



Galen Catholic College Wangaratta

2020

Annual Report to the School Community



One Wild and Precious Life

Registered School Number: 1744

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Contact Details

ADDRESS	College Street Wangaratta VIC 3677
PRINCIPAL	Bernard Neal
PARISH PRIEST	Fr Michael Pullar
SCHOOL BOARD CHAIR	Colin McClounan
TELEPHONE	03 5721 6322
EMAIL	principal@galen.vic.edu.au
WEBSITE	www.galen.vic.edu.au
E NUMBER	E3049

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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

06/05/2021

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

Our College Identity and Vision Statements

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.

Graduate Outcomes

At Galen Catholic College, we are all called by Christ to be people of courage, faith and integrity.

We expect our graduates to:

- Be living witness of our Catholic story;
- Be self-aware, confident and compassionate;
- Take an active and positive place in the world;
- Have an enduring love of learning;
- Know that we are stewards of our world.

The Galen Catholic College theme for 2020 was "One Wild and Precious Life", taken from Mary Oliver's celebrated poem, "The Summer Day".

2020 was the first year of "New Horizons II — School Improvement Plan 2020-2022". The process of development involved detailed consultation with Board members, Leadership Team, staff, students and parents.

The process identified 4 areas of focus. These are:

1. Our Faith. Our Story. Our Identity
2. Our Learning
3. Our Community
4. Our Culture

Layer 1 provides a summary of "New Horizons II" and is included on the next page.

Layer 2 provides a detailed view of the strategic intentions for each area of focus and the strategies that underpin the strategic intention. This layer also provides the allocation of responsibility and the timeline.

The following pages will include reports on the progress made in 2020 towards achieving the strategic intentions.

College Overview

Galen Catholic College is a Catholic co-educational secondary school serving the families of Wangaratta and surrounding districts in the beautiful north-east of Victoria. In 2020 the College has a student enrolment of 1162. Galen Catholic College 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 additional 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 (RE) 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 a part of the RE program there are retreats at each level. The RE program culminates in the senior Retreat and Human Journey 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. Students participate in the long-established 10-day immersion experience to the Santa Teresa mission in central Australia. Further opportunities are the annual immersion experience to Timor Leste and an immersion experience to 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 wide range of representative sports, including athletics, swimming, football (Australian Rules), soccer, netball, cricket and tennis. 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's students are also encouraged to participate in community youth offerings, including the Wangaratta Youth Council and the annual Wangaratta ANZAC Day march.

In 2020, despite the challenges that COVID presented to the education sector, Galen pushed ahead with our two major focus items from our School Improvement Plan 2020-2022, "New Horizons II": the planning for a new House structure with vertical homerooms and the introduction of our new Learning & Teaching Framework, "Infinite Possibilities".

Principal's Report

The 2020 school year was the most challenging year in education in living memory. The impact of major bush fires over the preceding summer followed by the global COVID-19 pandemic, led to heightened anxiety levels in our communities, and an almost constant uncertainty about what would happen next. All four school terms in 2020 were affected by periods of lock-down as a result of COVID-19.

Galen's response to the subsequent constant changes was reflexive, adaptive, agile and well-communicated to our community. Whilst there were many challenges associated with the constant changes, the feedback from our parent community was overwhelming in its praise both of the responses and of our clear communication of those responses.

Our staff, students and parents negotiated the challenges of remote learning in close collaboration with each other. The silver lining from this dark cloud had many layers: from identifying our resilience and adaptability, to obtaining new learning and teaching techniques, to discovering new ways of communicating that previously seemed too hard or even unnecessary.

The return to school that followed each lock-down also presented challenges to staff and students. Our wellbeing responses were heightened and our ability to blend old and new learning and teaching techniques meant that the transitions, whilst never easy, were handled sensitively, creatively and supportively.

