



# Galen Catholic College Wangaratta

2021

## Annual Report to the School Community



Registered School Number: 1744

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## Contact Details

|                     |                                       |
|---------------------|---------------------------------------|
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| E NUMBER            | E3049                                 |

## Minimum Standards Attestation

I, Darren Hovey, 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 2021 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 Schools.

30/03/2022

**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)

## Governing Authority Report

Catholic Education Sandhurst Ltd identifies learning and teaching as two parts of the same action designed to ignite the 'spark of the divine' in every child. We seek to provide safe, supportive and secure environments that value diversity, promote care, respect and co-operation. In 2021 our schools went into overdrive once again to plan and prepare for a learning model that would respond to the continuing impact and uncertainty of Covid-19.

Bishop Shane established Catholic Education Sandhurst Ltd in 2021 to assume the ownership and operation of Catholic schools which previously operated as an unincorporated body. This change in our governance structure coincides with a time of increasing challenges that call us to imagine new and inspiring structures that will meet the needs of a changing Church.

Catholic Education Sandhurst Ltd governance requirements meant that schools would now develop School Advisory Councils to support the principal and school Leadership Teams to ensure the smooth running of our schools and continue the life-giving relationship between our schools and parish communities.

During extremely challenging times our schools were able to maintain their focus on each child, implementing the Victorian Curriculum and the Sandhurst Source of Life Religious Education Curriculum while providing outstanding pastoral support both on-site and through remote learning.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2021 of Catholic Education Sandhurst Ltd- our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, bringing the 'spark of the divine' into focus every day.

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

## 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 2021 was "Faith In Our Future".

Two meanings can be taken from the theme. Firstly that each individual can be optimistic and hopeful for the future despite the challenges that we face now and those we can see on the horizon. Secondly, we can ask: What role will 'faith' have in our future individually and collectively.

2021 was the second year of "New Horizons II — School Improvement Plan 2020-2022".

The College has identified four areas of focus in this Plan. These are:

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

## 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 2021 the College has a student enrolment of 1129. 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. Importantly there 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.

Along with a comprehensive 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. The next stage of Galen's Master Plan includes building a Performing Arts Centre and having a purpose built facility on site will further enhance the opportunities for our students in the Performing Arts. 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 2021, despite the challenges that COVID continued to present to the education sector, Galen implemented the new House structure with vertical homerooms and began to embed our Learning & Teaching Framework, "Infinite Possibilities". Both these items are a major focus of our School Improvement Plan 2022 - 2022, "New Horizons II".



## Principal's Report

The 2021 school year presented a continuation of the COVID - 19 pandemic, which once again had a major impact on our ability to provide face to face learning for our students. 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 well-being 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, 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.

Galen completed the school year by celebrating our senior students' graduation, as well as other year level events, under school operational guidelines. This provided our students with the opportunity to celebrate the end of the year, something which we were unable to do 2020.

## 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 college theme for 2021 was "One Wild and Precious Life" chosen by our Year 12 students and student leaders, and inspired by Marist Mission and Life Team.

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

The priorities for 2021 were to implement the new eight House structure with House Leaders appointed as the Pastoral, Learning and Catholic Identity leader of their particular House. Formation of the House Leaders is focused on their ability to lead the faith culture and learning culture of their house.

The aim is engage students and staff in the Identity and story of their House patron to lead them towards an encounter and relationship with Jesus Christ.

In response to ECSI recommendations the goals were to:

- strengthen a culture of dialogue and recontextualization across the school and particularly within Religious Education classes, Leadership Teams and House Teams;
- further develop the Heritage Walk and associated symbol and landscape themes to enhance the education in Catholic Identity with immersion in key signs and symbols of our faith story.

