



Galilee Regional Catholic Primary School

South Melbourne

2021

Annual Report to the School Community



Registered School Number: 1941

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E NUMBER	E1362

Minimum Standards Attestation

I, Simon Millar, attest that Galilee Regional Catholic Primary School 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.

07/04/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

At Galilee students, staff, and parents:

- **LIVE** as faith-filled global citizens who purposefully contribute to the world,
- **LOVE** by fostering a safe, inclusive, active, and positive community,
- **LEARN** and teach collaboratively, using evidence to empower inquiring minds.



School Overview

Galilee Regional Catholic Primary School opened its doors in Bank Street, South Melbourne in 1994, as the first Regional Catholic Primary School in Victoria, bringing together four local Catholic primary schools to create one blended school community. The four schools were: Our Lady of Mount Carmel, Middle Park; St Joseph's, Port Melbourne; Sts. Peter and Paul, South Melbourne; and Sacred Heart, St Kilda West. Galilee is a place where students, families, teachers and parishes come together to educate the whole student in life skills, academic skills and Gospel values.

We are blessed to have three communities who make up the combined parishes of Galilee Regional Catholic Primary School - St Joseph's in Port Melbourne, Our Lady of Mount Carmel in Middle Park and Sts. Peter and Paul in South Melbourne. Fr. Hugh Brown and Fr. Gary Devery are integral members of our school community providing a very real link to our parishes. Within these three parish communities, our enrolments encompass the areas of South Melbourne, Middle Park, Albert Park, St. Kilda, Port Melbourne, part of the C.B.D., Docklands and Southbank.

In 2021, we continued to have two streams in most levels except three in Prep and Year 2 with 348 students in total. We have experienced a steady increase in enrolments over the past few years, although a number of families left Melbourne and Galilee in 2021 for 'COVID-related' reasons. The learning and teaching program at Galilee caters for each student through generous teacher/student ratios and Learning Support Officers employed to work in many classrooms, allowing teachers to differentiate the curriculum to cater for the individual learning needs of each student, while challenging and supporting each learner to reach their full potential.

All students participate in weekly Specialist classes in the following subjects:

- **LOTE (Italian)**
- **Art**
- **Physical Education**
- **Performing Arts**



Learning opportunities provided by classroom and specialist teachers are enhanced by the use of, and greater access to, new and emerging digital technologies. These include wireless laptops, interactive whiteboards and digital devices, including iPads, Chromebooks, Bee Bots and Virtual Reality Goggles.

Construction began in 2021 to build a new facility that would incorporate: basketball multi-purpose stadium, Performing Arts facility, STEM/Visual Arts centre, four new contemporary classrooms, outdoor play space and a 'maker-space' area.

Principal's Report

In 2021, my role as Principal was full of rewards and challenges with the continuation of COVID-19 restrictions but the beginning of a new and exciting building project.

Expectations for 2021 to return fully to onsite learning were not met with approximately 50% spent in remote learning. Throughout the unpredictable 2021 school year, student learning and wellbeing remained our top priority. I remained concerned for our school community and the impact of the lockdowns but remained focused on the planning for our return and beyond. I am extremely proud of the care, professionalism, and flexibility all staff showed towards our students and school community throughout 2021.

I worked in collaboration with the individual leaders in all areas, encompassing all aspects of home-schooling, including the needs of different students, staff members, families, and year levels. I managed this by ensuring that our team at Galilee were kept up to date with information through daily Google Hangouts and that our support staff were in regular contact with students and families who needed extra support during this time. Just like all staff members at Galilee, I had to pivot in my role as Principal in 2021, managing the legalities of onsite operations, keeping abreast of government and education system directives, organising onsite student and staff limitations, communicating to our community and keeping them up to date with the latest information, whilst being ever mindful of the wellbeing of my staff as they embraced and adapted to each challenge. We sought many ways to support and communicate with each other and our connections remained positive and supportive.

Pivoting our Learning and Teaching approach to home learning, as well as ensuring we were supporting student wellbeing, was a major focus throughout this time and equally important was integrating our community back into 'normal' school life once restrictions were eased slightly in Term Four. I would like to acknowledge our Leadership Team members not only for the direction and the development of home learning models, but also for instilling confidence in our teachers and support staff in their ability to meet the ongoing challenges.

Thank you to both Deputy Principals, Amy Burns and Carlo Martello for their support and leadership throughout 2021 and to Wendy Dalton, Tegan Stuart, Jane Ferris (Learning Diversity & Wellbeing) and Sharon Cameron (Counsellor) who were vital links between staff and families.

Changes to Home Learning

During lockdowns, there was constant reassessment and evaluation of the success of our learning models. We were able to manage resources to ensure that every student had access to a device so that they could participate in home learning. In beginning of Term Three, we initiated another major review, considered feedback from parents and families, and initiated a new model that closely replicated a day at school. This took some pressure from the parents to educate their child/ren, with many working from home. More Google Hangouts were added to our daily schedule to give the students a chance to socialise and stay connected. English and Mathematics focus groups were continued to ensure students were able to access targeted teaching.

Peaceful Kids and Wellbeing groups remained to ensure we were supporting all students during this very difficult time. The Peaceful Kids initiative that was started during lockdown has been successfully integrated by Jane Ferris and Sharon Cameron, into our regular programming back at school in all classrooms. After our experience of home learning in 2020, the decision was made

to have three smaller classes of Prep for 2021, that will collapse into two Year 1 classes in 2022. This decision was made due to less Kindergarten attendance in 2020 and a reduced transition program. The success of this model has ensured its continuation in 2022.

Communication

We sustained a strong partnership with our parents throughout the year. A previous survey during lockdowns revealed that **95%** of our parents were satisfied with the information and correspondence sent from the school. **86.6%** of parents were satisfied with the changed model that provided more Google Meets between students and teachers. We also maintained a strong partnership with our students.

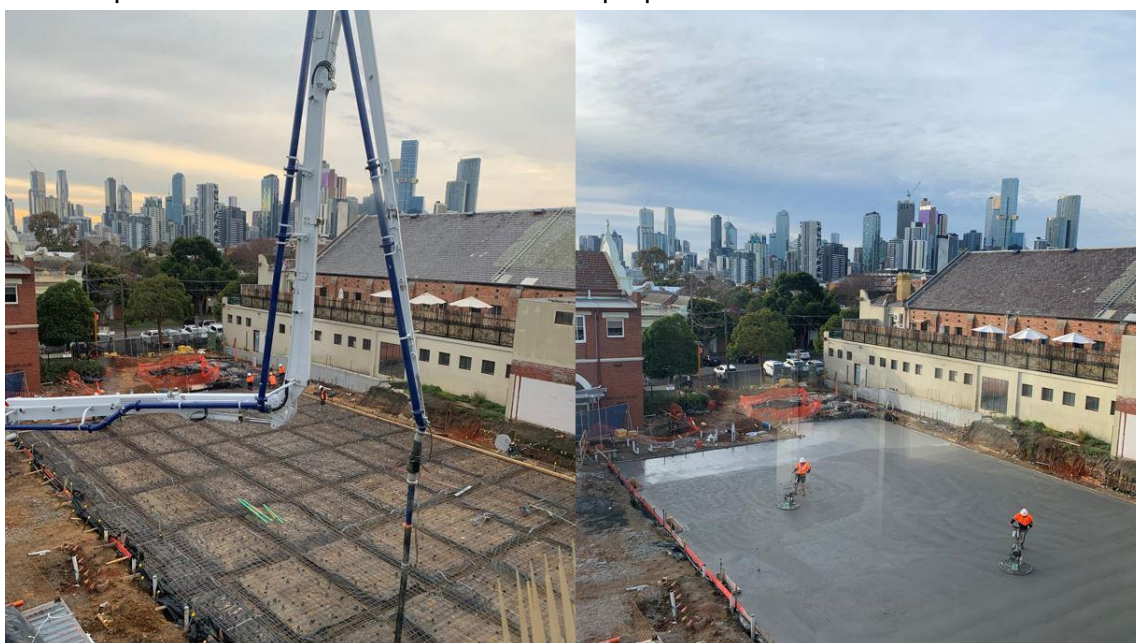
Our online assemblies were successful and highly attended. The School Advisory Council (SAC) continued to meet online and Staff Meetings were scheduled each week. The SAC, despite many challenges, stayed connected and made many invaluable contributions to the school.

Building Project

After successfully obtaining approval to proceed, construction of the school's major building project commenced in 2021. The project was made possible following several years of planning and design, as well as the support from MACS and the State Government. The new facility will be a highlight for our school, the local community and Catholic Education. Attached is a Google Slide summarising our progress: [Galilee Building Journey](#) The building is expected to be completed in 2022.

The building will provide:

- Five additional contemporary learning spaces,
- rooftop playground and garden,
- STEM and Performing Arts facilities and spaces,
- Teacher and staff areas including breakout learning and,
- competition-size basketball stadium/multi-purpose hall.





The new facility has been carefully positioned on the site to maximise learning and outdoor spaces and will have new connections to the existing buildings at the front and rear of the school.

There will be a new entrance to the school via the new façade on Bank Street providing improved access for staff and families and great connection to the local community.

The new building has been designed to comply with disability access requirements set out in relevant legislation and includes features such as accessible walkways, ramps and wheel chair accessible facilities including a lift and toilets.

The building forms part of the Galilee Masterplan which has been developed for the school.

I thank all members of the Building Committee who have worked towards this new facility over the last six years and look forward to completion in 2022.

Students and Prep Transition

Congratulations to our School Captains, Isaac and Eliza who showed consistent and excellent leadership throughout 2021 often joining online meetings and assemblies. I also wish to acknowledge the efforts of all students who had to adapt to changing learning environments.

I am proud that Galilee successfully ran the 2022 Prep Transition Days and I would like to congratulate the Prep Team of: Cassandra Smith, Sheridan McAuliffe and Annmaree Pinner for their flexibility, generosity of time and thorough preparation of these days.

Return to Onsite learning

We managed to reschedule most of our Camps once we returned to school in Term 4, as it was deemed that they were very important to the students after such a long period of home-schooling. Thank you to Helen Rouchecouste, our Religious Education Leader who worked swiftly with classroom teachers and our Parish Priests to ensure Sacraments could take place in 2021.

Learning and Teaching & Governance

2021 saw a change in governance from Parish Priests to MACS (Melbourne Archdiocese of Catholic Schools). As a consequence, many school policies had to be adjusted to meet the guidelines of MACS. A number of new policies have been created and added to our school website. I thank Carmen Carnovale for her role in working with me to complete this detailed and lengthy task.

Despite the many adjustments in 2021, Learning & Teaching remained a high priority throughout 2021. Staff and our English Leader, Laura Cox, persisted with continuing to train and implement improved strategies in Writing. Amy Burns, worked with staff to develop a more contemporary

model of teaching that would lead to a greater emphasis upon STEM in 2022. Data showed that we were achieving outstanding school results across all areas of English. This highlighted the need to focus on Mathematics and STEM in 2022.