Despite the challenges that COVID presented to the education sector, Galen made a conscious decision to push ahead with the major focus items from our School Improvement Plan 2020-2022, "New Horizons II". In preparation for the start of 2021, Galen embarked on the massive logistical exercise of preparing for our move from a horizontal Homeroom system where every child changes Homeroom Teacher at the end of every year to a system where the child has the same Homeroom Mentor throughout his/her time at Galen. This planning included the development of the vertical Homeroom structure encompassing students from Years 7 - 12, the expansion of our existing 4-Houses to a new 8-House format, the creation of House Leader roles for each House, the appointment process for the House Leaders, a re-allocation of all students and staff to the new Houses and a reformation of our meeting structures to better reflect the new interactions.

By ensuring that each child has an assigned Homeroom Mentor to follow that child through from Year 7 to Year 12, the new model enables us to add continuity of care, knowledge, progress tracking and guidance for each child across the six-year journey at Galen. This model also allows us to strengthen our connection between school and family, and to capitalise on the benefits of an ongoing relationship. House Leaders at Galen will be responsible for the wellbeing and development of a faith-filled learning community of students, staff and families that engages, nurtures and supports the academic and pastoral needs of the students.

The planned implementation of our new Learning & Teaching Framework, "Infinite Possibilities", was postponed in light of the lock-downs until 2021.

College Board Report

After what seems a generation of fruitful times, the last 12 months have been a period of challenge and change that most of us have not seen in our lifetime. It is in the challenging times of life that we find out how resilient we are, how we bond together and continue to strive to find a way forward. In the last 12 months Galen Catholic College dealt with the challenges of COVID 19 incredibly well, shifting gears between school and home based learning and providing a high level of support for its students. Support for children who needed to attend school due to parents continuing employment was also provided and the administration team worked tirelessly with families who were experiencing unexpected financial pressures. Parent teacher nights from the comfort and privacy of their own couch were a hit and have assisted the connection between teachers, parents and students in a way that was not imagined prior to the pandemic.

In the midst of remote learning, Galen's Board made a decision to press on with plans to implement a vertical House system from the beginning of the 2021 year. This required a massive workload for a dedicated team of staff to identify potential names for the four new houses, working through the balancing of students across eight houses on a range of measures and implementing a new leadership structure to support the changes. The changes have allowed for the vertical home room structure to be implemented in full across the school in 2021 with the year 7 cohort being the first to benefit fully from the new structure. These are historical changes for Galen Catholic College, methodically worked through at a time of significant challenge; a great credit to all those involved in the process. What this means is staff who will get to know, support and understand your child through their school journey and a more direct link for parents throughout that journey. This has coincided with the full implementation of the student goal setting strategy with their parents and teachers — a vision that has been worked towards over several years.

On an infrastructure front there will be some substantial changes to the look and flow of movement around the school. Most of these changes improve the safety of our children as they come to and from Galen Catholic College. The front entrance and walkway will provide greater clarity for those visiting the school with a clear pathway leading directly to the administration office. The car and bus drop off zones will separate the movement of vehicles and help the flow of traffic on a day-to-day basis.

In further changes led by the Catholic Education Office, a new model of governance will come into effect from the beginning of 2021. As part of this change, the Galen Board will become an Advisory Council and the formal governance of the school will move to Catholic Education Sandhurst Ltd. I would like to thank Father Mike Pullar for his role as the Canonical Administrator in my time on the Board. His commitment to Galen and contribution to the culture of the school has been exceptional.

History tells us that there are opportunities to thrive following a time of crisis. It is likely throughout the coming periods there will be more challenges to be faced, however with a strong leadership group and a clear focus Galen Catholic College is well-placed to meet these challenges. I would like to thank Bernard Neal, his leadership group and the staff for their wonderful work throughout this period. I would also like to thank the Board for their commitment and support through the many extra meetings that occurred during 2020.

Colin McClounan

Board Chair

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

The 2020 - 2022 School Improvement Plan "New Horizons II" Catholic Identity Pillar is named 'Our Faith. Our Story. Our Identity'. The motto accompanying this is 'Living with Faith & Integrity', which aligns with our college Vision statement.