### Achievements

- Conducted ECSI Survey in Term 1 (students, staff and parents).
- The Catholic Education Sandhurst Ltd Religious Education guidelines, "Source of Life" documentation is underway as the new guidelines contain 6 strands compared to 8 strands previously.
- Employment of a Koorie Education worker is planned to strengthen relationships with students, their families and our community.
- The Youth Ministry curriculum offering continues to grow in both popularity with students and with the outcome of developing stronger connections with the Wangaratta parishes and the Sandhurst faith community.
- The goal to strengthen connections with the parishes has been aided by greater presence and participation by the parish priests.
- The planned Heritage Walk aims to strengthen the understanding and engagement of students, staff and the community in our Founding Charisms, our Catholic story and the story of the significant people associated with each of our 'Houses'.



- The new vertical eight House pastoral care structure intentionally aims to strengthen Catholic Identity by strengthening identification with House patrons and their stories as Christian witnesses and role models who lead us to Jesus.
- Catholic Identity Days provide formation opportunities for staff to strengthen accreditation and engagement in the Catholic story and faith.

#### VALUE ADDED

- Consultancy with the interview panel and priests for the new Principal in 2022
- Appointment of joint Religious Education Learning Area Leaders
- Appointment of Catholic Identity trainee
- Two senior students commissioned as Eucharistic Ministers
- Youth-led Mass conducted at St Patrick's Church Wangaratta
- Development of narrative, values and images for each of the eight Houses

## Learning & Teaching

### Goals & Intended Outcomes

Recognition and recovery from the impact of the disrupted nature of learning and teaching was an obvious start point for 2021. Through our optimism and 'rose-coloured glasses' we assumed that much of what had occurred throughout 2020 was behind us and that we would begin the new school year afresh, but mindful of the effect of continuous bouts of remote learning interspersed with time spent in the classroom.

Whilst we knew that we could deliver the curriculum online, we also understood the challenges of engagement for many students under these different circumstances. We were unsure of the 'gaps' that might begin to appear as students returned to the classroom.

The strong focus on improved teaching with continuing emphasis on consistency of expectations and teacher practice remained, regardless of the mode of delivery.

### Achievements

2021 was year one of a new Position Of Leadership structure at Galen as well as the beginning of the school's shift to a vertical Homeroom system. These two factors meant that many of the teams had reformed with new membership and this created initial challenges to the formation of effective teams whose responsibilities included aspects of learning and teaching. It would be inaccurate to suggest that these transitions proceeded seamlessly, but it is fair to say that by the end of 2021 many of the wrinkles and obstacles that were encountered had been overcome. Role clarity was much greater and therefore the leadership of learning and teaching at many levels was further advanced.

Assisting this was Galen's implementation of a Peer-Coaching model. Forty holders of leadership positions in the school trained under CoachingFocus to assume the role of coaches, to guide teaching staff towards their personal improvement goals relating to elements of our Learning and Teaching Framework 'Infinite Possibilities' with a focus to improve a specific element of their professional practice.

Further to this, Learning Area Leaders worked with the newly created Innovative Curriculum Design Leader to remap and update our 7-10 Curriculum as well as to upskill in grade discernment and assessment task validity, ensuring all learning and assessment tasks reflect VCAA standards.

A continued commitment to add PAT testing data to our suite of data informing Learning Leaders and used to improve learning and teaching programs was pursued through our Headstart program. Junior Learning Leaders considered and created a consistent mantra around students being 'Ready to Learn' and being explicit about what that means to reinforce our attempts to ensure that learning and teaching was the priority focus for lesson time. Data analysis was also a focus for Senior school Learning Leaders who analysed VCE data for use in future goal setting.

A Goal setting evening for Homeroom Mentors, parents/carers and students of Year 7 enabled a shared understanding of the SMART Goal process and ensured that classroom teachers were aware of the aspirations and expectations of the parents and Year 7 students. The process also sought input into strategies from all parties to ensure a more collaborative approach towards academic achievement.