Thank you

Thank you to the School Advisory Board for their tremendous support led by Darren Catherall as Chair and Athena Romic as Deputy-Chair. Their hard work, flexibility, expertise and support was greatly appreciated. Darren will move to being a general member in 2022 with the position of Chair going to Athena. Darren brought a degree of calm professionalism to role and I thank him for his support.

Thank you to the efforts of the Galilee Parents Association, led by Anastasia Kritikos and the Parent Reps who planned many events that could not proceed.

I would like to acknowledge and thank our Parish Priests, Father Hugh Brown and Father Gary Devery for their ongoing support of our families.

For all its challenges, 2021 was a year that we were not expecting but together we found a way to stay connected. Our thoughts and prayers are with those who suffered adversity throughout 2021 as we look forward to 2022 with optimism.

Simon Millar

Principal



School Advisory Council Report

On behalf of the School Advisory Board, I would like to extend my warm and sincere thanks to Principal Simon Millar, the School Leadership and Staff at Galilee for their resilience, flexibility, understanding and thoughtfulness through yet another challenging year brought on by the impact of COVID-19.

The School continued its flexible approach to learning amid Government announcements regarding COVID-19 once again. Care for students and staff remained of paramount importance in the application of learning and teaching policy and procedure.

I commend the School on providing opportunities for students. These actions reinforced the strong focus our School Leadership has on our Students. I also acknowledge the time and commitment of our dedicated volunteers to help facilitate these opportunities (and many more). I'm confident that as we move into 2022, the opportunities for our Students will grow which in turn is the cornerstone of a bright future at Galilee.

The major building contract continued, and many milestones of construction were met through the year. We acknowledge the work of the Building Committee, and the tireless efforts of the School Leadership in assisting with Project Management and the search for cost savings. Once complete, the building will serve not just the School but the wider community.

The Board continued with its role and supported the School Leadership and School Community with several initiatives and contributions that included advice related to the Fees Policy (Collection and Recovery), Marketing (Website rebranding and design), Staff Induction Manual and bespoke advisory projects by the Chair and Deputy Chair. Meetings were again held in line with COVID-19 protocols.

The Board welcomed Carlo Pizzini back in 2020 and no members retired in 2021.

On behalf of the Board, it has been our pleasure and privilege to serve Principal Simon Millar, the School Leadership, and the School Community. We thank everyone for their contribution and look forward to 2022 and all the challenges that may come.

Darren Catherall

Chair – School Advisory Board

Athena Romic (Deputy Chair), David Gloag, Bernard Mandile, Nicole Lorient, Tim Anderson, Carlo Pizzini, Simon Millar (Principal), Carlo Martello (Deputy Principal), Amy Burns (Deputy Principal)

Education in Faith

Goals & Intended Outcomes

To enhance Catholic Identity.

To enhance prayer life and the faith formation of teachers and students and build teacher confidence integrating and embedding the RE Framework.

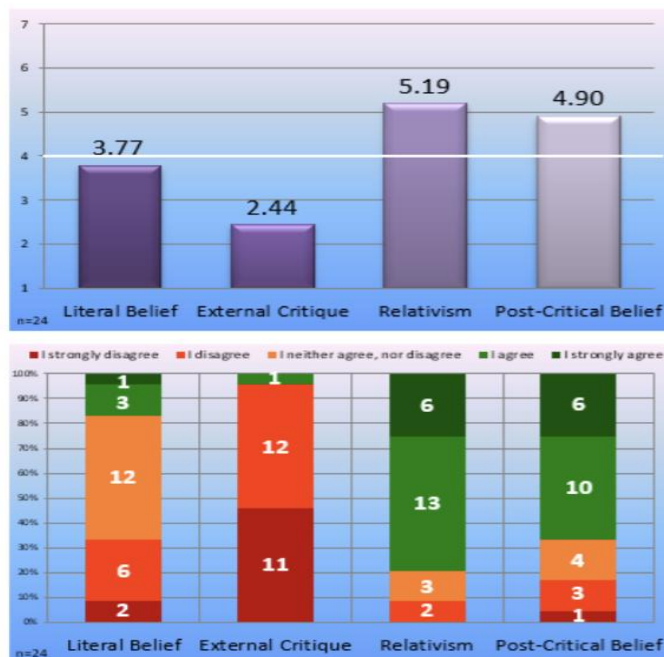
Achievements

- Continued with Sts Peter and Paul's food donation in Lent and Advent
- Increased priest and parent involvement through classroom visits, Sacramental planning, Reflection days and Faith Nights
- Year levels created Faith Bags for Sacramental candidates
- Faith Team continued to meet regularly (onsite/online)
- Planned RE links to STEM using RE Framework and Pedagogy of Encounter through facilitated planning with Leadership Team
- Religious Education embedded into all areas of learning - making links with STEM and PSEL
- Continued Faith Nights for Sacramental Years - (Term One only)
- Continued Reflection Days for the Sacramental years - (Terms One and Three - online)
- Informed families of the Scripture of the Week through the newsletter as well as the Sacraments and special days during the year
- Reviewed the Liturgy calendar each term
- Faith Leader attended Network Days online
- Commenced RE Collective: Encountering the Sacred Prayer Collective with St. Joseph's, Elsternwick
- Staff continued "I can..." statements for teaching, assessing and reporting
- Catholic singer/songwriter, Andrew Chinn participated in whole school Incursion (Term One)
- Facilitated in planning with Amerall Blom (Southern Zone Religious Education Consultant from MACS)
- Unpacking of ECSI (Enhancing Catholic School Identity) data with Amerall Blom and staff
- Most Sacraments celebrated in Term 4 (COVID conditions)
- Reflection for the staff in weekly bulletin
- Scripture of the Week emailed for all staff weekly

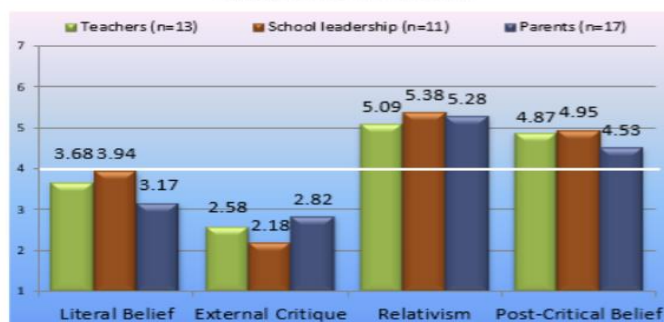
The ECSI Project provides ongoing international research that gives staff, students, and school communities a theological framework to better understand and clarify their Catholic identity and beliefs. The project provides empirical and practical-theological instruments to measure a school's Catholicity, and in turn, confirm its future direction and practices. The data presents three different scales that all work towards painting a picture of the Catholic Identity of our school. One of these scales is the Post Critical Belief Scale.

Post-Critical Belief Scale

Scale means and percentage distribution for school staff.



Disaggregated scale means for teaching staff and school leadership, supplemented with parents.



The ECSI data indicates a Literal and Values based approach that we are wanting to move away from towards a Recontextualised, Dialogical and Post Critical Belief.

Student MACSSIS Data - Catholic Identity

10.4 In your Religious Education classes, how much do you discuss your questions and ideas about things like fairness, life, happiness, death and relationships?	47%	69%	49%	9%	19%	22%	32%	17%
10.5 How often does your class pray together? [Ask if Year = 4 - 6]	83%	60%	51%	19%	18%	12%	9%	42%
10.6 To what extent is the Religious Education classroom a place where you feel comfortable to talk about your beliefs, practices and ideas? [Ask if Year = 4 - 6]	49%	58%	44%	13%	18%	24%	30%	14%
10.7 To what extent is the Religious Education classroom a place where you feel comfortable to share your views? [Ask if Year = 7 - 12] **	-	- **	- **	-	-	-	-	-
10.8 How often do Religious Education classes help you understand why you live the way you do?	55%	46%	47%	13%	15%	25%	25%	22%
10.9 To what extent are celebrations and traditions, such as prayer, social justice, sacraments and Mass, a part of school life?	69%	77%	53%	4%	21%	22%	37%	15%
10.10 To what extent do your teachers encourage you to respect the religious beliefs and practices of others?	73%	76%	75%	3%	10%	12%	29%	45%




The school's MACSSIS Student data indicates a drop in results from 2019 (last time these surveys were conducted) to 2021. This is largely due to COVID, school closures resulting in the inability for students to participate in school liturgies and Masses. They experienced a restricted school prayer life and limited access to Religious Education lessons.

We are committed to improving these results as we reinstate and re-engage wholeheartedly with our Catholic Faith being onsite at school. This data has generally decreased over the last two years for Catholic Schools in the Archdiocese of Melbourne. Even so, this data is above the MACSSIS data in some areas.

Staff MACSSIS Data - Catholic Identity

E1362 Galilee Regional Catholic Primary School

MACSSIS



Staff Detailed Results > Catholic Identity Domain

	MACS Average	2019	2021	Negative	2	3	4	Positive	N/A
14.1 How often does the school leadership team invite discussion on the Catholic mission of the school?	50%	42%	36%	16%	12%	32%	36%	0%	4%
14.2 How clearly does the school leadership team communicate the Catholic beliefs and practices underpinning the policies and practices of the school?	77%	58%	60%	12%	0%	28%	48%	12%	0%
14.3 How clearly do you understand the Catholic beliefs and practices underpinning the policies and practices of this school?	81%	88%	64%	0%	4%	32%	36%	28%	0%
14.4 To what extent do school leaders share their faith perspective?	57%	29%	36%	16%	8%	40%	20%	16%	0%
14.5 To what extent does the school leadership team create a culture that enables others to share their faith perspectives?	60%	46%	42%	4%	8%	46%	21%	21%	0%
14.6 To what extent does the school leadership team encourage staff participation in faith and religious formation?	71%	54%	60%	4%	16%	20%	44%	16%	0%
14.7 How supportive is the school leadership team in integrating Religious Education with other curriculum areas?	71%	58%	64%	4%	12%	20%	52%	12%	0%
14.8 How often does prayer take place at community events such as staff meetings, school assemblies, and family gatherings?	92%	88%	96%	0%	0%	4%	32%	64%	0%
14.9 To what extent is respect for Catholic beliefs emphasised at your school?	83%	79%	80%	0%	4%	16%	60%	20%	0%
14.10 To what extent is respect for religious belief in general emphasised at your school?	80%	75%	76%	0%	4%	20%	60%	16%	0%
14.11 How important is staff participation in prayer in this school?	82%	67%	72%	0%	8%	20%	52%	20%	0%
14.12 How important is staff leadership of prayer in this school?	81%	63%	76%	4%	8%	12%	56%	20%	0%

Despite COVID restrictions, we see that our Staff results are outstanding and have improved since 2019. As a result of our initiative to join a Prayer collective, this data indicates that prayer at community events such as staff meetings and school assemblies is considered to be very important as is the staff leadership of prayer at Galilee.

