of continuous improvement. 2018 saw a number of major developments for Galen Catholic College starting, continuing or being prepared. During the course of 2018, the College achieved the following major developments:

- The opening of the re-designed and completely refurbished chapel with class and staff Masses being held throughout the year.
- Staff members on formation programs via Ministry of Catholic Education and Footsteps via Marist Ministries, whole staff days with focus on Brigidine and Marist charisms
- Faith Formation day for all staff
- Implementation of FIRST - our School Wide Positive Behaviour Support framework
- Introduction of vertical pastoral homerooms for Years 10-12
- Implementation of the new Positions of Leadership (POLs) structure which provides a Pastoral Wellbeing Leader and a Learning Leader at each year level.
- Implementation of further Curriculum Review recommendations including the move from three mini-schools to two in order to align Year 10 studies more closely with Year 11 & 12 courses.
- The curriculum review of Years 7 – 9 presented its final recommendations.
- The introduction of Timetabler software (from First Class)
- A position of Director of Staffing was included in the POL structure beginning 2018.
- Continuation of a review of the Master Plan priorities for the next 5 years focussing on provision of a new double sports stadium and refurbishment of the existing stadium into a Performing Arts Centre
- Establishment of a new outsourced Uniform Shop which commenced operations in 2018.
- Success for our VEX Robotics Team which took out awards firstly at the local, then National level earning the right represent Australia at the World VEX Robotics Championships in Louisville, Kentucky, USA. At the World Championships they took out the Service Award from over 1,000 schools internationally



## College Board Report

The importance of positive connections established through the school years cannot be underestimated in terms of the impact on our lives after we have graduated. The students at Galen Catholic College are fortunate to have a wonderful environment to establish these connections: immersion experiences, a broad range of subjects to find like-minded individuals and a teaching cohort committed to their development. Over the last 12 months we have commenced embedding the school wide positive behaviour program FIRST. FIRST encompasses the Galen values of Faith, Integrity and Respect as well as a focus on Self and Team. This approach is providing consistency in terms of encouraging behaviours that assist in the growth of all students.

The Galen School Improvement Plan, New Horizons 2017 - 2019 concludes in 2019, the school's Board and Leadership groups have commenced planning for the development of the next plan. There will be broad engagement across the Galen Catholic College community as this plan is developed.

Following completion of the Junior School and Library/Resource Centre, the College leadership is continuing to consider priorities and opportunities for future stages of the Master Plan. Having plans that are well thought through, that are financially viable and that are 'shovel ready' is an important role of the Board to ensure we are ready for any funding opportunities that arise. Building an environment that meets the needs of our students well in into the future is critical for the sustainability of our great school.

Opportunities for parents to connect and engage with the Galen community continue to grow with the most recent being the chance to meet at the school's wonderful Soul Food Café every Wednesday morning for a tea or coffee between 8am and 9am. There is an ever-increasing openness to developing our Galen community both from within the school and from parents who see the importance of that connection to development of their children. The Galen Parents' Association is a great place for parents to get involved and I encourage more parents to take the opportunity to connect with them.

Finally, I would like to thank the parents and community members on the Board for their continued commitment to the school. I would also like to thank Father Michael Pullar, Principal Bernard Neal, Deputy Principal Pat Arcuri and the school Leadership Team for their leadership in developing a safe and vibrant school community that offers so many opportunities for our children to be ready for the world awaiting them.

Colin McClounan

**Board Chair**

## Education in Faith

We began 2018 as a new Catholic Identity Team with many new leaders across the school. As new leaders in our respective roles we were fortunate that 2018 was the second year of the School Improvement Plan which meant that continuing to implement initiatives from the year before helped to set our agenda for the year.

Galen's official 2018 Opening Mass took place on Thursday 15th March. The College was honoured to be joined by Bishop Leslie Tomlinson and Father Novelito Lim. Galen's 2018 co-captains, along with the Senior School Student Leaders proudly welcomed Galen's new Year 7's from each house and founding charism.

After official proceedings, the College theme for 2018 was also announced, "United We Embrace Uncharted Paths", which was developed by the Year 12 cohort after their time together at retreat earlier this term.