Our faith is nourished through Gospel values woven through every dimension of life at Galen.

The school priorities for 2020-2022 are:

1. Deepening our shared understanding of our Catholic faith and heritage
2. Being living witnesses of our Catholic story
3. Building a community of faith and integrity unified in our diversity

These priorities are informed by the Enhancing Catholic School Identity (ECSI) data.

The Annual Action Plan strategies for 2020 were:

- 1 Continue to further develop strategies for Dialogue" and "Re-contextualisation" into our RE pedagogy.
2. Implement the Heritage Induction Walk to make explicit connections to and pride in our Catholic story.
3. Continue to improve the number of staff gaining "Accreditation to Teach in a Catholic School".
4. Further development of a faith-inspired House structure and culture.

Achievements

Dr Treahna Ham, a local Yorta Yorta elder and artist, worked with a Year 9 Painting and Drawing class to create and develop an Acknowledgment of Country symbol. The symbol was laser cut in steel and embedded in the new entrance to the College as a physical Acknowledgment of Country that students and the community are conscious of as they walk over the path.

The further development of Youth Ministry classes at Year 10 are an option for students interested in exploring their faith and Catholic Christian rituals and practices. It has been a strategy that has supported Priority 1 to deepen our shared understanding of faith and heritage as well as Priority 2 to be living witnesses of our Catholic story.

The Youth Ministry classes and regular class Masses have strengthened the connection to parish. Students and staff participated in Youth Ministry events such as Stronger Rally, Australian Catholic Youth Festival (ACYF), Ignite and Marist Connect.

The process of developing the new House structure has provided an opportunity to allocate House Patrons and promote conversation about the story, achievements and values of the patrons aligned with each of the new Houses.

School-wide strengthening of pedagogy that intentionally promotes dialogue and recontextualization in Religious Education classes and across the curriculum is ongoing.

The Catholic Identity Team has been strengthened with the inclusion of student leaders and social justice leaders to provide a forum for student voice in decision-making.

VALUE ADDED

A Landscape Masterplan has been developed which incorporates the Heritage Induction Walk and related infographic signage regarding our founding charisms, House patrons, and significant trees and objects in our surroundings that will inform and educate about our identity and core values, as well as beautify our surroundings.

Improved student participation in liturgies and other ministries has been achieved with the Youth Ministry Team's further development.

Attendance at ACYF by Youth Ministry staff and students.

Further development of aboriginal cultural awareness in the curriculum at Years 7, 8 & 9 Integrated Learning units - "Koorie Country" and Year 12 Religious Education Cultural Awareness unit in Arts and Technology.

Embedding of Staff led Acknowledgment of Country and prayer for weekly morning briefings.

Plans developed for a Catholic Identity Office/staff study with Deputy Principal Catholic Identity, Religious Education Co-ordinator, Social Justice Leader, Student Leadership and Youth Ministry Trainee.

Learning & Teaching

Goals & Intended Outcomes

We began 2020 with a range of lofty Learning and Teaching goals and aspirations, inclusive of the continued pursuit of a deeper and shared understanding of 'academic rigour', consideration and introduction of a bank of academic data that could inform students, parents and teachers, continued work to roll out and embed the school's new Learning and Teaching Framework in a bid to develop our learning culture and raise expectations.

Our intention was to build on the strong foundations laid down in the development of our new strategic plan 'New Horizons II' which offered the clearest direction for our work over the next three years.

Our work towards these intentions began positively, but our professional energy was soon to be redirected and seriously challenged by the imposition of COVID and the need to balance the continued pursuit of our initial directions against the urgent need to ready our school community for Remote Learning 1.0. The immediate development of Learning & Teaching Guidelines, professional learning in the delivery of remote teaching and maintaining engagement and achievement in our students were prioritised as we endeavoured to meet the previously unencountered demands required to respond to these new circumstances.

Achievements

The measures of achievement in schools in 2020 were rated against both traditional and uniquely new criteria. Interestingly the year incorporated the rolling out of a new School Improvement Plan accompanied by the cyclical renewal of all Positions of Leadership and each were considered in light of their ability to impact Learning and Teaching at Galen.