Family MACSSIS Data - Catholic Identity

E1362 Galilee Regional Catholic Primary School Primary



Family Detailed Results > Catholic Identity Domain

	MACS Average	2019	2021	Negative	2	3	4	Positive
7.1 In the past year, how often have you participated in a religious event, such as a class or school prayer service, or Mass?	11%	12%	4%	52%	22%	22%	0%	4%
7.2 To what extent is the Catholic mission emphasised at your child's school?	83%	80%	81%	4%	0%	15%	67%	15%
7.3 To what extent is respect for Catholic beliefs emphasised at your child's school?	88%	94%	89%	0%	0%	11%	52%	37%
7.4 To what extent is respect for other religions emphasised at your child's school?	61%	88%	52%	7%	11%	30%	44%	7%
7.5 How well do you understand the Catholic mission underpinning the policies and practices of the School?	60%	76%	56%	15%	0%	30%	52%	4%
7.6 To what extent are Catholic religious practices emphasised at your child's school?	87%	- **	85%	0%	0%	15%	48%	37%

These MACSSIS Family results are also positive even due to COVID restrictions with church closures and limited celebration of the sacraments. Families were limited to online Assemblies and being onsite at school. Despite this, these results are above the MACSSIS average for Catholic Schools in Melbourne.

Once again, we look forward to are committed to reengaging with the community with masses, liturgies, and Assemblies as we reinstate and re-engage wholeheartedly with our Catholic Faith being onsite at school.



Learning & Teaching

Goals & Intended Outcomes

To use data to improve student outcomes (growth).

To improve classroom practice, use student data and improve student growth and learning outcomes.

Achievements

- Implemented consistent whole school pedagogical approaches in Literacy: Smart Spelling, Big Write and VCOP (Vocabulary, Connectives, Openers & Punctuation)
- Purchased online professional development resources for teachers in SMART Spelling
- Purchased videos for SMART Spelling to enhance remote learning programs
- Prep Teachers attended Big Talk professional development day specific to the needs of Prep students
- All staff attended VCOP professional development, focusing on analysing writing samples with a consistent approach. Professional development enhanced teacher capacity to analyse and moderate writing data, using a rubric and teacher moderation sessions to ensure consistent marking
- Classroom Teachers attended professional development on how to use the Reading A to Z online program in the classroom and online during Home Learning
- Literacy Leader released four days per week to focus on Literacy Intervention in the junior and middle year levels
- Two Mathematics Leaders appointed to prioritise the teaching of Maths
- Three Level Leaders appointed to work on a consistent approach to Learning & Teaching
- New Learning and Teaching leader appointed (Amy Burns, DP)
- NCCD Dyslexia professional development attended by all staff, focusing on practical skills for teaching students with Dyslexia in the classroom
- Leaders scheduled to work in classrooms to assist with extension in Mathematics and English at targeted year levels
- Additional Learning Support Officers employed to provide additional support sessions for students in the area of Literacy and Numeracy before and after school
- New Personalised Learning Programs and Parent Support Group Meeting formats introduced
- Consistent planning documents used for English, Mathematics, STEM and Religious Education
- Planning documents recorded *extending* and *enabling* prompts to all learning experiences to personalise learning for students
- Provided feedback to teachers in relation to Work Programs in Week 7 in Terms 1 and 4 and weekly during Remote Learning
- Collected and documented data in a consistent manner across the school, as evidence for Cold Writes, Running Records, Pre and Post Maths Assessments, NAPLAN, PAT-R and PAT-M
- Engaged in professional development regarding analysing PAT, Cold Write and NAPLAN data

- All staff participated in facilitated planning sessions with Mick Ymer to create a Yearly Mathematics Overview for 2022
- Trialled a revised Assessment Schedule for Mathematics with staff attending professional development in pre and post assessment in Mathematics
- Analysed and used data in Professional Learning Team Meetings to support data-driven instruction
- Remote Learning program was restructured in response to community feedback in the 2021 surveys. Additional face-to-face sessions were implemented which enabled students to receive live lessons in targeted focus groups using Google Meet
- Provided consistent Remote Learning Planning Templates across the school
- Modified semester reporting, providing our families with student reports that exceeded government requirements
- Communicated the progression of growth points in Semester One and Two Reports to the school community
- Leaders attended professional development on the Agile School Leadership Program with Simon Breakspear and Ryan Dunn
- Classroom Teachers attended professional development sessions on the Double Diamond Design Process to guide STEM/Inquiry sessions
- Level Leaders worked with Shelley Waldron to seek professional development in STEM based inquiry
- Staff attended professional development on understanding the Victorian Curriculum and how to integrate the curriculum to make learning real and relevant for students
- Staff unpacked the Victorian Curriculum and mapped curriculum documents by pulling out key ideas and grouping learning areas to create a Learning and Teaching Plan. The Learning and Teaching Plan outlines curriculum delivery at Galilee using a two-year cycle of learning that students will engage with
- Staff working in Years 3-6 attended professional development in Google Classroom to assist in remote learning
- Staff used the Dojo App to communicate Learning Experiences during Remote Learning.



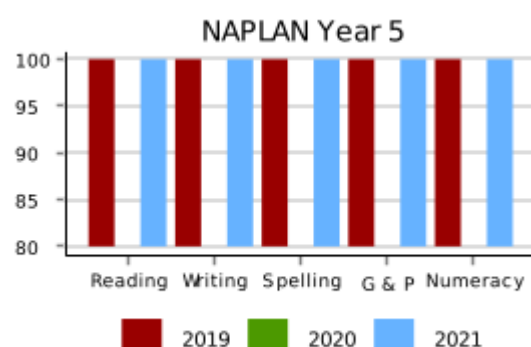
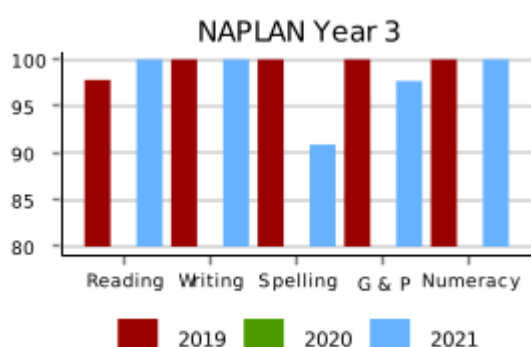
STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019	2020	2019 – 2020	2021	2020 – 2021
	%	*	Changes	%	Changes
			*		*
YR 03 Grammar & Punctuation	100.0	-	-	97.7	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	97.8	-	-	100.0	-
YR 03 Spelling	100.0	-	-	90.9	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

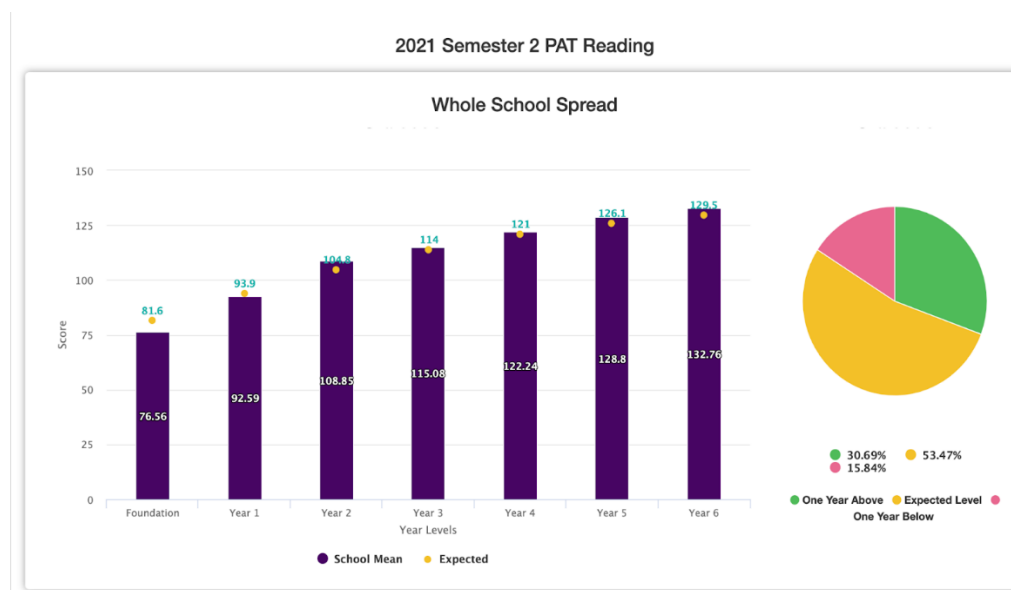
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** 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 relevant years.

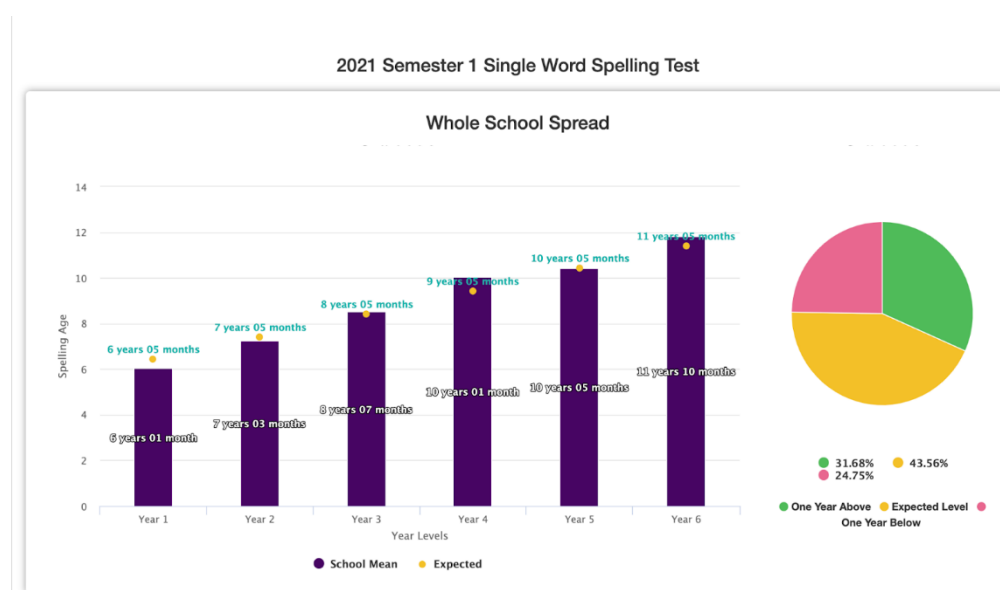


ENGLISH DATA - 2021



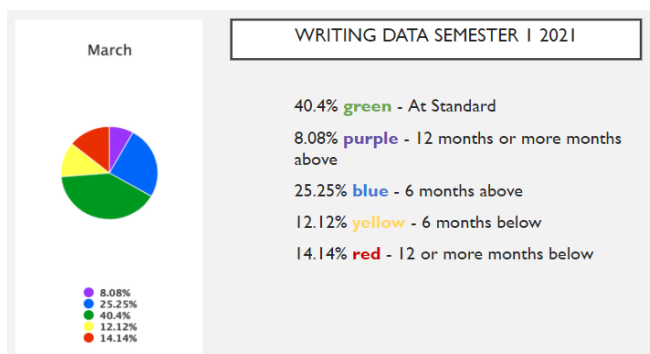
All students sat the PAT Reading Assessment in Term 4, 2021 and results indicate:

- **84.16%** of all students have achieved **at** and **above** the expected level in Reading
- Students are showing a progress from year to year



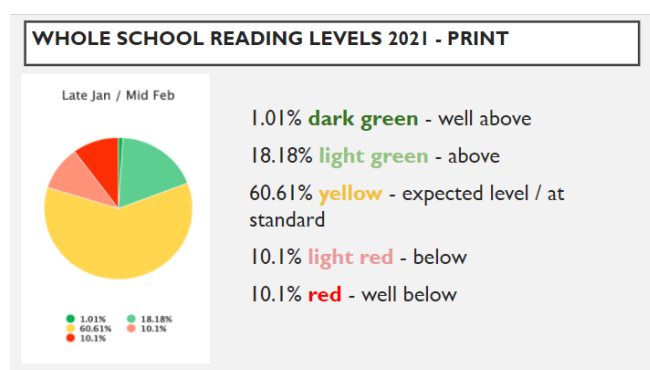
All students from Years 1-6 sat the Single Word Spelling Test in Semester 1, 2021 and results indicated:

- **75.24%** of students achieved **at** and **above** the expected level in Spelling for their age group
- Students are showing continual progress from year to year



All students from Prep - 6 participated in a Cold Write in Semester 1, 2021 and the results showed that:

73.73% of students are achieving **at** and **above** the expected level for their age group.