Principal, Mr Bernard Neal responded to this theme with poignancy, challenging both students and staff to truly explore uncharted paths in 2018, to grow as individuals, and also importantly, to do this collectively as a College community. Bishop Tomlinson and the official party also blessed all Galen students and staff and the new learning and gathering spaces in 2018. These included the Chapel, Resource Centre, Wellbeing Centre and Junior School Year 7 and 8 Learning spaces.

Completing the refurbishment of the new chapel was a major achievement and the bespoke altar and lectern designed and made by Manapan Furniture from Mullingimbi Island Arnhem Land, provided the centerpiece and final touch that fulfilled the goal of creating a sacred space that connects us with Indigenous spirituality and our traditional Catholic symbols and traditions. The chapel has been used regularly for class Masses, staff Masses and prayer, reflection and as a refuge in times of tragedy.

The Year 12's embarked on their Retreat at the beginning of the year which tied into the launch of the new Year 12 Religious Education program - The Human Journey - developed by the Religious Education Team, which reflected the endeavour to cover areas of content and soft skills relevant to Year 12's about to enter adulthood, the workforce or further study. The Year 11 Retreat retained the same format from 2017 with the groups arranged in Religious Education groups.

Founders' Day continued the House theme set by the Opening School Mass which saw assemblies organised in House groups and the activities for the day had a House theme. There has been increasing visual presence of the Houses with banners, signs, and symbols around both mini-schools and in the stadium. Students and staff worked on researching the history, stories and core values for their respective houses.

There were two Whole Staff Catholic Identity Days during the year. The first was 'Come to the Table' presented by the Spirituality & Faith Formation Education Officer from the Catholic Education Office, Sandhurst Diocese on Holy Thursday. The second occurred in December after students had finished for the year and it involved a number of workshops covering a wide range of topics with presenters both internal and external to the school providing staff with options relevant to them. It also provided an opportunity for all of the retreat leaders to plan the 2019 Retreat together.

Two of our student leaders represented Galen at the Superconnect in Melbourne which provides a network for senior student leaders, and Years 9 and 11 students attended the first Ablaze Youth Ministry day in Albury in August.

Student groups attended immersion experiences to Santa Teresa, Timor-Leste and Lake Mungo. These experiences continue to grow in demand from students and prove to be key experiences for student development and parent engagement relating to our core mission.

Achieving Accreditation to Teach in a Catholic School for all staff within their first three years continues to be an ongoing challenge that will require further attention in 2019.

### Goals & Intended Outcomes

- Respond to InsightSRC & ECSIP data and the NCEC Frameworks for Religious Education and Faith Formation.
- Increase the shared understanding and application of dialogue and recontextualization.
- Support all teaching staff to become accredited to Teach in a Catholic school within their first 3 years
- Increase the visibility of our Catholic House signs and symbols.
- Develop Heritage Induction Walk
- Develop increased pride in our Catholic Identity
- Improve faith-based understanding of our staff - continue to employ staff who identify with our faith-based school and provide professional development, spiritual and faith formation experiences for staff, especially leaders and those teaching Religious Education.
- Continue to provide a Year 7-12 rigorous Religious Education Program based on the Source of Life Curriculum.
- Continue to evolve the Catholic Identity Team as an important decision-making and Education in Faith team in the school.

### Achievements

- Provide a well-utilised chapel - The Chapel is complete and there have been regular class Masses and staff Masses over the past 12 months thanks to the support from our Chaplains.
- Increased profile and sustainability of the Immersion program - initiation and investigation of a second international immersion to Sri Lanka commenced.
- Increased profile of the Founders' Charisms, including those of our College Houses and their associated values and as role models in faith – Founders' Day highlighted our Houses and associated founding charisms which has created momentum to strengthen this dimension of College life.
- Initiation of Year 10 Youth Ministry Religious Education Option.
- Evaluation and renewal of the Year 12 and Year 11 Retreat programs with successful outcomes for students and staff attending.
- Strengthening of attendance and attitude expectations for Catholic Identity and Religious Education for students, parents and staff.
- Catholic Identity Faith Formation Days relevant to the ECSIP and InsightSRC recommendations and relevant to staff needs.
- Introduction of the Year 12 Human Journey Religious Education course.