## STUDENT LEARNING OUTCOMES

NAPLAN Cohort comparison Year 7 – 2019 / Year 9 -2021

|                       | 2019 – Year 7                       | 2021 – Year 9                       |
|-----------------------|-------------------------------------|-------------------------------------|
| Reading               | 98% ABOVE National Minimum Standard | 93% ABOVE National Minimum Standard |
| Writing               | 95% ABOVE National Minimum Standard | 88% ABOVE National Minimum Standard |
| Spelling              | 94% ABOVE National Minimum Standard | 94% ABOVE National Minimum Standard |
| Grammar & Punctuation | 94% ABOVE National Minimum Standard | 91% ABOVE National Minimum Standard |
| Numeracy              | 97% ABOVE National Minimum Standard | 98% ABOVE National Minimum Standard |

## VCE/VET/VCAL

The Dux for Galen Catholic College in 2021 achieved an ATAR of 97.65.

Four Galen students achieved ATARs of 90 or above, whilst 16 Galen students achieved Study Scores over 40 in individual subjects.

Galen Year 12 students have once again achieved 100% success rate in attaining their VCAL certificates.

Galen VET students also performed impressively as part of their VCE and VCAL certificates.

## MEDIAN NAPLAN RESULTS FOR YEAR 9

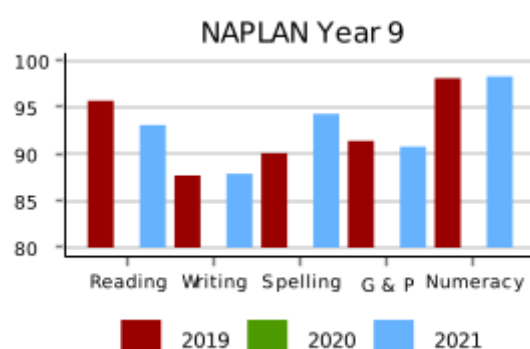
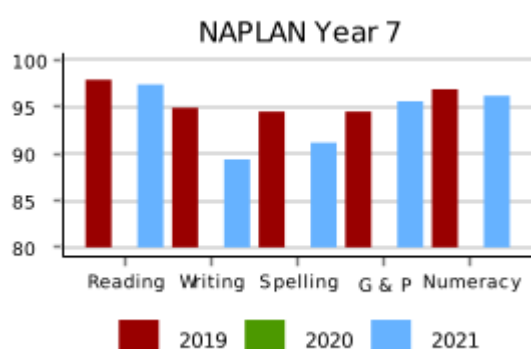
|                              |       |
|------------------------------|-------|
| Year 9 Grammar & Punctuation | 562.1 |
| Year 9 Numeracy              | 580.9 |
| Year 9 Reading               | 573.0 |
| Year 9 Spelling              | 568.8 |
| Year 9 Writing               | 547.4 |

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS |           |           |                             |           |                             |
|--|-----------|-----------|-----------------------------|-----------|-----------------------------|
| NAPLAN TESTS   | 2019<br>% | 2020<br>* | 2019 – 2020<br>Changes<br>* | 2021<br>% | 2020 – 2021<br>Changes<br>* |
| YR 07 Grammar & Punctuation                          | 94.5      | -         | -                           | 95.6      | -                           |
| YR 07 Numeracy                                       | 96.9      | -         | -                           | 96.2      | -                           |
| YR 07 Reading  | 97.9      | -         | -                           | 97.4      | -                           |
| YR 07 Spelling                                       | 94.5      | -         | -                           | 91.2      | -                           |
| YR 07 Writing  | 94.9      | -         | -                           | 89.4      | -                           |
| YR 09 Grammar & Punctuation                          | 91.4      | -         | -                           | 90.8      | -                           |
| YR 09 Numeracy                                       | 98.1      | -         | -                           | 98.3      | -                           |
| YR 09 Reading  | 95.7      | -         | -                           | 93.1      | -                           |
| YR 09 Spelling                                       | 90.1      | -         | -                           | 94.3      | -                           |
| YR 09 Writing  | 87.7      | -         | -                           | 87.9      | -                           |

\* 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 2021 school year proved to be another difficult year adapting to COVID-19. What seemed so surreal and unbelievable throughout 2020 became part of our response by adapting to the changes as requested by the State Government.