All students from Prep - 6 completed BAS reading assessments in Semester 1, 2021 and the results indicated that:

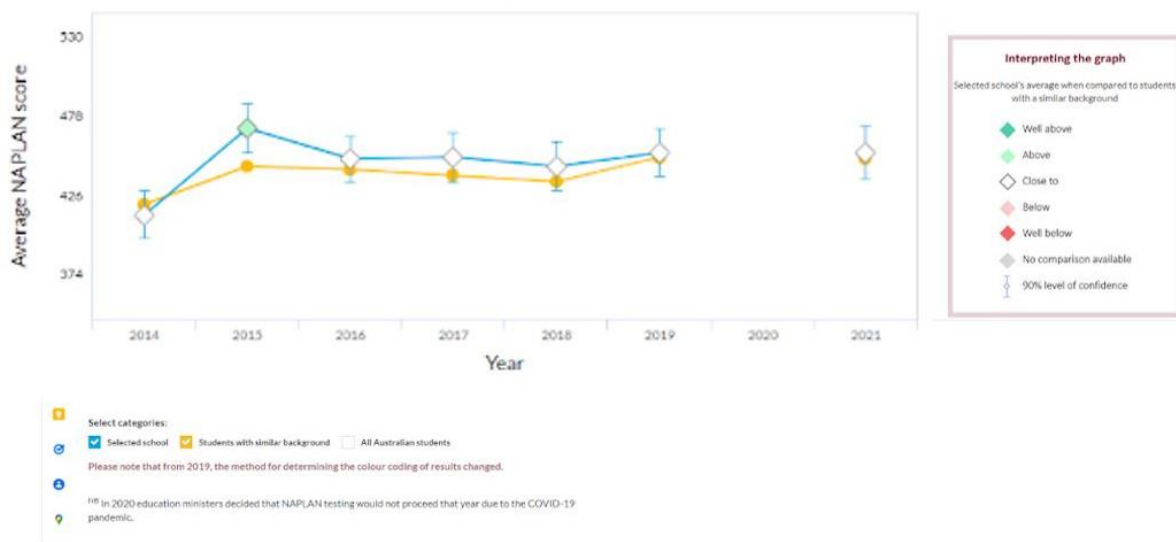
79.8% of students are achieving **at** and **above** the expected level for their age group.

NAPLAN Snapshot Data – 2021

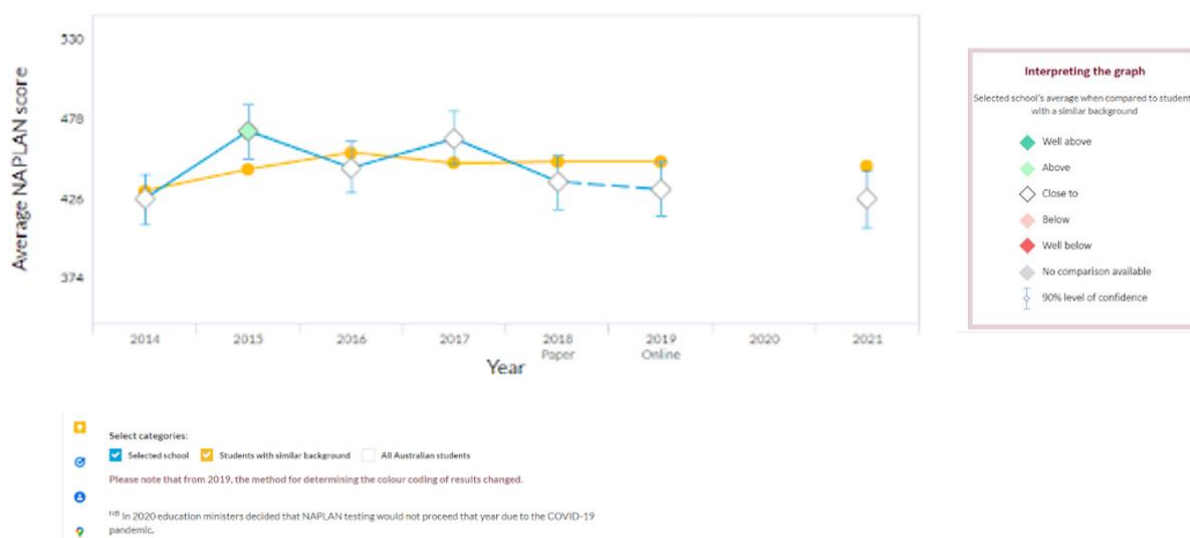
NAPLAN – Year 3 Reading (2021)



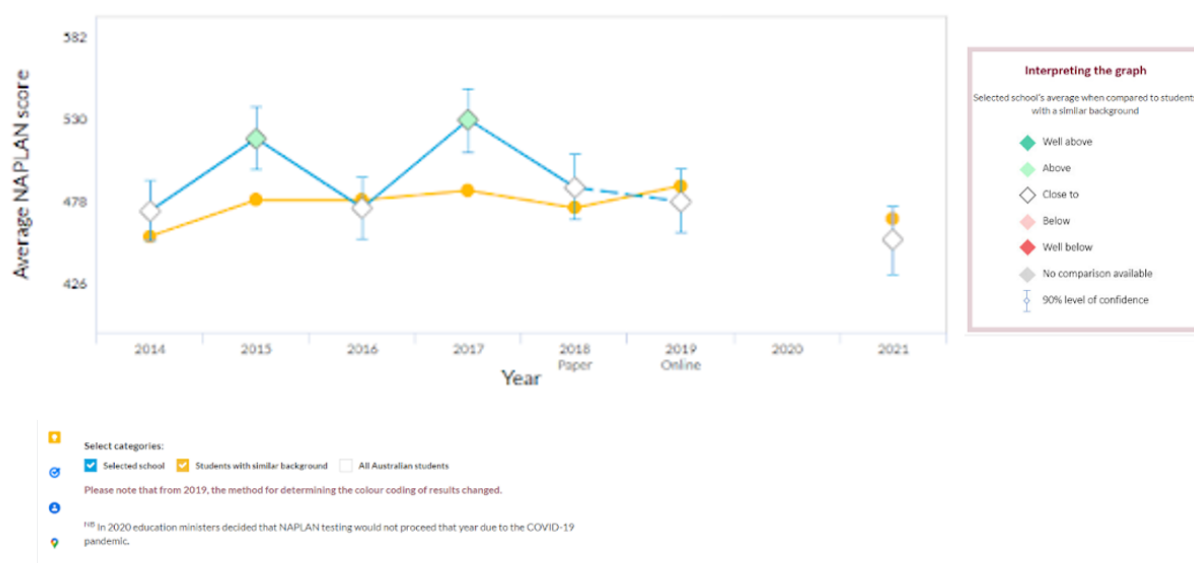
NAPLAN – Year 3 Writing (2021)



NAPLAN – Year 3 Spelling (2021)



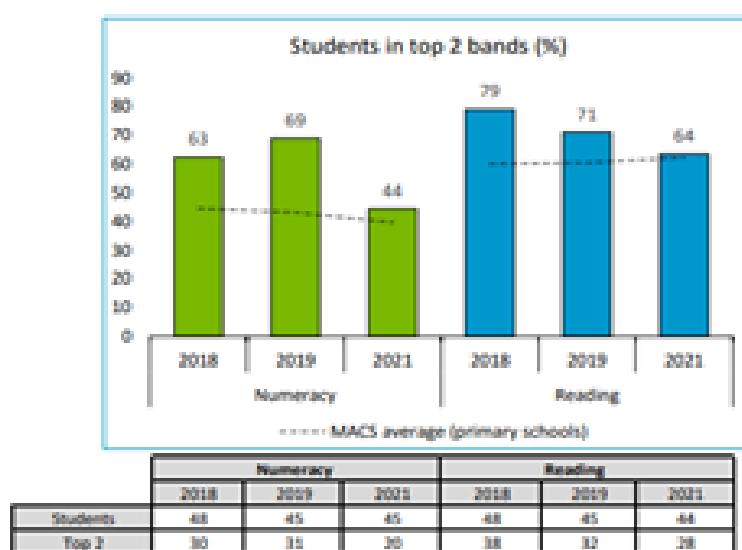
NAPLAN – Year 3 Grammar and Punctuation (2021)



Year 3 students sat the Reading, Numeracy, Writing, Spelling and Grammar and Punctuation NAPLAN in 2021. The results indicate that:

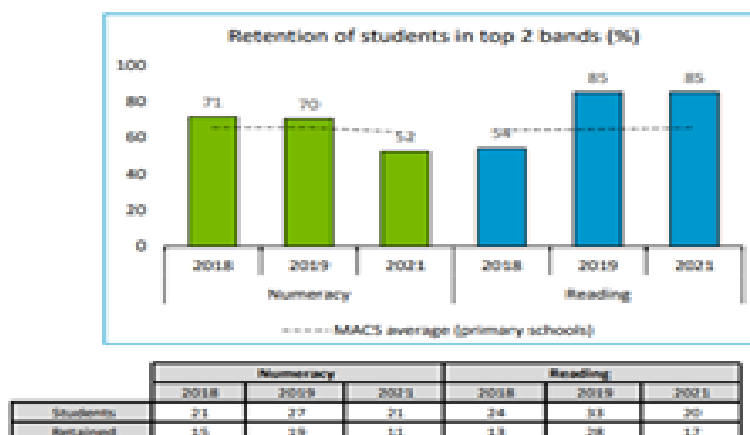
- Students are working at the expected standard across all four NAPLAN areas for English
- Students are within the same range when compared to similar schools
- We are working within a similar range when compared to NAPLAN results in 2019 which is pleasing to see after two years of Remote Learning due to COVID-19 restrictions

NAPLAN Snapshot Data - Year 3 NAPLAN Student performing in the top two bands:



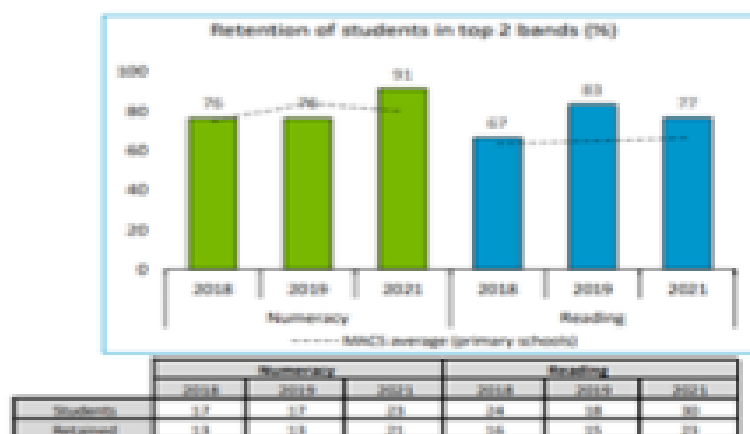
- **66%** of students performed within the top two bands for their Reading NAPLAN score in Year Three, which is pleasing to see after two years of remote learning due to COVID-19.