**VALUE ADDED**

- Greater possibility for vertical Religious Education options Year 10-12.
- Well attended Social Justice group and Illoura volunteering.
- Staff Professional Learning and formation with the Marist Footsteps program.
- Organised documentation in the Religious Education Learning Area.
- Religious Education Professional Development afternoon and dinner.
- Attendance at the Religious Education Symposium, Brisbane.
- Raising the profile of Catholic Identity with Student Leadership.



## 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 committed to building a culture of continuous improvement and we strive to remain at the forefront of contemporary pedagogy and recent understandings of innovative learning and teaching.

### Goals & Intended Outcomes

Galen Catholic College sought to provide contemporary and effective learning opportunities to meet the needs of all students and to enhance student engagement through purposeful, student-centred learning and teaching across all subject areas and year levels by:

- Completing the curriculum review by considering the Junior school curriculum, with a particular focus on further developing a program of integrated studies that develops greater student engagement and independence through applied learning
- Reconsideration and development of assessment and reporting procedures
- Ensure effective use of SIMON and PAM

### Achievements

The new buildings at Galen offered us enormous opportunity to approach our work with students in new and different ways and 2018 saw teachers considering how they could enhance their teaching. What became evident was the number of teachers who used all of the spaces in the junior school buildings. The tiered seating and break out spaces became an increasingly popular alternative to the traditional classroom and delivery of teacher-centered lessons. Students were increasingly encouraged to collaborate and sought the opportunity to work in small groups that could be accommodated in these new spaces. As we progress, team teaching and the ability of students to shift between teachers for some subjects remains a continuing challenge. The challenge of teaching and learning activities that make effective use of the 'maker-spaces' continues to be discussed.

The work of the Curriculum Team focused on developing a deeper understanding of 'Quality Assessment'. Work progressed the use of assessment rubrics which were increasingly 'granulated' in such a way as to allow teachers and students to see the learning progression required for ongoing achievement. This work also gave rise to an understanding of the need to collect work samples and exemplars as points of reference for their work with members of their teams. It was these tasks that enabled the group to develop their leadership skills with their teams and pursue a meaningful agenda of teaching and learning related work.

The preparation of a group of Literacy 'mentors', through professional development was the beginning of a renewed whole school Literacy program. Four Curriculum Team members were trained in the 'Literacy for Learning' model and will team in 2019 to present professional development to 30 members of staff. The aim is to begin a version of literacy development with 2019 Year 7 cohort and track the impact of this work as these students progress through Galen. The plan is for there to be a continuing, positive improvement in our literacy as this cohort moves through the school.

The continued use of technology to support the work of teachers and students was focused on the development of the use of SIMON and allowing it and its Parent Access Module to supplement the way in which we communicate important learning and teaching information with parents, as well as offering an advanced system of record keeping and data sharing for our teachers. This continues as a means of enabling the development of the roles of the Year Level Learning Leaders, who will have an ability to extract important learning achievement data and discuss this with students.

### STUDENT LEARNING OUTCOMES

Additional to this was the school's shift to doing the NAPLAN Testing online for the first time. This approach saw students seemingly more engaged in the testing. Results, particularly in our Yr 9 Numeracy, suggested sound growth perhaps linked to the positive impact of Maths Pathways, but also recognised our ongoing challenge in improving student writing.

Galen's Year 9 NAPLAN growth in 2018 showed similar trends to our recent history. Growth across the cohort tended to sit just below the state average across all tests. Close scrutiny sees our Year 9 boys achieving as the rest of the state boys in their average writing growth and there is a slight upward trend in our Year 9 Numeracy results, moving closer to the State average than in the other tests. With targeted programs continuing in Mathematics and beginning in Literacy it is hoped that 2019 will continue to deliver improved learning outcomes.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS	
Yr 7 Reading	94%
Yr 7 Writing	85%
Yr 7 Spelling	88%
Yr 7 Punctuation and Grammar	97%
Yr 7 Numeracy	98%
Yr 9 Reading	96%
Yr 9 Writing	80%
Yr 9 Spelling	93%
Yr 9 Punctuation and Grammar	97%
Yr 9 Numeracy	95%



Time spent with Helen Ramsdale gave the Leadership Team a much deeper understanding of how to review our NAPLAN results and the lessons learnt will assist in the continued planning for ongoing improvement of results by our Year 9 cohort. This preparatory work should enable Galen students to be better prepared for the rigors of their chosen pathway when they begin their Senior School studies.