Amongst the noteworthy achievements were many made by our staff. The well-intentioned efforts to become more familiar with our new Learning and Teaching Framework 'Infinite Possibilities' was an early focus. The concept of academic rigour and high expectation, in light of the work of Barbara Blackburn, were embraced initially by our staff in episodes of whole staff professional learning and later as the work of the Learning Area meetings.

The professionalism of our staff to 'pivot' when called on to do so because of COVID was nothing short of astonishing. The mobilisation of the required 'expertise' showcased not only new skills, but hidden talents amongst our staff group. The delivery of high quality, engaging remote lessons and assessment were testimony to the efforts and commitment of our teaching group.

Our Leadership Team made significant progress towards intended and unintended goals throughout the year. Decisions and action with regard to a recognised bank of academic data was taken to inform future learning directions and teaching foci. Professional development supported this process to provide greater insight and growing expertise in relation to how the school will use this considered data set to inform future learning and teaching. Leadership also considered the renewal of positions of leadership as an opportunity to better support future learning outcomes for students. Learning and Pastoral teams were reconstituted and realigned and the significant appointment of a new position of Innovative Curriculum Design Leader was made to support ongoing improvement of the delivery of our already broad curricular and co-curricular offerings.

Added to this was the unwavering commitment to the development and implementation of a new House-based vertical Homeroom system. School visits, staff forums and engagement of other key stake-holders including the school board, parents and students were the groundwork required

to invite everyone to embrace the change that had at its heart the improved relationships between school and home and the continuity of learning and consistency of relationships that support improved student learning outcomes.

If this wasn't enough evidence of Galen's commitment of continued improvement in learning and teaching, the initial ten school leaders who would become accredited coaches began and concluded their training under the guidance of Janine Stratford of Coaching Focus. Our intention is to engage staff systematically in coaching partnerships where the individual focus for this coaching is improved learning and teaching practice.

Our students generally shone under the circumstances of 2020. Challenged to adapt their own learning habits, the vast majority embraced their new remote classroom environment. Whilst such a swift transition challenged some students, many adapted their learning practices to the developing remote pedagogies of their teachers. The strong support of our parents ensured that the best possible circumstances for continued learning existed for our students.

Whilst many of the measures of achievement throughout 2020 are recognised in these collectives, countless also managed at an individual level, teachers and students alike discovered new levels of tolerance, resilience and initiative.

STUDENT LEARNING OUTCOMES

In light of the challenging circumstances encountered by our VCE, VCAL and VET students in 2020 we are very proud of their achievements.

Four students received ATARs in excess of 90, placing them in the top 8% of students in the state. Twenty-five students scored an ATAR above 80 and a further 50 students achieved an ATAR of above 70. This shift in the number of students achieving ATARs above 70 ranks as our second-best result in the past 10 years.

Alongside these results 24 of our VCE students achieved individual study scores above 40 and five separate studies achieved mean study scores in excess of the state mean of 30.

Our VCAL students have consistently achieved great results and 2020 again saw 100% of the VCAL cohort successfully complete the Senior VCAL Certificate.

Many of our senior students also forged preferred post school pathways in response to their own desired futures.

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019 Changes	2020	2019 – 2020 Changes
	%	%	%	%	%
				*	*
YR 07 Grammar & Punctuation	97.1	94.5	-2.6		
YR 07 Numeracy	97.5	96.9	-0.6		
YR 07 Reading	94.3	97.9	3.6		
YR 07 Spelling	88.3	94.5	6.2		
YR 07 Writing	85.8	94.9	9.1		
YR 09 Grammar & Punctuation	97.3	91.4	-5.9		
YR 09 Numeracy	95.7	98.1	2.4		
YR 09 Reading	95.8	95.7	-0.1		
YR 09 Spelling	93.0	90.1	-2.9		
YR 09 Writing	79.7	87.7	8.0		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Pastoral Wellbeing

Goals & Intended Outcomes

The 2020 school year has been an unprecedented experience that has presented many challenges, obstacles and uncertainty. COVID-19 forced us to adapt and reassess our priorities of what really is important.