NAPLAN Snapshot Data - Student retaining scores in the top two bands between Year 3 and Year 5:



- **85%** of students retained their reading scores from Year 3 to 5.
- We are performing well above the MACS average with the number of students who are retaining their high reading scores between Years Three and Five.
- Our high results have remained the same from 2019 to 2021.
- Results have declined slightly in Numeracy and will be a focus in 2022.

NAPLAN Snapshot Data - Student retaining scores in the top two bands between Year 5 and Year 7:



- **77%** of students are retaining their high achieving scores between Years 5 and 7.
- Students are performing above the MACS average with the number of students who are retaining their high reading scores between Years Five and Seven.
- Our high results have remained steady from 2019 to 2021.
- These results are outstanding and generally reflect progress at our school (7 out of 8 terms during this time were spent at Galilee).

NAPLAN – Year 5 Reading (2021)



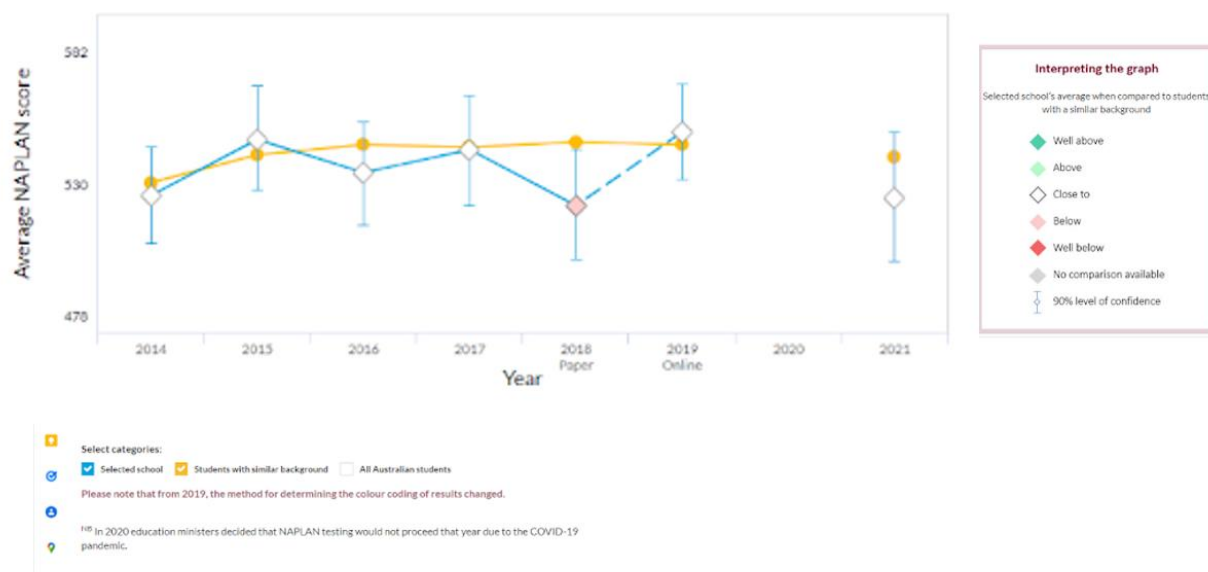
NAPLAN – Year 5 Writing (2021)



NAPLAN – Year 5 Spelling (2021)



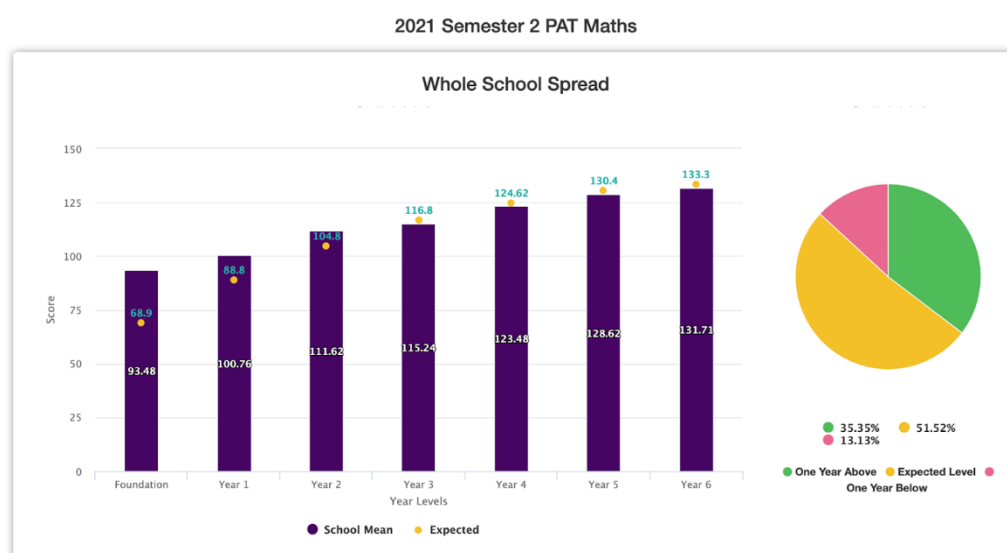
NAPLAN – Year 5 Grammar and Punctuation (2021)



Year 5 students sat the Reading, Numeracy, Writing, Spelling and Grammar and Punctuation NAPLAN in 2021. The results indicate that:

- Students are working at the expected standard across all four NAPLAN areas for English
- Students are within the same range when compared to similar schools
- We are working within a similar range when compared to NAPLAN results in 2019 which is pleasing to see after two years of Home Learning due to COVID-19 restrictions

MATHEMATICS DATA - 2021

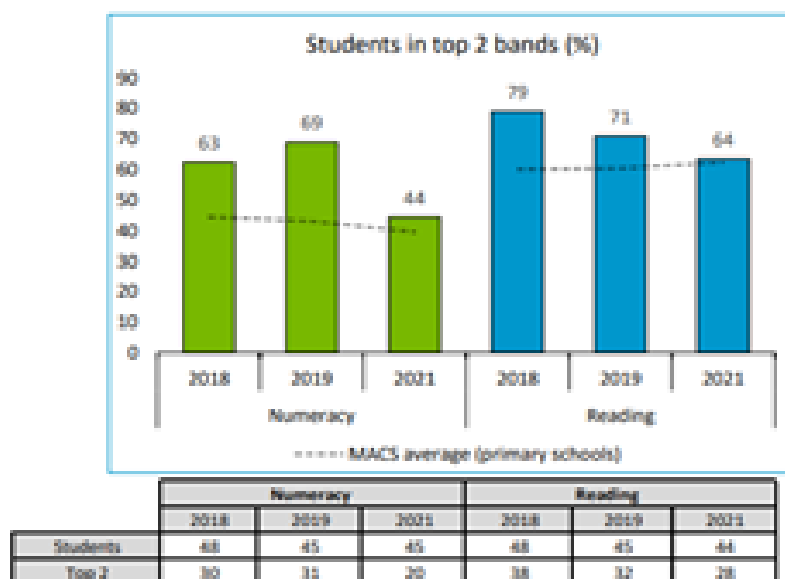


All students sat the PAT Maths Assessment in Term 4, 2021 and results indicate:

- **86.87%** of all students have achieved **at** and **above** the expected level in Mathematics
- Students are showing a progress from year to year
- Results in Foundation (Prep), Year 1 and Year 2 have a number of students achieving above the expected level in Mathematics

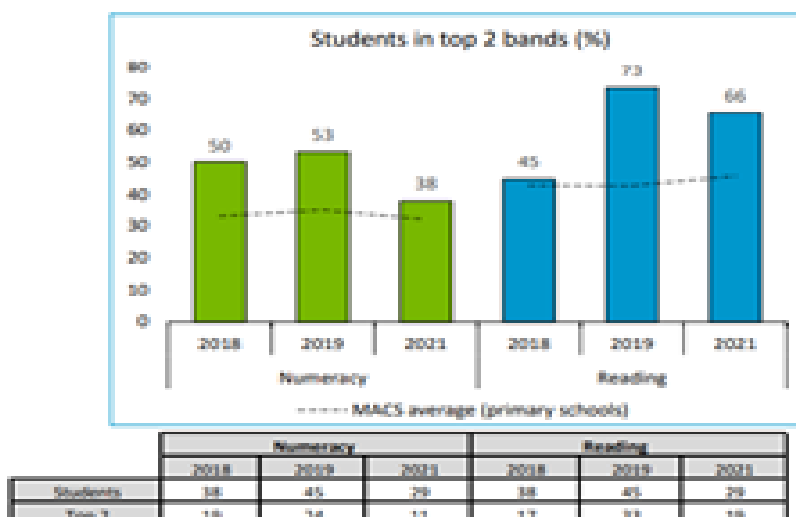
NAPLAN Snapshot Data - 2021

Year 3 students who achieved NAPLAN Mathematics results in the top two bands:



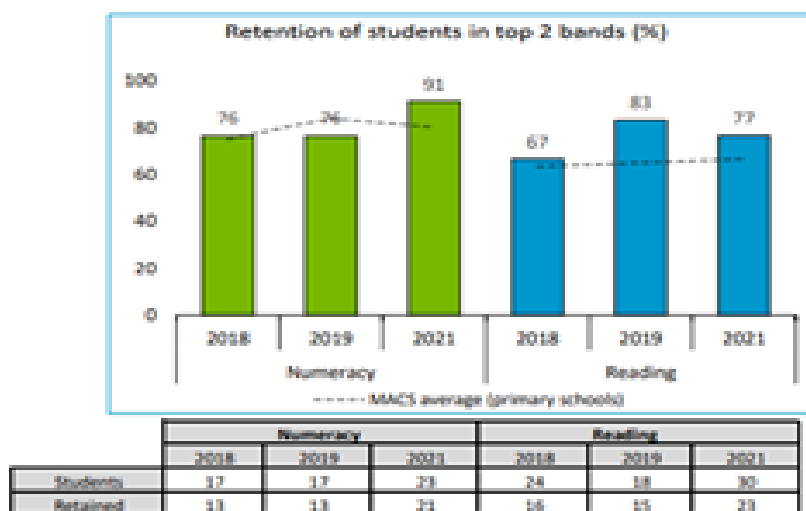
- Over the past four years, the percentage of students who have achieved in the top two bands of NAPLAN have exceeded MACS average.
- The number of students who have achieved a result in the top two bands in Mathematics has declined between 2018 and 2021. This can be attributed to different cohorts of students who sat the tests over the four-year period. It can also be attributed to the two years students engaged in long periods of remote learning in 2020 and 2021.