A snapshot of our Senior School achievements for 2018 follows:

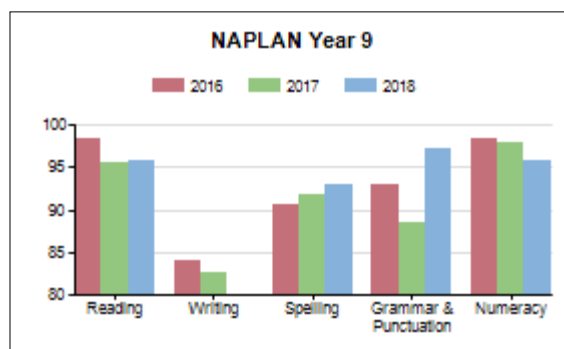
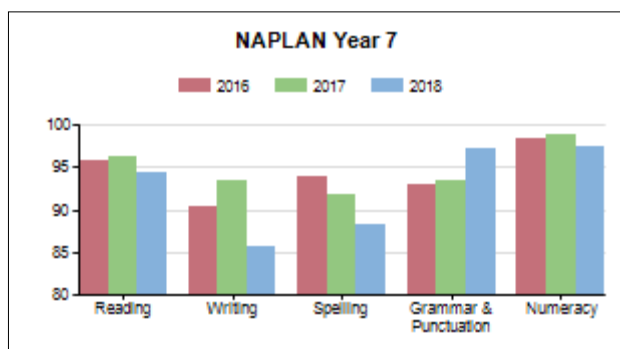
- Dux ATAR – 90
- 13 students with individual Study Scores of 40 or above
- Median VCE Study Score – 29
- 21 Senior VCAL students achieved their Senior Certificate
- VET subjects continue to feature amongst our highest study scores





YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	78.4%

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 07 Grammar & Punctuation	93.0	93.5	0.5	97.1	3.6
YR 07 Numeracy	98.5	98.9	0.4	97.5	-1.4
YR 07 Reading	95.9	96.3	0.4	94.3	-2.0
YR 07 Spelling	94.0	91.8	-2.2	88.3	-3.5
YR 07 Writing	90.5	93.5	3.0	85.8	-7.7
YR 09 Grammar & Punctuation	92.9	88.6	-4.3	97.3	8.7
YR 09 Numeracy	98.4	97.9	-0.5	95.7	-2.2
YR 09 Reading	98.4	95.6	-2.8	95.8	0.2
YR 09 Spelling	90.7	91.9	1.2	93.0	1.1
YR 09 Writing	84.1	82.6	-1.5	79.7	-2.9



MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	564.1
Year 9 Numeracy	593.9
Year 9 Reading	576.1
Year 9 Spelling	575.1
Year 9 Writing	546.2

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29
VCE Completion Rate	100%
VCAL Completion Rate	90%

POST-SCHOOL DESTINATIONS AS AT 2018	
Tertiary Study	28.3%
TAFE / VET	5.7%
Apprenticeship / Traineeship	13.2%
Deferred	32.1%
Employment	20.8%
Other - <i>The category of Other includes both students Looking for Work and those classed as Other</i>	0.0%

## Student Wellbeing

### Goals & Intended Outcomes

The main goal in 2018 for Student Wellbeing was to:

- *Review our current Pastoral Wellbeing programs and structures. (Promote FIRST Behavioral Framework with staff, students and parents)*

In 2018, we are proud to have launched our new whole school behavioural framework 'FIRST' (Faith, Integrity, Respect, Self, Team). FIRST team members have worked with students, parents and staff to develop our FIRST expectations.

FIRST is a whole school behavioural framework. It is a pro-active approach which emphasises respect through explicit teaching of acceptable behaviours; both in and outside the classroom. Through the prevention of problematic behaviours, more time is spent fostering positive learning environments which lead to improved academic and social performance.

FIRST speaks to our College values: Be living witnesses of our Catholic story; Be self-aware, confident and compassionate; Take an active and positive place in the world; Have an enduring curiosity and love of learning; Know that we are stewards of our world.

FIRST strengthens the students' relationships with themselves, teachers, peers and families and provides a welcoming atmosphere which promotes a safe and supportive learning environment and fosters curiosity.