It was amazing to witness just how well students, parents and staff came together to work collaboratively in the face of remote learning. Our students, parents and staff demonstrated their resilience, resourcefulness and empathy. In the face of a pandemic our school community rallied together to get the best out of themselves in a very difficult situation.

Pastoral Wellbeing Leaders and Learning Leaders worked 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, highlighting the strength of Galen's pastoral care chain.

Our school is blessed to have such a professional, supportive and committed Wellbeing team. Each member of this team has provided exceptional care and follow up for our students.

It was fantastic to witness the constant communication between students, staff and parents throughout the remote learning episodes. Time and time again, the Galen community adapted, rolled up their sleeves and continued with the curriculum.

The commencement of 2021 will bring much excitement and anticipation with the introduction of a new House Vertical Homeroom system.

The new House model means that students will move from a system where they change their Homeroom teacher at the end of every year in Years 7 - 9 to a system where they have the same Homeroom Mentor throughout their time at Galen.

The benefits of this change enables us to build on the high reputation Galen has for pastoral care by providing continuity of care, knowledge, progress tracking and guidance for each child across their 6-year journey at Galen. It will also allow us to strengthen our connection between our school and families and capitalise on the benefits of an ongoing relationship.

To help strengthen the connection between school and families, homerooms will move to a vertical structure comprising students from Years 7 - 12. Siblings will be placed in the same homeroom allowing families to have the one point of contact for all of their children. In turn, this structure also enables the Homeroom Mentor to develop a deeper relationship with the student and the family over the six-year journey.

Achievements

Many of the planned wellbeing activities for the year were impacted due to COVID-19.

Galen continued to build on from 2019 offering students the Teen to Teen Mental Health First Aid. Two staff members have trained providers of Teen to Teen Mental Health First Aid and worked with all Year 10 students to complete the course. Two-year level cohorts at Galen have now completed the Teen to Teen Mental Health First Aid training.

Our VCAL students organised the planning and running of R U OK? Day on Thursday 10th September. The messages and activities of the day were shared remotely to the students.

The school-wide positive behaviour framework "FIRST" continued successfully in its third year of a five-year implementation plan.

VALUE ADDED

In 2020, Galen Catholic College students were offered a diverse range of curricular and extracurricular activities including:

- Year 12 Retreat
- Student leadership and membership across a broad range of areas such as the Environment and Social Justice groups.
- Online Pathway/Re-commitment Interviews,
- Online Founders' Day celebration, including announcement of new Houses and House Leaders
- Online ANZAC assembly
- Christmas cards sent to all incoming Year 7 students from their new Homeroom Mentor and Homeroom peers.

STUDENT SATISFACTION

2020 InsightSRC student data demonstrates an improvement from 2019. The College continues 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.

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.

There is clear pride that Galen students feel in their school. This is well illustrated on a number of occasions each year.

STUDENT 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.

In 2020, the school implemented online learning (remote) due to COVID-19 restrictions. The school set up Google classrooms and maintained an online timetable. Teachers were required to complete an official attendance roll once a day in the morning during homeroom. Teachers were encouraged to report student absence to the students' homeroom teacher and Pastoral Wellbeing Leader. Support was provided by school counsellors as a result of COVID-19 related attendance issues.

When students were at school, staff used the electronic attendance register on our Learning Management System 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 an 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.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate

81.8%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	95.2%
Y08	92.0%
Y09	88.0%
Y10	91.2%
Overall average attendance	91.6%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29.0
VCE Completion Rate	97.0%
VCAL Completion Rate	96.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	24.0%
TAFE / VET	5.0%
Apprenticeship / Traineeship	36.0%
Deferred	8.0%
Employment	24.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

Child Safe Standards

Goals & Intended Outcomes

Goal: Review Child Safe Policy

In 2020, the Child Safe Policy was reviewed to ensure that we as a school were maintaining our commitment to being a child safe school.