Year 5 students who achieved NAPLAN Mathematics results in the top two bands:



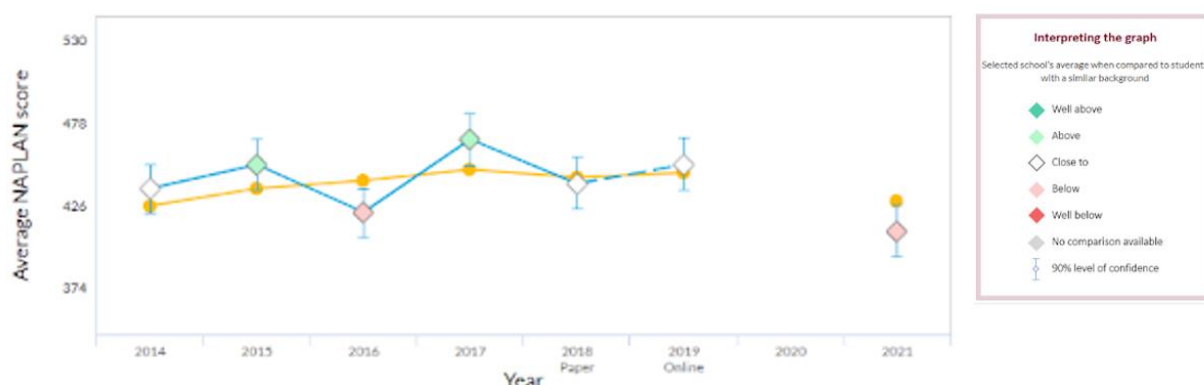
- Over the past four years, the percentage of students who have achieved in the top two bands of NAPLAN have exceeded MACS average.
- The number of students who have achieved a result in the top two bands in Mathematics has declined in 2021. This can be attributed to different cohorts of students who sat the tests over the four-year period. It can also be attributed to the two years students engaged in long periods of remote learning in 2020 and 2021.

Retention of students in the top two bands between Year 5 and Year 7 of students who achieved NAPLAN Mathematics results in the top two bands:



- Over the past four years we have increased the retention of students who have remained in the top two bands in the Mathematics NAPLAN between Year 5 and 7
- This data points to a strong Mathematics program in Year 5 and 6 at Galilee especially in the area of extension

Year 3 2021 Average NAPLAN Numeracy Results

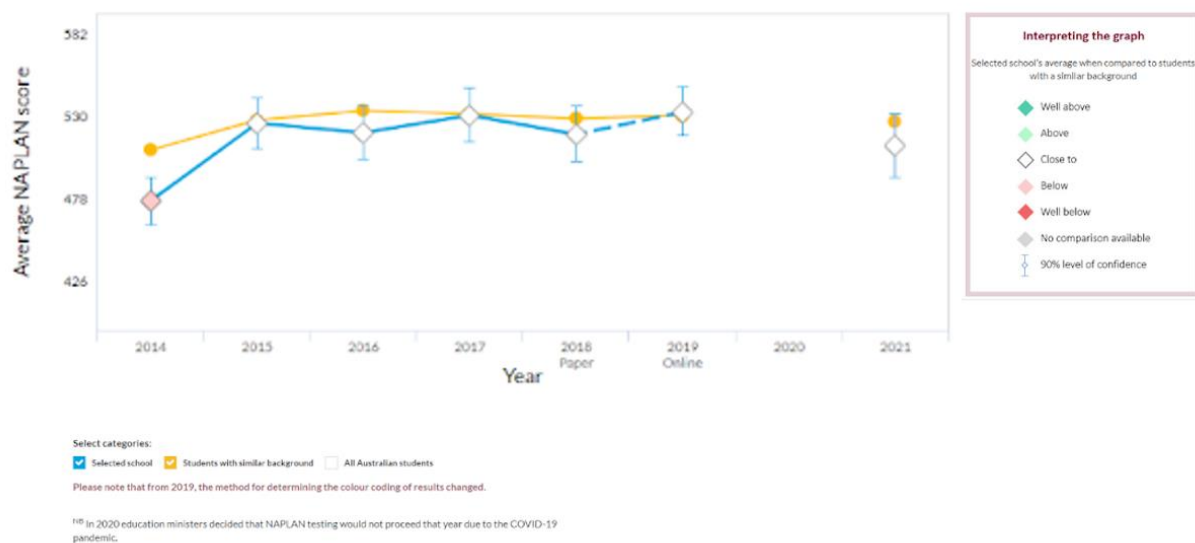


Select categories:
☒ Selected school ☐ Students with similar background ☐ All Australian students
 Please note that from 2019, the method for determining the colour coding of results changed.

¹ In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.

- NAPLAN Numeracy results in Year 3 have dropped in 2021. This could be attributed to the extended periods of Remote Learning in 2020 that disrupted the learning for students.
- Staff reflected on these results and decided that it was best to make Mathematics a priority in 2022.

Year 5 2021 Average NAPLAN Numeracy Results



- NAPLAN Numeracy results in Year 5 have dropped in 2021. This could be attributed to the extended periods of Remote Learning in 2020 that disrupted the learning for students.
- Staff reflected on these results and decided that it was best to make Mathematics a priority in 2022.



Student Wellbeing

Goals & Intended Outcomes

To increase student participation in a range of empowering activities and community structures.

Students confidently identify and make innovative decisions about wellbeing, learning, safety, and social justice issues through a diverse range of student-led initiatives that connect them with the local and global communities.

Achievements

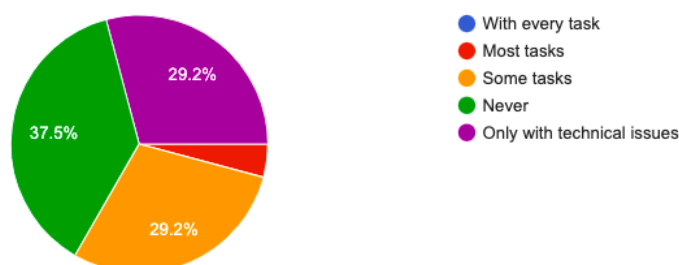
- PSEL lessons occurred regularly in classrooms
- Continued with Buddy System and program throughout the school
- Buddy classes participated in various activities such as: eating lunch together, reading books together and playing sport/outdoor games
- Embedded consistent wellbeing practices in every classroom and specialist areas, using Berry Street and Restorative Practices strategies
- Introduced to staff Excel Wellbeing for Learning, the new CEM Wellbeing Framework
- Revised format of Student Wellbeing surveys and implemented them each term across all year levels to measure the social and emotional wellbeing of our students at home during remote learning and at school when back on site
- Wellbeing Team continued to meet regularly
- Continued to implement Resilience, Rights and Respectful Relationships (RRRR) curriculum
- Staff continued regular Circle Time sessions with their students
- Teachers used RRRR to assess and report on the Personal and Social Capability
- Leader/s regularly attended network meetings
- Implemented new planning and meeting procedures with parents
- Employed a Speech Pathologist and School Counsellor
- Staff and parents trained in Speech Therapy strategies to use with students
- Implemented Seasons for Growth for children experiencing separation anxiety or grief
- Social Skills programme to be supplemented by Peaceful Kids
- Peaceful Classrooms programme implemented in all classes weekly upon a return to school
- Interventions continued for children in need, including those below and above standard
- Extra support sessions were implemented during remote learning with Learning Support Officers
- A wellbeing day was organised by Year 6 students during remote learning, providing alternate wellbeing focused activities for students and families across the school
- Students across the school completed wellbeing videos to be shared during lockdown
- Remote learning daily sessions were restructured in response to student and parent feedback from the 2021 Parent Survey
- Additional afternoon Google Meet sessions were added into the remote learning schedule to allow students to connect with their teachers and peers more frequently
- Optional social Google Meets were offered for staff during remote learning to increase connectivity
- Pilates was offered for staff online and at school

- Family footy trivia night and family dance night was run during remote learning to increase connectivity with the community
- Care packages were sent to all staff during remote learning to increase morale
- Vulnerable students attended school onsite during remote learning to ensure safety and continuity of learning
- Increased the hours of the school counsellor and counselling sessions
- Trained and introduced to the school a Therapy Dog
- All students participated in St John's First Aid Incursion with a focus on CPR training
- Students in Year 4 and 6 completed their Digital Licence with the Alannah and Madeline Foundation
- Received grant from City of Port Phillip to help families in need to pay for uniforms, Psych sessions, camps, etc.
- Continued with the 'Safe Space' during all play breaks for children needing time out
- Introduced roaming staff on yard duty to monitor children in need
- Two new Learning Support Officers were employed
- Participated in NAIDOC week activities and an Aboriginal incursion

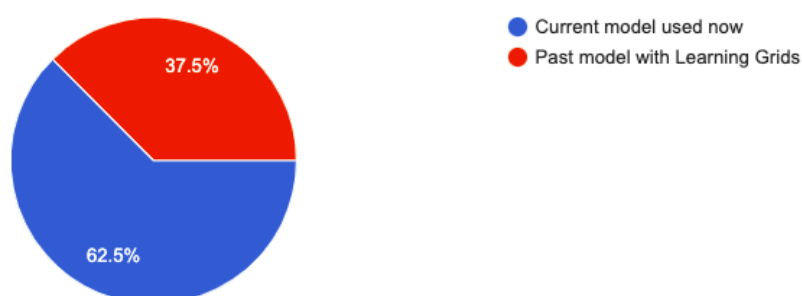
STUDENT SATISFACTION

Year 5 Student Survey:

During Remote Learning, how often did you require help from a family member at home?

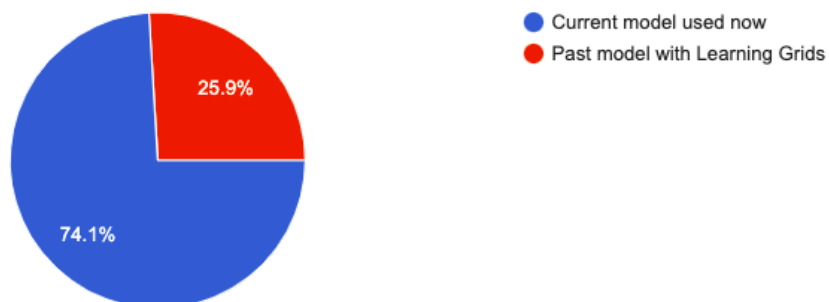


Do you prefer the current model of remote learning with Google Meets for Reading, Writing & Mathematics, or the model we used in the past with Learning Grids?