As a Catholic community our mission is to educate the whole person. This holistic approach not only focuses on the academics, but promotes social emotional wellbeing throughout the entire school community. The community values all individuals, and the FIRST approach promotes this, not merely through acceptance but targeted teaching, which focuses on the strength of the individual.

Another goal in 2018 listed for Student Wellbeing included:

- *Incorporate pastoral wellbeing Professional Development opportunities at all levels of staff responsibility/leadership*

Galen Catholic College employs a number of initiatives to assist in building resilience within our students. We take a multifaceted and layered approach to this, from the classroom level through to whole school activities, which even begin prior to a student's commencement at Galen. Examples include guest presentations to students, parents and staff including from The Resilience Project, The Modern Parent, Headspace, Melinda Tankard Reist and Smiling Minds on topics such as parenting in the technological age, grief and loss, incorporating mindfulness practices and building resilience at home.

Further strategies in place at Galen include early intervention group work aimed to build skills and coping mechanisms; restorative sessions to resolve peer relationship difficulties; mindfulness sessions within homeroom and a number of classes; health promotion and discussions within classes on a range of topics including mental health, physical wellbeing, R U OK Day activities, additional transition days to support students transitioning from primary to secondary education,

whole school activities including Founders' Day, and counselling interventions within the Wellbeing Team.

The final goal for Student Wellbeing in 2018 was:

- *Promote the development of effective relationships between Pastoral Wellbeing Leaders and Learning Leaders in each mini-school)*

2018 witnessed the new structure of a Pastoral Wellbeing Leader and Learning Leader working together across each year level focusing on learning and the pastoral wellbeing of their students. They have been very well supported by each students' Homeroom teacher and their Head of School.

Galen Catholic College moved from a three mini school structure to two mini schools – Junior School (Year 7, 8 & 9) and Senior School (Year 10, 11 & 12).

The Senior School also moved from horizontal homeroom groupings to House Vertical homerooms (eg. Champagnat 2 Homeroom – Year 10, 11 & 12 students who belong to Champagnat House). The new structure in the Senior School allows for Homeroom teachers to remain with their homeroom each year, following their students and developing a close rapport.

Our two mini schools are very well supported by our Wellbeing Team in our brand new Wellbeing Centre, staffed by a full time Counselor, part time Psychologist, part time Counsellor and two part time Social Workers.

In 2018 the Wellbeing Team organised a number of initiatives to assist with preventative measures for students rather than focus entirely on referrals. As a result of these initiatives, Headspace, Modern Parent and the Resilience Project workshops were offered.

## Achievements

- Students across Years 9 – 12 established a Student Wellbeing committee which meets monthly. In 2018 they organised the R U OK day which was celebrated across the school.
- Introduction of the services of Align – Counselling and Physiotherapy services available to Galen staff onsite.
- The Resilience Project held student, staff and parent workshops. Over 100 parents attended the parent workshop which focussed on mental health and the 3 pillars of gratitude, empathy and mindfulness.
- Impossible made Possible program is a program based on developing effective friendships, communication and resilience.
- Participating in RUOK Day which assists and fosters communication with mental health.
- Project Rockit – a Year 8 and 9 program that addresses key adolescent issues.
- The Modern Parent - Cyber-safety parent and student information sessions.
- KIC (Kids In Control) program engages teenage boys and girls with school and provides tips and advice to overcome adversity.
- SDQ Transition forms – a collection of student social and emotional intelligence from primary schools to assist with the transition to secondary school.
- Proactively provide Wellbeing counsellors across the mini schools to identify students at risk to minimise intervention