Following the review we included child safe as a standing agenda item for all staff meetings, ensuring adequate training and updates for staff. The review also determined that our sign-in process for welcoming visitors on campus is clear and up to date and that the Child Safe Code of Conduct is current.

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. Students were given opportunities to ask questions of the Child Safe Officers delivering the presentation.
- Parents were informed of the Child Safe Policies via newsletter and the school website. Galen Catholic College 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 the Child Safe policies are printed and placed in prominent areas around the staff room and Boardroom.
- Galen Catholic College has also implemented all aspects of Child Safety in regard to Human Resources. Recruitment, reference checks and storing of information complies with Child Safe requirements.
- Galen Catholic College will continue to develop and review its Child Safe Standards. 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

- Our goals for 2020 in Leadership & Management

Developing a faith inspired House structure and culture that provides continuity of care, knowledge and guidance for every student; Developing a coaching & feedback model for all staff; Embedding our School Wide Positive Behaviours Framework "FIRST" (Faith, Integrity, Respect, Self, Team); Developing a clear and strong revised terms of reference for the Family and Community Engagement (FACE) team.

Achievements

At Galen, we made a conscious decision to push ahead with as many of our annual goals as possible despite the impact of COVID-19. In effect, the only one of the four major goals not to be implemented was the fourth goal: "Developing a clear and strong revised terms of reference for the Family and Community Engagement (FACE) team".

The major achievements of the other 3 goals are:

1. Developing a faith inspired House structure and culture that provides continuity of care, knowledge and guidance for every student
 - Extensive research, school visits and community consultation took place throughout the first half of 2019 resulting in a preferred model for a House system with vertical homerooms across all 6 year levels. The basic outline of this model was adopted in mid-May.
 - Following adoption of the basic model, our 4 existing House structure was increased to 8 Houses. The naming of the new Houses involved a process of full school community engagement which elicited over 30 potential new House names.
 - Parent and student information forums on the new structure ran in late 2nd term and early 3rd term.
 - The whole school then voted on a short list of 12 names from which the Board and Leadership Team discerned the final 4.
 - The new House structure meant that new Positions of Leadership structure was required. This was developed in-house through deep consultation with staff.
 - Staff went through a selection process conducted by the Executive Team which was completed mid-Term 3 with all positions to start in 2021.
 - Appointees were allocated to Professional Learning Teams through 4th term in preparation for their new roles.
 - Meanwhile, all staff and students were re-allocated to one of the 8 Houses by the end of Term 3. They had multiple occasions in 4th term when they met in their new House and Homeroom groups
2. Developing a coaching & feedback model for all staff

- In 4th term, a trial group of 9 school leaders undertook intensive training to become certified coaches.
 - Coming from this trial a plan was developed for further widespread training to occur. Over 30 leadership staff were recruited into this next phase by late 4th term for training in first term 2021.
 - The plan developed was:
 1. Step 1: Introduce the plan to whole staff by the end of 4th term 2020
 2. Step 2: Train around 40 staff as certified coaches by the end of 1st term 2021
 3. Step 3: Use 2nd term 2021 for the certified coaches to coach each other
 4. Step 4: Invite early adopters from staff to be coached in 3rd and 4th term 2021
 5. Step 5: Implement coaching for all staff in 2022
3. Embedding our School Wide Positive Behaviours Framework "FIRST" (Faith, Integrity, Respect, Self, Team)
- This goal was impacted by COVID-19, but we were able to achieve the following:
 1. Establishing a new format for recording Social Behaviour on our Learning Management System "SIMON" and informing all staff, students and parents of the changes.
 2. Assessing incident data on a regular scheduled basis from data-identified major and minor hotspots around the school.
 3. Actively encouraging an increased focus on the use of commendations for students as part of the Social Behaviour recording

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Despite the challenges presented by remote learning and off-site work during 2020, professional learning still formed part of the core of staff work and growth. In line with the priorities identified in the School Improvement Plan, professional learning supported the continued development of curriculum, pedagogy, faith formation, and pastoral care supports.