Going in and out of remote learning has provided so many challenges for our students, staff and parents and we are extremely proud of the strength demonstrated by our Galen community. It was amazing to witness just how well students, parents and staff came together to work collaboratively in the face of remote learning. Our community demonstrated resilience, resourcefulness and empathy.

This year was an historic year for our Pastoral Care and Wellbeing structure. We commenced the new eight House Vertical Homeroom system with the introduction of 4 new Houses Brigid (White), Glowrey (Orange), Patrick (Light Blue) and Vincent (Purple).

Homeroom Mentors began the year with regular contact with families across the Vertical Homeroom, comprising students from Years 7 - 12. Siblings were placed in the same Homeroom allowing families to have the one point of contact for all of their children. In turn, this structure has enabled our Homeroom Mentors to develop a deeper relationship with their students and families. This has become particularly important during remote learning.

Our Homeroom Mentors have done a great job and have adapted extremely well to the new Vertical Homeroom system. They have had dedicated and passionate House Leaders support them along the journey in this inaugural year of the new structure.

We thank the wonderful House Leaders for all of their hard work, dedication, perseverance and passion for their role. They truly uphold and demonstrate the values and characteristics of their House patron and we really appreciate their willingness to support students, staff and families. Their contributions in this transition year have been enormous.

We also acknowledge and thank our professional, supportive and committed Galen Wellbeing team. They have all provided exceptional care and follow up for our students. Their ability to keep up with the ever-changing landscape of supporting our most vulnerable students and families was commendable.

Acknowledgement must also go to our FIRST (Faith, Integrity, Respect, Self and Team) team for leading the way with the implementation of our school wide positive behaviour support program.

## Achievements

This year we were fortunate to successfully schedule many of our planned wellbeing activities prior to the lockdowns in term 3.

In term 2 we welcomed a Social Media expert who worked with our Year 7, 8 and 9 students in regards to the traps and dangers of many popular apps and online entertainment websites, and also supported our staff and parents with strategies on how to protect young people online.

Galen also welcomed a guest speaker who worked with our Year 8 and 9 male students as well as their significant role model to discuss and tackle challenges facing our young boys. The 'Men of Honour' workshop was very well received by our students and parents and it was fantastic to witness our community gather in such large numbers. Our Year 12 students had a goal setting workshop 'Brilliant Young Mind' to assist and motivate them as they prepare for the end of secondary school. Our Year 10 and 11 students also got involved by completing the 'Hope Express' workshop and focussed on motivating our senior students to be the best version of themselves. A big thank you to the Galen Parents Association for contributing 50% of the cost towards these fantastic workshops and we hope these workshops will become a bi-annual event.

Galen continued to build on from last year with offering students the Teen to Teen Mental Health First Aid. Two staff members are trained providers of Teen to Teen Mental Health First Aid and have done an amazing job delivering the course to our Year 10 students. Throughout the past 3 years almost 500 students have completed the course - fantastic achievement!

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

### VALUE ADDED

In 2021, Galen Catholic College students were offered a diverse range of curricular and extracurricular activities including:

- House Swimming and Athletics Carnival
- Founders' Day celebration
- Junior school Production of 'Pan'
- Whole school Production of 'Mamma Mia'
- Year 12 Retreat
- Year 9 Adventure Camp
- Extensive Outdoor Education program
- Year 11 Galen Debutante Ball
- Sporting teams across the VSSSA



- Italian Opera trip to the Victorian Arts Centre
- Student leadership and membership across a broad range of areas such as the Environment and Social Justice groups.
- Online Pathway/Re-commitment Interviews,
- ANZAC assembly
- Christmas cards sent to all incoming Year 7 students from their new Homeroom Mentor and Homeroom peers.

## STUDENT SATISFACTION

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.

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.

## 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.

During the time of remote learning in term 3, the school implemented online learning 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 Mentor and House 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 Mentor follows up the absence by contacting the parents for the unexplained absence.