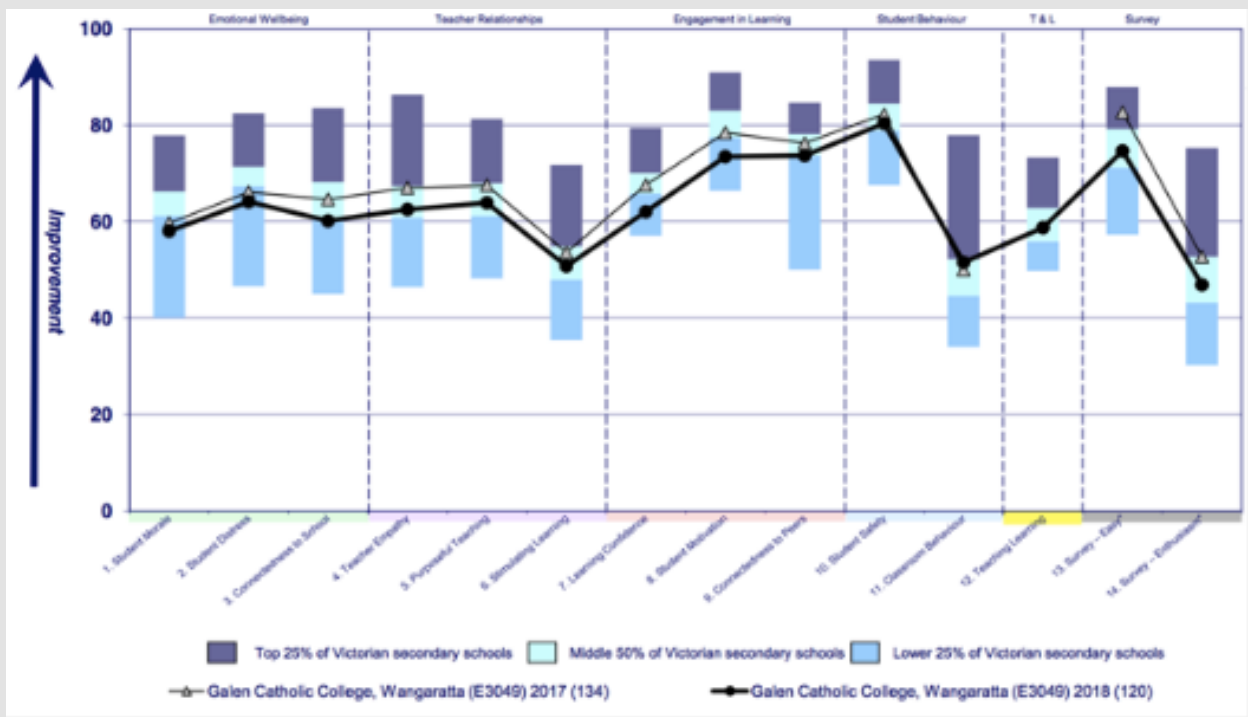
### VALUE ADDED

In 2018, Galen Catholic College students were offered a diverse range of curricular and extracurricular activities including:

- VEX Robotics – National & International competitions
- International East Timor immersion experience.
- VCE Italian immersion trip to Italy
- VCE Indonesian immersion trip to Indonesia
- VCAL study trip to Lake Mungo
- Santa Teresa immersion experience in an Indigenous community.
- Student leadership and membership across a broad range of areas such as the Environment and Social Justice groups. Co-Captains visit to Parliament House in Canberra with local Indi MP Cathy McGowan.
- Prayer Assemblies each week provide relevant opportunities for leadership and reflection.
- Personal development events/programs include Pathway/Re-commitment Interview, Party Safe, Founders' Day celebration, ANZAC assembly all provide lifestyle, community focused information.
- An expanding drama/music program – Concert Band, Whole School Production (Hairspray) and Junior Production (PAN), Galen Talent Quest (Anything Goes) and the Vocal Performance Group.
- Galen's broad curriculum provides for broad student experiences – of particular significance is the growing numbers involved in VET courses and VCAL at Year 10, 11 & 12.
- A comprehensive Sport program via the auspices of Secondary School Sport Victoria.
- An extensive Outdoor Educational focus – bushwalks, adventure camps, ski days.
- An Italian Opera trip to Melbourne (Victorian Arts Gallery)
- Social activities embraced by students, staff and parents – Year 10 Formal, Year 11 Debutante Ball, Year 12 Formal and the Year 12 Graduation Evening.

## STUDENT SATISFACTION

2018 Insight SRC data demonstrates that there are challenges in the following areas - emotional wellbeing; teacher/student relationships and engagement in learning. The College will continue to engage with students in the areas of social emotional wellbeing, positive relationships and engagement. A continued belief in the College's ability to do so, underpins the ongoing commitment to programs that seek to provide opportunities for students to connect with peers and teachers.