A summary of activities undertaken in 2020 is included below:

- VET program development and training
- Behaviour Management
- Catholic Identity and Religious Education
- Curriculum Development
- Early Career Teacher Development
- Further Tertiary Study

- Indigenous Education Network Days
- IT/ Digital Technologies, with their application to remote learning
- Learning-area and subject specific seminars (e.g., Comview, HTAV, AATE)
- NCCD Training
- New Staff Formation
- OHS
- School Compliance
- School Operations
- Staff Leadership Development
- Student Positive Behaviour Intervention Supports
- Teacher network conferences
- Timetabling
- VCE, VCAL & VET specific training and compliance

No. of Teachers participating in Professional Learning 119

Average expenditure per teacher \$1,149

TEACHER SATISFACTION

According to our 2020 Insight SRC report, overall staff satisfaction rose in 2020 despite the impact of the global pandemic.

Areas of the greatest teacher satisfaction as indicated by the 2019 Insight SRC School Improvement Surveys are:

- 86% of staff feeling positive at school (up from 80% in 2019)
- 94% of staff taking pride in the school (up from 88% in 2019)
- 86% saying they go about their work with enthusiasm (up from 80% in 2019)
- 81% saying there is a lot of energy in this school (up from 80% in 2019)
- 84% saying the leaders in this school can be relied upon when things get tough (up from 80% in 2019)
- 93% saying their colleagues are reliable (up from 88% in 2019)
- 88% saying they are committed to the school's goals (up from 87% in 2019)
- 92% saying the school has a clearly stated set of objectives and goals (up from 88% in 2019)

- 88% agree there are opportunities for developing new skills at this school (up from 85% in 2019)
- 86% say staff are encouraged by the school to improve their skills, knowledge and performance (up from 80% in 2019)
- 88% of staff clear about their professional responsibilities (similar to 2019)
- 93% feel supported by their colleagues (similar to 2019)
- 99% say students are treated with respect at this school (up from 98% in 2019)
- 93% agree that students are generally well-behaved in this school (up from 86% in 2019)

Other areas of teacher satisfaction included:

- Support from leaders (80%)
- Personal goals in agreement with school goals (88%)

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	86.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	87.6%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	9.5%
Graduate	23.8%
Graduate Certificate	4.8%
Bachelor Degree	71.4%
Advanced Diploma	15.2%
No Qualifications Listed	19.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	119.0
Teaching Staff (FTE)	103.4
Non-Teaching Staff (Headcount)	51.0
Non-Teaching Staff (FTE)	43.8
Indigenous Teaching Staff (Headcount)	1.0

College Community

Goals & Intended Outcomes

Galen Catholic College is proud to provide a nurturing community, where faith and integrity are at the core of every aspect of school life. The strong sense of belonging and connection were evidenced during the challenges of 2020 with students, families and staff working together quite differently during COVID remote learning. This provided new ways of authentically engaging with students, parents and families and demonstrated the outstanding leadership and support for one another that Galen is proud to have as part of its embedded culture.

In 2020, the College commenced a new School Improvement Plan, New Horizons II. This new strategic plan aligns four pillars of focus for the College community incorporating: Our Faith. Our Story. Our Identity; Our Learning; Our Culture and Our Community.

These priorities for the next 3 years include and maintaining authentic relationships between home, school and with the wider community; Developing a culture of care for each other; Fostering a culture of leadership development for all.

Achievements

The students at Galen continued to show their outstanding leadership, adaptability and commitment to their community during a disrupted year. The broad range of opportunities available to students continued to provide personal growth and development with great outcomes evident throughout the year. Galen's Integrated Studies units enabled students to partner with local Indigenous leaders supporting learning about Aboriginal history, culture and literature. Students have continued with the development of the Mullinmur Wetlands and our VCAL and Year 9 students are changing the landscape on the corner of Park Lane and College Street with the vineyard project that will continue to develop and incorporate greater opportunities in viticulture and agricultural studies for students in the future.