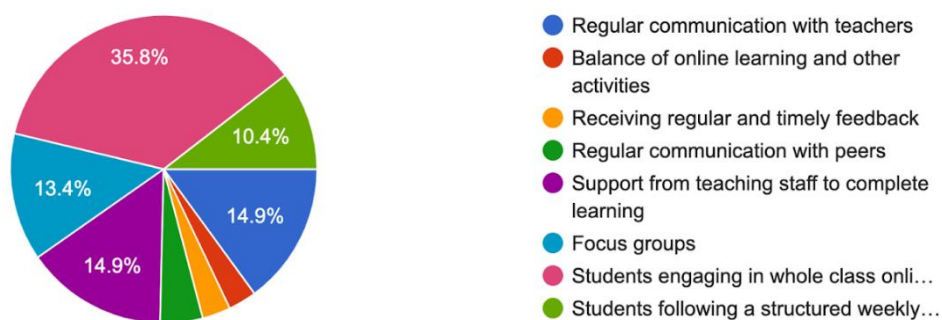


Year 4 Student Survey:

Do you prefer the current model of remote learning with Google Meets for Reading, Writing & Mathematics, or the model we used in the past with Learning Grids?



What specifically has been helpful?



The survey results generally showed that more students and parents preferred the changed model for Remote Learning that provided greater structure for learning through an increased number of Google Meets.

STUDENT ATTENDANCE

STUDENT ATTENDANCE	
95.4%	

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	96.6%
Y02	96.1%
Y03	96.8%
Y04	94.6%
Y05	94.2%
Y06	94.1%
Overall average attendance	95.4%



Child Safe Standards

Goals & Intended Outcomes

To develop a formal and structured approach to managing risks associated with child safety.

That we have a clear and accessible process if any child is identified as unsafe or abused.

That policies, procedures and practices are in place to support the Victorian Child Safety Standards.

Achievements

- All teachers completed Mandatory Reporting online module
- Displayed Mandatory Reporting posters related to PROTECT in the Staffroom
- Updated student medical action plans
- Employment procedures involved thorough screening through referee checks
- Updated Galilee Student book for all staff to identify students with medical concerns and students not to be photographed/filmed
- Reviewed Child Safety Risk Assessment
- New staff were thoroughly introduced to the school policies regarding Child Safety and Mandatory Reporting
- Surveys were conducted during Home Learning with extra support given to students at risk
- At risk students were invited to attend school during Lockdowns
- Evacuation and Lockdown drills occurred each term, or whenever possible
- Planned for Respectful Relationships to be taught weekly
- Ensured the playground was regularly maintained and checked for safety
- Continued with Safe Space at Recess and Lunch for students who experience difficulties playing outside
- Child Safety regularly discussed at Staff Briefings
- Continued to use a School Yard Timetable to minimise congestion on the yard
- Tracked Yard Duty books to track student behaviour and injury
- Circle Time was used to help resolve student issues
- Ensured that Risk Management checks are completed for all off site activities
- Risk management was revised for COVID-19 protocols
- Cleaning protocols were increased to reduce the risk of COVID-19
- The school purchased air purifiers prior to students returning in Term Four, due to lack of clarity of arrival of government-supplied purifiers (these arrived in Christmas holidays)
- School introduced Induction Program for new staff to learn about safety protocols and procedures. This will be further developed in 2022

Leadership & Management

Goals & Intended Outcomes

To increase learning through partnerships, collaboration, transparency, and observations.

That staff are more empowered through the communication and collaborative decision-making process of the school. That all teachers are engaged in consistent professional development that improves practice and maximises students' growth.

That opportunities for staff to learn together and engage in a feedback process within professional collegial teams are improved.

Achievements

- Whole staff inducted to 2021 with expectations and non-negotiables
- Updated Staff Handbook and embedded new Staff Induction Program
- Reviewed and changed morning and afternoon routines in line with COVID-19 government regulations
- All school leaders worked closely with external networks to bring expertise back to our school
- Leaders were coached and mentored in their Leadership Roles and attended leadership Professional Development with Simon Breakspear
- Internal mentoring of school leaders and development of staff teams
- Increased focus on student leaders with 'hour of power' for Year Six
- Implemented ICON in 2021 through MACS which changed our accounting and finance system. Administration staff and leadership team attended professional development to enhance the transition
- Principal developed and began program for aspiring new staff leaders
- School leaders worked closely with the School Advisory Committee on marketing, school fees, website, and other forms of communication
- Employment of LSO's and teaching staff in Term 4, 2021
- Organised an increased number of transition sessions with 2022 class groups and teachers to assist with transition
- Over thirty written communication letters and videos sent to families regarding information about COVID-19
- Videos developed by the Principal as a form of communication sent regularly to the school community
- The Building Committee met regularly to oversee the construction of our new facility
- School leadership worked closely in overseeing and communicating progress of the new building
- School leadership reviewed external contractors and personalised their service to our school for the new facility
- The Architectural firm, CHC collaborated with the school community in the development of building plan via online and one site meetings
- School leadership updated and implemented new policies, available on the school website
- Completed compliance and OH & S requirements and training

- Continued to transition students out of the old and into the new uniform, working with PSW, our new uniform supplier. Thank you to Carla who continued to organise our second-hand uniforms and assisting us with the donation of old uniforms to be given to students in Fiji
- Empowered all staff to build capacity to lead and communicate through the successful implementation of teams
- Met regularly with new staff and their buddies/mentors in Term 1
- The Leadership Team met weekly, onsite or via Zoom during COVID-19 lockdowns
- Set defined purposes for Curriculum and Interest Team Meetings and created a timetable
- Staff Pilates lessons continued for wellbeing
- Shared meeting minutes from all groups with the whole staff
- Staff professional development in VCOP and continued professional development in SMART Spelling through purchasing the SMART Spelling online professional development and videos
- Devised non-negotiables for Remote Learning
- Updated Remote Learning Timetable and increased the frequency and length of live lessons that occurred via Google Meet
- Organised timetables during Remote Learning for students to receive extra support via Google Meet
- Increased school communication using a Dojo App, weekly bulletins, and whole school email
- Introduced whole school events during remote learning including Footy Colours Day with an online Family Footy Trivia
- Continued to offer weekly school assemblies that were live streamed so all parents and families could access them
- Organised the training of a Therapy Dog to assist students with their wellbeing and transition back to school
- NCCD - intervention groups were present in planning for small group focus (online and onsite learning)
- Continued goal-setting meetings for staff in Terms 1 and 4
- Wellbeing surveys created during remote learning for parents and students
- The Consultative Committee provided recommendations for increasing Specialist time for all classes and the days that Specialist classes would take place in 2022
- Created a COVID-19 Response Team to develop and monitor all protocols and communication
- Managed the school when we were declared a Tier One COVID-19 site
- Communicated to families and liaises with MACS and the Health Department to ensure the safety of students, staff, and the wider school community
- Revised playground timetable in line with COVID-19 restrictions
- Conducted staff briefings online and onsite
- Conducted Staff Professional Learning Team Meetings online in Term 4
- Revised Student Reporting to increase comments related to academic achievements and conducted Data meetings around student reports to ensure moderation
- Prep transition sessions were conducted virtually and onsite as restrictions changed
- Staff and parents walked students in Year 4-6 to a local park during recess to allow students the opportunity to play in a larger space during the building project
- Leaders continued to attend network days online during remote learning
- Re-arranging staff and leadership team for 2022

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

The following lists represents examples for the activities that staff participated in: MACS networks and programs for Principals, Deputy Principals, School Wide Improvement Forum, Religious Education and Graduates; Maths, STEM, Inquiry, Victorian Curriculum, Masters in Education, SMART Spelling, VCOP, RE accreditation, Prayer Collective, Analysing PAT Data, uploading VIT, ICON, Vaccination Certificates onto ICON, First Aid, Anaphylaxis and Asthma.

Number of teachers who participated in PL in 2021

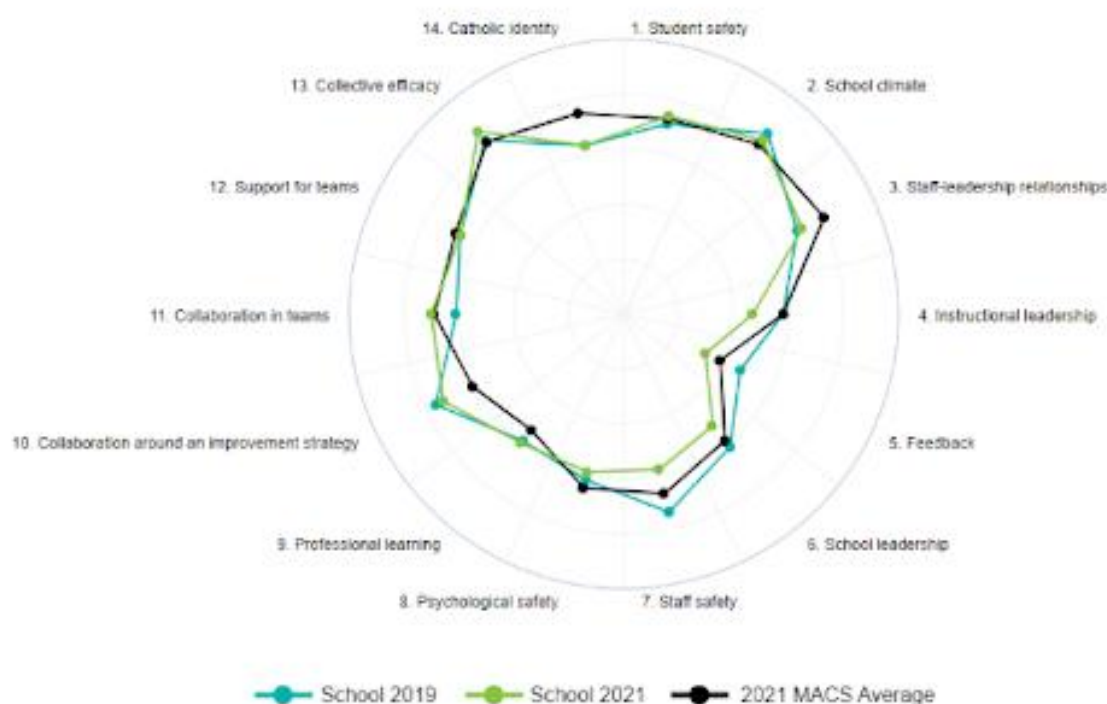
35

Average expenditure per teacher for PL

\$1000

TEACHER SATISFACTION

Staff Survey: Melbourne Archdiocese of Catholic Schools 2021.



Staff Positive Endorsement:

- Staff perceptions on professional learning indicate staff at Galilee rate the quality and coherence of professional learning opportunities at Galilee to be above the MACS average. The rating by staff has been maintained between 2019 and 2021 which is pleasing when staff were operating remotely for much of the 2020 and 2021 school year.