**STUDENT ATTENDANCE**

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".

Each day at 10am a SMS absent alert is sent to any parent who has a student absent from school *without* parental approval. 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, Pastoral Wellbeing Leaders and Heads of School request a meeting with the student and parents involved. If the student experiences school refusal issues, a member of the Wellbeing Team will become involved to support the student and family. External community agencies (NECAMHS) and NAVIGATOR are also utilised during this support process.

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.

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Y07	92.2
Y08	92.5
Y09	90.8
Y10	89.6
Overall average attendance	91.3



## Child Safe Standards

### Goals and Intended Outcomes

In 2018, each of the Child Safe standards were looked at individually and an action plan was developed to assist with maintaining compliance.

Child Safe Standards are a priority in the school and as a result, staff meetings have regular updates and discussions.

The Board and Leadership Team addresses Child Safe Standards during meetings, continually looking at ways in which child safety can be improved.

### Achievements

- Students in Years 7 – 10 discuss the Child Safe Standards through their Health Education curriculum. Documentation from the 4R's resource (Resilience, Rights & Respectful Relationships) are used to support the teaching of Child Safe Standards. Students in Years 11 – 12 were also formally reintroduced to the Child Safe policies via their mini school assemblies. They were also given opportunities to ask questions of the Child Safe Officers who were delivering the presentation.
- Parents were informed of the Child Safe Policies via newsletter and the school website. Galen Catholic College also posted its Child Safe statement on the website, SIMON home page and in all Galen email signatures.
- Staff had the Child Safe policies and practices explained via staff meetings. There were a significant amount of staff meetings dedicated to implementing the Child Safe policies and practices. Staff were encouraged to ask questions and all Child Safe policies were printed and placed in prominent areas around the staff room and boardroom.
- Galen Catholic College has also implemented all aspects of Child Safety in regards to Human Resources. Recruitment, reference checks and storing of information has all been in line with the Child Safe requirements.
- Galen Catholic College will continue to develop and review its Child Safe Standards commitments. This is a practice that involves all members of the Galen Catholic College community as it is the responsibility of all to be Child Safe in our school.

## Leadership & Management

### Goals & Intended Outcomes

- Improve consistency in our practices across the whole school
- Provide leadership experiences & programs for all students across all year levels
- Develop protocols for student leaders' input into main decision-making bodies
- Develop a strong House system
- Provide parent opportunities for input that benefits their child, the parents and the school
- Continue to use George Otero visits to explicitly engage parents
- Review and further develop communication avenues for engagement with parents
- Engage parents in annual goal setting with their child and homeroom teacher

### Achievements

- Developed new student leadership structure for implementation in 2019 with input from CEO, students, etc
- Ongoing development of logistics of goal setting program with parent, student and teacher
- Established FACE (Family and Community Engagement) Team in May 2018
  - Additional parent member of FACE Team added (parent)
  - FACE Team developed goals and working on implementation of goals set.
- Trialled Galen Facebook page in term 4 with before going live in January 2019
- Launched FIRST (Faith Integrity Respect Self Team) Galen's School Wide Positive Behaviours Framework. Conducted whole staff PD.
- Developed detailed Guidelines for Appointment of Staff - developed and ratified by Leadership
- Developed Teaching Staff Allotment Guidelines - developed and ratified by Leadership
- Completed and launched a completely new Staff Handbook

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2018**

- Behaviour Management
- Catholic Identity
- Content and Language Integrated Learning
- Domain-based Development
- Early-career teacher mentoring
- Emergency Management
- First Aid/ CPR Training
- ICT
- Indigenous Education and Cultural Awareness
- Leadership Development
- OHS
- Pastoral Wellbeing
- Safe work practices
- School compliance
- STEM
- Student Data Analysis
- Sustainability
- Tertiary Education
- Timetabling
- VCAA Training (VCE and NAPLAN Assessing)
- Vocational Education
- Whole-school literacy program development
- Youth Mental Health First Aid

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018****114****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$1378**

**TEACHER SATISFACTION**

According to our Insight SRC report, overall staff satisfaction rose in 2018 particularly around individual and school wide morale.