If there is a continued pattern of unexplained absence, House Leaders and Deputy Principal 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

81.3%

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL |       |
|---|-------|
| Y07   | 91.0% |
| Y08   | 91.2% |
| Y09   | 89.2% |
| Y10   | 85.4% |
| Overall average attendance                    | 89.2% |

| SENIOR SECONDARY OUTCOMES |       |
|---------------------------|-------|
| VCE Median Score          | 28.0  |
| VCE Completion Rate       | 99.0% |
| VCAL Completion Rate      | 94.0% |

| POST-SCHOOL DESTINATIONS AS AT 2021  |       |
|--|-------|
| Tertiary Study   | 30.0% |
| TAFE / VET   | 11.0% |
| Apprenticeship / Traineeship   | 13.0% |
| Deferred   | 24.0% |
| Employment   | 19.0% |
| Other – The category of Other includes both students Looking for Work and those classed as Other | 4.0%  |

## Child Safe Standards

### Goals & Intended Outcomes

**Goal: Formation of Child Safe Standards committee to oversee the changes and implementation of the new Child Safe standards**

In 2021, Galen formed a new Child Safe Standards Committee to implement the new Child Safe Standards that are to be implemented by July 2022.

The Child Safe Standards committee includes the following members of staff;

- Junior School Leader
- Senior School Leader
- Daily Organiser
- Executive Assistant to the Principal
- Deputy Principal - Catholic Identity
- Director of Staffing
- Deputy Principal - Staff & Students

### 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.
- Parents and Advisory Council members were informed of the Child Safe Policies via 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 as well as the Child Safe Code of Conduct 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

- Four priorities were identified for 2021.

These were:-

- Implement Year 1 of the House system
- Re-introduce "Infinite Possibilities" and create a culture of academic rigour
- Deepen our shared understanding of our Catholic faith and heritage
- Embed 4th year of FIRST (School Wide Positive Behaviour Framework)

### Achievements

Despite the challenges that COVID-19 presented, a conscious decision was made to push ahead with as many goals as possible. The major achievements were:

- Students and staff members completing the Enhancing Catholic School Identity (ECSI) survey; the data from this survey will inform the strategic response of the school
- Each House team commenced development of the House Patron story, values and images and a local artist was commissioned to paint a portrait of each House Patron which will be used as a consistent visual source for presentations, posters, banners and publications.
- The Landscaping Master Plan worked with the Architect to ensure that the gardens and any future buildings align with the Heritage Walk.
- Local pastoral leaders are directly involved with Youth Ministry classes
- commenced developing a culture of community that prays together and is interested in dialogue about life, humanity, creation, theology, justice and peace that frames learning and teaching and wellbeing.
- Began backward mapping of all learning and assessment tasks to reflect Victorian Curriculum Assessment Authority (VCAA) standards and content; an important step in developing a common understanding of a rigorous approach to planning and assessing learning.
- Professional Learning was provided to Learning Area Leaders around collection and use of data.
- Goal setting commenced for Year 7 and 8 students and a timeline developed for monitoring these goals and achievements.
- Reformation of the year level Learning Leader teams to better reflect the specific needs of the Junior and Senior Schools.
- During lockdown, Galen developed a non-attendance and non-engagement reporting and recording process which included communication with parents and students, using the data to better support students and families seriously impacted.
- Further development in access and use of student data regarding the FIRST framework including use of the FIRST matrix to respond to behaviour concerns at all year levels.

- Conducted a professional learning day educating staff on the FIRST Behaviour Flowchart and minor and major responses. A Shared Student Support Framework was also established to assist staff in responding appropriately to incidents and communicating with relevant staff.
- Coaching continued with teaching staff goals linked to the School Improvement Plan.

## PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2021

Professional learning is a central component of the practice of any learning community. At Galen, staff are supported in their professional learning and growth as members of a learning community. In doing so, this forms an integral part of improving teaching and learning opportunities for our students and in the overall development of the Galen Community. The Sandhurst School Improvement Framework sees Professional Learning as a vital component of the School's ongoing cycle of development and growth, supported through leadership, implemented on a planned basis through specific policy and program planning and resourcing and arises from the personal professional learning needs of staff.