- Staff perception on collaboration around an improved strategy indicates that the coherence of the school's improvement strategy has been rated well above MACS' average and the rating has been maintained between 2019 and 2021.
- Staff rated the School Climate above MACS' average and with similar ratings in the 2019 and 2021 results.
- Staff rated Collaboration in Teams much higher this year than they did in 2019. This result brings us in line with MACS Average. This is a pleasing result indicating that teachers work together in teams to improve teaching and learning. We are especially rewarding considering the past two years where we worked remotely for large parts of the year.
- Results have taken a drop in a number of areas and this can be attributed to two years of COVID-19 restrictions, multiple lock-downs and extended periods of remote learning. Staff Safety decreased and can be attributed to staff being worried about their safety; especially when they were asked to return to a school full of students, following long lockdowns where they were not allowed to interact with others. Catholic Identity dropping can be attributed to COVID-19 restrictions where we were not able to interact with our Church community. Students were not able to come together for liturgies, participate in singing or gather together as a community. Feedback data dropped due to less learning walks and peer observation lessons.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	80.4%
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Staff attendance rate includes personal and professional leave.

ALL STAFF RETENTION RATE	
Staff Retention Rate	81.1%

This figure is consistent with the previous year.

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	13.6%
Graduate	9.1%
Graduate Certificate	0.0%
Bachelor Degree	54.5%
Advanced Diploma	22.7%
No Qualifications Listed	13.6%

We have a number of staff who have expressed an interest in Master of Educational Leadership.

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	31.0
Teaching Staff (FTE)	28.4
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	14.5
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To actively build parent and community partnerships, local and global, to improve opportunities and outcomes for students.

Re-engage parents in onsite student learning and increase community connections in our local community to the life of school and school-based events.

Achievements

- Facilitated Classroom Helper Courses for parents/guardians
- Open Classrooms on Friday mornings
- Participated in whole school Athletics and Swimming Carnival
- Assemblies were regularly held online to continue to involve families
- Principal and Deputies continued networking with leaders from other schools in the local area online
- Attended MSAC for sporting events
- Re-established relationships with Albert Park Golf Club, local tennis club, Danceworld and City of Port Phillip
- Continued family events such as Welcome evening and Prep Information Night
- School Tours held when allowed onsite
- Mother's Day Breakfast Liturgy and Lunch
- P-2 and 3-6 School Discos
- Community Day including an Illustrator incursion and Dance Party
- Footy Colours Day and Family Footy Quiz Evening
- Attended year level Christmas parties organised by families
- Communicated weekly information regarding school matters to parents via the newsletter prior, after and during COVID
- Staff and parents used DOJO as a form of communication and as a teaching tool throughout COVID
- Held online sessions for 2022 Prep Transition Program whilst COVID restrictions limited onsite sessions
- Carmen Carnovale, Community Partnerships Leader, kept in regular contact with the GPA
- Session for parents held via online Wellbeing platform during COVID restrictions
- Visited local primary schools to promote and strengthen community relationships
- Many events were planned by Galilee Parents Association (GPA) that were unable to be held due to restrictions
- Family Maths Night postponed
- Sacraments as reported in Religion Report
- Due to parent survey, we changed teaching model
- DOGS held functions when able but were also limited

PARENT SATISFACTION

Parents and guardians, when asked 'What was helpful in keeping your child/family connected to the school?'

- Communication with staff and our office so this included the use of DOJO for direct teacher contact, frequent updates and key information shared by Mr. Millar as well as contact with Wendy and Tegan via phone and email
- The daily Google Hangouts for children to see their teachers and friends on a regular basis was also a popular response

E1362 Galilee Regional Catholic Primary School Primary

MACSSIS



Family Detailed Results > Family Engagement Domain

	MACS Average	2019	2021	Negative	2	3	4	Positive
1.1 In the past year, how often have you communicated with teachers at your child's school?	53%	76%	74%	0%	4%	22%	37%	37%
1.2 How involved have you been with a parent group(s) at your child's school?	33%	43%	76%	3%	10%	10%	34%	41%
1.3 In the past year, how often have you positively discussed your child's school with other parents from the school?	36%	86%	63%	4%	7%	26%	30%	33%
1.4 How well do teachers at the school support you to engage with your child's learning?	71%	65%	76%	0%	3%	21%	52%	24%
1.5 Based on your experience with the school, how likely are you to recommend the school to prospective families?	83%	88%	89%	0%	4%	7%	19%	70%
1.6 In the past year, how often have you contributed to a learning experience, event or initiative at your child's school?	26%	48%	44%	11%	26%	19%	19%	26%
1.7 In the past year, how often have you participated in conversations with your child's school about their learning or wellbeing?	35%	94%	33%	0%	19%	48%	15%	19%
1.8 How often do teachers seek your expertise and knowledge of your child and their learning?	40%	- **	38%	7%	14%	41%	31%	7%

E1362 Galilee Regional Catholic Primary School Primary

MACSSIS



Family Detailed Results > School Fit Domain

	MACS Average	2019	2021	Negative	2	3	4	Positive
3.1 How well do you feel the school is preparing your child for the next school year?	68%	67%	67%	0%	10%	23%	40%	27%
3.2 To what extent does your child feel they belong at this school?	84%	87%	87%	0%	0%	13%	30%	57%
3.3 How well does the school's overall approach to discipline work for your child?	80%	77%	90%	0%	0%	10%	50%	40%
3.4 How well does the school consider your family's cultural background?	79%	98%	73%	0%	0%	27%	37%	37%
3.5 How well do the classroom learning experiences offered at the school match your child's interests?	70%	77%	77%	0%	3%	20%	57%	20%
3.6 How comfortable is your child in asking for help from school adults?	73%	71%	73%	3%	0%	23%	40%	33%
3.7 How well do your child's teachers meet your child's learning needs?	79%	77%	83%	0%	10%	7%	57%	27%

The MACS surveys above produced some outstanding results from our parents at Galilee.

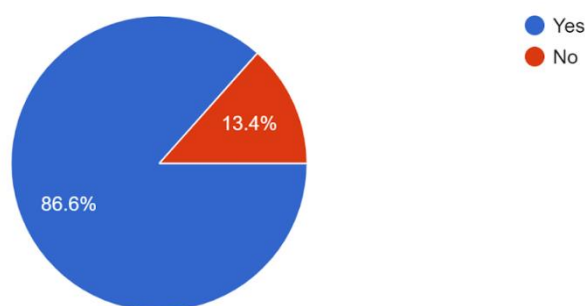
Results that were significantly higher than other MACS schools are:

1. *How involved have you been with a parent group at your child's school?* (76% compared to 33% for MACS)
2. *How well does the school's overall approach to discipline work for your child?* (90% compared to 80% for MACS)
3. *Based on your experience with the school, how likely are to recommend the school to prospective families?* (89% compared to 83% for MACS)

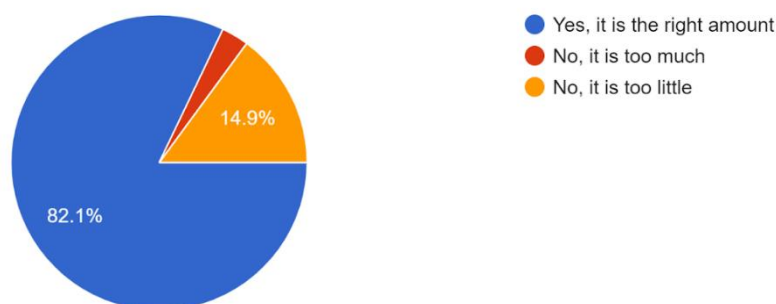
We are pleased with the results in the survey, but our challenge will be to implement strategies to keep parents connected and informed as partners in the education of their children.

Parent Survey:

Is your child learning more in the current Remote Learning Model compared to previous models?



Are students engaged in the right amount of work during our current model?



The above survey results confirm that over 80% of parents preferred the latest Remote Learning Model (compared to others) and that the right amount of work was set.

Hopefully in the future, our surveys are about learning held onsite.

Future Directions

Below are listed targeted actions in each of the spheres, developed by the staff as part of the 2022 Annual Action Plan.

Some key foci will be:

- For STEM to be purposeful and be visibly part of our learning
- Cognitively challenge students in Mathematics to develop more growth
- School-wide approach to student wellbeing
- Re-engage with parents and the community on site
- Prayer and Sacraments in Religious Education
- Successful completion and use of the new building

Education in Faith Sphere

- Involvement in the Prayer Collective
- Facilitated Planning to continue with staff
- PLT's (Professional Learning Team) that encourage dialogue about faith
- Workshops to plan Masses
- Consistent approach to prayer across the school
- Staff taking on staff prayer using the structure that has been modelled by Faith Team
- Consistent Approach to teaching Sacraments
- Theme - Walk with Jesus
- Include RE Culture at Galilee in Staff Induction
- Simplified RE Planners
- Pedagogy of Encounter (RE resource) used in all classrooms.
- Begin to work on integrating RE with other subject areas
- Develop a Scripture Scope and Sequence
- Ways to integrate RE with life and other learning areas and help make RE lessons engaging

Learning and Teaching Sphere

- VCOP classroom planning and practice
- Facilitated planning in Maths, Literacy, RE and STEM
- Demonstration lessons in Mathematics (Mick Ymer)
- Parent Information Night (Maths - Mick Ymer and VCOP)
- Peer Observation on targeted areas
- Revise planning documents so that collaborative planning and discussion is prioritised
- Establish process for staff feedback on learning and teaching
- Revise Assessment Schedule
- Implementation of whole school Learning and Teaching Plan

Student Wellbeing Sphere

- Ensuring students have access to OnPsych
- Positive Parenting Information Session

- Weekly class Circle Time responding to student needs
- Wellbeing surveys: collate data to identify future actions; teachers meet with Wellbeing Leaders to review class data and plan responses/actions
- Peer observations - staff
- Student goal setting and reviews
- Teachers differentiate curriculum to engage all students on a level that they can access
- Teachers communicate regularly with parents about student learning with updates/photos via Dojo (daily)
- Weekly SRC meeting - updates at assembly
- Cyber Safety Incursion
- Year 4 and 6 Digital Licence
- New playground with safe spaces
- Whole school buddy program (Prep/Year 6 start with buddy bears) - more student led
- Advertising and encouraging families/students to access counselling and psychologist services
- Assisting families in need transition to the new school uniform (Galheart account)

School Community Sphere

- Parent Information Nights (Mick Ymer, VCOP Book Week)
- Re-engage Galilee Parents Association and DOGs (Dads of Galilee)
- Meet the Teacher
- Parent/Teacher Conferences
- Parent Helpers in classrooms
- Variety of ways for parents to become involved (Art Show, Book Week, Working Bees, school event organisation and participation, Parent Committee, Excursions)
- School BBQs
- Open Mornings
- Continue parent/family surveys
- Explore local community connections e.g., Nursing Homes, Beach clean-up, Year 6 Kinder visits etc.
- Update school website and develop parent portal
- Utilise social media

Leadership and Management Sphere

- Feedback - giving staff useful feedback
- Goal Setting based on Annual Action Plan
- Teacher Voice increased
- Choice Workshops following Staff Briefing so staff can engage in a wider range of professional development
- Staff Meetings in levels
- Complete new staff induction program
- Complete update of the school website
- Coordinate completion and use of new school building facility
- Work with school leaders to ensure other targets are met
- Work with the School Advisory Council