Other areas of greatest teacher satisfaction as indicated by the 2018 Insight SRC School Improvement Surveys are:

- Student Behaviour (classroom)
- Student Behaviour (school)
- Curriculum Processes
- Student Motivation
- Parent Partnerships
- Work Demands
- Team based practice

STAFF COMPOSITION	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	121
Teaching Staff (FTE)	105.3
Non-Teaching Staff (Headcount)	47
Non-Teaching Staff (FTE)	42.7
Indigenous Teaching Staff (Headcount)	1

## College Community

Galen Catholic College students have a strong sense of belonging within our school community. Visitors, new parents, and new staff frequently comment on the warm welcome they receive and the respectful nature of our students.

We continue to investigate new ways of authentically engaging parents and families in the life of our school.

In 2018, the Principal, the Chair of the Board, and two parent representatives participated in a Parent Engagement Study Tour to Santa Fe, New Mexico, led by Dr George Otero, Co-Founder of the Centre for Relational Learning. Dr Otero is a leading educational practitioner in the area of Family and Community Engagement. The aims of the Study Tour are for participants to understand:-

- the connection between community and culture;
- how outward facing schools lead community transformation;
- the critical impact quality relationships have on learning;
- how the family, community and school partner to improve learning for all.

Throughout the school year, parents and families are encouraged to attend school events eg. Year 7 Open Afternoon, year level information nights, Night of the Notables, Arts and Technology Exhibition, School productions, Talent Quest, School masses, ANZAC assembly, Year 12 graduation Mass and assembly, Year 12 Jumper Presentation, Athletics and Swimming sports, Parent Association events, Parent information nights organised by the Wellbeing Team.

The Parents' Association meet regularly and continues to provide funding for small projects and equipment for the school. Parent involvement on the Board continues to be strong.

## Goals & Intended Outcomes

One of the six primary goals on the 2017-2019 School Improvement Plan is to increase parent engagement.

## Achievements

Galen has worked with Dr George Otero from the US-based Institute of Relational Studies over the past three years. Dr Otero has engaged with a group of enthusiastic parents, students and staff, with the aim of finding avenues that will explicitly and authentically engage parents in various aspects of their child's learning.

Following the Santa Fe Study Tour, Galen established a Family and Community Engagement Team consisting of senior staff and parents. The FACE Team has developed its own goals consistent with "New Horizons" the Galen School Improvement Plan 2017-2019. Long term plans include the establishment of Parent / Community area within the school run by parents.

## VALUE ADDED

Closely aligned with the RE program is a range of Social Justice activities for Galen students. In 2018, Galen 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 fifth annual immersion experience to Timor Lesté. Galen also provided ICT logistical, technical and human resource support to our targeted programs in Timor Lesté. In 2018, we held our second immersion experience to Lake Mungo in which Intermediate VCAL students mentored Year 9 leaders in situ at remote Lake Mungo.

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. Galen also has 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.

## PARENT SATISFACTION

Parent satisfaction as revealed in the 2018 Insight SRC survey results continues to be strong. The 2018 Insight SRC survey results show that 90% or more of Galen parents were happy about:

- Learning focus
- Extra-curricular
- Social Skills
- Connectedness to peers
- Approachability of the school
- Teacher morale
- Opportunity
- Behaviour of staff
- Compassion
- Social Justice

The Insight SRC results also show that 80% or more Galen parents are happy with:

- Student motivation
- Student safety
- Parent input
- Communication
- School improvement
- Stimulating learning
- Transitions

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.8%

STAFF RETENTION RATE	
Staff Retention Rate	88.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	10.8%
Graduate	26.1%
Graduate Certificate	6.3%
Bachelor Degree	71.2%
Advanced Diploma	14.4%
No Qualifications Listed	18.9%





## Future Directions

As Galen heads into 2019 we are preparing the transition from the 2017 - 2019 School Improvement Plan to the SIP for 2020 - 2022.

The process of consultation with staff, students, parents and other stakeholders will be extensive. Our hope is for this new SIP to be ready by July of 2019 in order to optimise the transition between the two plans.

High on the list of items for 2019 are:

- Develop a shared philosophy around learning
- Continue the implementation of FIRST
- Continue to strengthen the House system
- Provide outdoor undercover areas for PE and general use
- Continue plans for the next phase of the Master Plan implementation: double stadium and performing arts centre

## School Performance Data Summary

*Note: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)*