A summary of activities undertaken in 2021 is included below:

- Indigenous Education Network Days
- Staff Formation
- OHS
- School Operations
- Leadership Development
- VET program development and training
- Catholic Identity and Religious Education
- Further Tertiary Study
- Early Career Teacher Development
- NCCD Training
- Timetabling
- VCE, VCAL & VET specific training and compliance
- Behaviour Management
- School Compliance
- Coaching and Growth
- MacqLit Program
- Teacher network conferences
- Learning-area and subject specific seminars (e.g., Comview, HTAV, AATE, exam review)
- Mental Health First Aid



- Critical Incident Training
- Curriculum Development

## TEACHER SATISFACTION

Staff consultation around appointment of a new Principal for 2022 highlighted

- a strong willingness for staff to build a positive College culture
- a willingness for staff to engage in a new leadership approach
- what staff valued about being members of the Galen Catholic College community

## TEACHING STAFF ATTENDANCE RATE

|                                |       |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 83.0% |
|--------------------------------|-------|

## ALL STAFF RETENTION RATE

|                      |       |
|----------------------|-------|
| Staff Retention Rate | 85.5% |
|----------------------|-------|

## TEACHER QUALIFICATIONS

|                          |       |
|--------------------------|-------|
| Doctorate                | 0.0%  |
| Masters                  | 8.7%  |
| Graduate                 | 16.3% |
| Graduate Certificate     | 2.9%  |
| Bachelor Degree          | 63.5% |
| Advanced Diploma         | 11.5% |
| No Qualifications Listed | 28.8% |

| STAFF COMPOSITION                     |       |
|---------------------------------------|-------|
| Principal Class (Headcount)           | 6.0   |
| Teaching Staff (Headcount)            | 132.0 |
| Teaching Staff (FTE)                  | 113.6 |
| Non-Teaching Staff (Headcount)        | 71.0  |
| Non-Teaching Staff (FTE)              | 60.9  |
| Indigenous Teaching Staff (Headcount) | 1.0   |

## College Community

### Goals & Intended Outcomes

New Horizon II provides the College with some key priorities that reflect our community relationship values and foster and enhance success in our broader community. These include:

- Building and maintaining authentic relationships between home and school
- Building and maintaining authentic relationships between school and community
- Developing a culture of care for one another

### Achievements

2021 continued to provide challenges with further pandemic disruptions, resulting in further development of attendance and engagement processes. These were implemented to provide additional support and communication for students and families during the periods of remote learning.

The Family & Community Engagement (FACE) team revised the Terms of Reference to continue the development of authentic relationships between home, school and the community. The FACE team will link in with the Galen Parents Association to look at the CES Ltd Parent Engagement Strategy.

#### VALUE ADDED

The culture of care for one another continued to develop during the year as students, families and staff negotiated the changing landscape, evidenced by the generosity of the community in the communication between school and home. Additional support provided by the College leadership and wellbeing teams extended to students, families and staff.

The College was committed to supporting curricular and extracurricular activities where possible, resulting in a number of on-site and off-site events occurring including breakfast club, camps at Years 7, 9 and 12 proceeding as well as the amazing experience of the school production, Mamma Mia going ahead at the end of the year and being able to celebrate our graduating Class of 2021 at the Graduation Dinner.

## PARENT SATISFACTION

Galen Catholic College's parent community continually provided positive feedback during 2021. Strengths most often commented on:

- detailed and regular communication around the school's response to COVID-19, remote learning and government regulations
- school improvement in buildings, grounds, gardens and learning
- academic and social opportunities in a broad range of extra-curricular activities
- vertical Homeroom system with siblings in the same Homeroom, making communication to and from home much more streamlined and consistent.
- the convenience of conducting of parent teacher student interviews online from the comfort of the family home or workplace
- opportunities for student leadership and social justice involvement
- the quality of masses and assemblies, whether online and live-streamed or face to face