Despite the challenges that COVID-19 presented in 2020, our community shone in their efforts during remote learning. This was evidenced in the creativity and quality of work that was created and shared throughout the year across all learning areas.

The Galen Parents' Association continued to support the College staff, students and families commencing the year with a Pizza Night and providing timely encouragement to the school community throughout the year.

VALUE ADDED

During the 2020 year, opportunities for extra-curricular activities were restricted, however once learning commenced back onsite, Galen continued to provide opportunities for engagement as a school community and to extend awareness and support for the wider community.

Opportunities for student development in leadership, teamwork and independence through Galen's Physical Education and Outdoor Education programs are integral to the curriculum supporting the many benefits of physical activity including physical fitness, health, cognitive development, personal wellbeing, and social integration. Under normal circumstances, Galen

offers a broad range of sporting, curriculum and social justice activities to engage students at every level.

A number of sporting events were undertaken by students in Term 1 and the Swimming and Athletics carnivals were also held prior to the COVID restrictions taking place.

Supporting Galen's commitment to community, the weekly Breakfast Club added a great sense of community to the College on Wednesday mornings during Term 1.

During 2020, the College supported a student's partnership in the 3D printing of face shields and masks for medical workers at North East Health.

PARENT SATISFACTION

Galen Catholic College's Parent Satisfaction data is provided in our 2020 Insight SRC report. Galen parents identified some highlighted strengths as being:

Community Engagements in:

- Approachability of the school;
- School improvement.

Learning opportunities for their students in:

- Learning Focus;
- Extra-Curricular activities.

Staff Engagement in:

- Stimulating Learning;
- Teacher morale

Student Engagement in:

- Connectedness to school.

Peer Relations in:

- Social Skills;
- Student connectedness to Peers.

Student Behaviour in:

- Student safety

Future Directions

Future Directions

Galen is fully committed to the process of strategic planned development.

During 2019, the Galen Catholic College Board and Leadership Team consulted deeply with parents, students and staff around the school's future directions. The outcome at the end of the year was the launch of "New Horizons II", our School Improvement Plan 2020-2022. Each year an Annual Action Plan is developed from this document.

To access the full version of "New Horizons II" please use the following:

<https://drive.google.com/file/d/1LFPlmLjrBRHdlazCxFC-D3B8CwCuU7Kr/view?usp=sharing>

"New Horizons II", our School Improvement Plan 2020-2022 is based around 4 pillars:

1. Our Faith. Our Story. Our Identity — Living with Faith and Integrity

Our faith is nourished through Gospel values woven through every dimension of life at Galen.

Priorities

- 1.1 Deepening our shared understanding of our Catholic faith and heritage
- 1.2 Being living witnesses of our Catholic story
- 1.3 Building a community of faith and integrity unified in our diversity

2. Our Learning — Growing Through Learning

Our learning is provided in a meaningful, student-centred stimulating environment that engages, supports and recognises individual aspirations and achievements.

Priorities

- 2.1 Building a culture of academic rigour
- 2.2 Developing learners who are responsible, resilient, independent and inter-dependent
- 2.3. Creating a community with deep knowledge about each learner

3. Our Community — Connecting as Community

Our community values the reciprocal relationships that foster and enhance success in our broader community

Priorities

- 3.1 Building and maintaining authentic relationships between home and school
- 3.2 Building and maintaining authentic relationships between school and community
- 3.3 Developing a culture of care for each other

4. Our Culture — Enriched by our Culture

Our culture supports life-long learning, as well as a positive, inclusive and collaborative educational environment directed towards becoming leaders in learning

Priorities

4.1 Moving towards a culture of consistency in applying our policies and practices

4.2 Fostering a culture of leadership development for all

4.3 Embracing stewardship of our physical and human resources in light of Pope Francis's encyclical "On Care of Our Common Home"* (*On Care of Our Common Home" published as "Laudation Si", the second encyclical of Pope Francis, 2015)