

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



**GALILEE REGIONAL CATHOLIC
PRIMARY SCHOOL**

South Melbourne

2017

REGISTERED SCHOOL NUMBER: 1941



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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 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

18 May 2018

Our School Vision

Galilee Regional Catholic Primary School 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 in Bank Street, South Melbourne, as the first Regional Catholic Primary School in Victoria in 1994, 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, Fr. Julian and Fr. Dean are integral members of our school community providing a very real link to our parish communities. Within these three parish communities, our enrolments encompass the areas of South Melbourne, Middle Park, Albert Park, St. Kilda, Port Melbourne, Docklands and Southbank.

In 2017, we continue to have two classes of each year level from Prep to Year 6 with approximately 315 (325 in 2016) students attending Galilee with an expected increase to 325 in 2018. We have experienced a steady increase in enrolments over the past few years. 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.

Our school strives for excellence by working as a learning community in partnership with families and parishes ensuring continual growth in faith and identity. Our Vision Statement reflects our commitment to providing a safe, inclusive and contemporary learning environment based on the Gospel values. Students at Galilee are challenged to inquire, investigate, reflect on and take action in their learning in light of the Gospel values. They are encouraged to identify their own learning styles and strengths so that they can become successful, lifelong learners who act as socially just citizens and continually strive to reach their full potential.

A range of learning spaces have opened up at Galilee to encourage exploration and play-based investigation. The library and hall have been equipped with tubs that include: Lego, building blocks, puppet plays, ICT devices and puzzles. The outdoor area now includes well-resourced buckets for students to safely play sporting games and engage in hands on investigations and creative play. The school community is currently working through a Masterplan process to explore ways of utilising our spaces to better support our contemporary learning approaches.

In 2017, Galilee continued to provide students with the opportunity to experience a broad specialist program. The specialist program supports the development of the whole child from Prep to Year 6 and includes:

- LOTE (Italian)
- Art
- Physical Education
- Information Communications Technology (I.C.T.)
- Performing Arts

Learning opportunities provided by classroom teachers and specialist teachers were enhanced by the use of, and greater access to, new and emerging digital technologies, including wireless laptops, interactive whiteboards, iPads and Chromebooks.

In 2017, staff, students and parents were provided with more opportunities for collaboration through the development of a number of new teams with an emphasis on whole-school change and development. Staff engaged in professional learning opportunities that focused on positive relationships and how to use data more effectively to enhance student learning. Students were engaged in goal setting, student led conferences and leadership opportunities. Parents were encouraged to join teams and committees with a view to improving and enhancing our home-school connections and building our school community.

In 2017, building parent partnerships and encouraging an increased parent connection and contribution to Galilee was a priority. Opportunities for parents to: form relationships with each other and the school, have input into school direction and receive clear communication on school initiatives, were increased. The 'Dads of Galilee' parent group (DOGs) continued with the intent to encourage family relationships, connection and contribution to Galilee. They held regular gatherings including a successful Father/Child Camp. The Galilee Events Team (Social and Fundraising) was established and successfully planned and coordinated multiple whole-school events including a Trivia Night at the St Kilda Town Hall. The electronic notice board at the front of the school together with regular newsletters, bulletins and assemblies continued to keep the community informed. Galilee Open Day highlighted the learning that happened in the school to the local community. During Open Day, Year 6 students conducted school tours for new families. Parent Morning Teas allowed families an opportunity to meet each other, ask questions and develop a sense of community. The Prep transition program included a number of orientation days, increased connections with the local kindergartens and provided more detailed parent information sessions. In 2017, Galilee's success was enhanced by our connection to the parent-body and the wider community.

A continued strong focus on Student Wellbeing was evident at Galilee with the Personal, Social and Emotional Learning program (PSEL) operating in all classrooms. PSEL operates in conjunction with a Restorative Practices approach to behaviour management. The Tracking books in yard duty bags increased the safety of each student by recording, managing and acting on incidents in the yard. Security cameras were upgraded to effectively monitor the play areas to ensure that Galilee was a safe place to be.

Galilee continued to be a warm and welcoming environment, where all stakeholders worked together to ensure that our students receive the best education possible.

Principal's Report

At Galilee Regional Catholic Primary School we recognise that we are in partnership with our parents, staff, Parish and the broader community providing a happy, safe and supportive learning environment where each child is valued. Our school strives for excellence by working as a learning community with families and Parishes to ensure growth in faith and identity as a member of the Catholic community. Education at Galilee is of the highest quality and is the foundation for the future of our children.

Our School Review process identified that progress has been apparent in all aspects of schooling. With the introduction of a new Leadership team in 2017, we are committed to continued growth and progress and ensuring positive outcomes for all students. Increased professional learning activities that include teacher learning walks, structured professional learning teams and goal setting meetings has resulted in a greater degree of shared pedagogy with the aim to build teacher capacity. We strive at all times to be a genuine learning community. All staff share a genuine commitment to nurturing the wellbeing of students and a number of programs and practices which support this have been implemented in the school. Student learning and wellbeing is at the centre of all school decisions and growing a strong, connected Catholic community is a high priority.

Some achievements from 2017 include:

- Changes to organisational structures for both students and teachers allowing increased opportunities for teamwork, collaboration, and a more personalised response to learning and teaching.
- A successful School Review that acknowledged our successes and recommended a number of future goals that we have already initiated including work on our Masterplan.
- School Reports updated in line with students assessments to provide more detailed information to students/parents.
- Outstanding student academic results with highest NAPLAN results in 5+ years.
- The introduction of several new teaching approaches including Daily 5 (Literacy), new RE Curriculum and Number Intervention (report published in Director's News).
- We saw a large increase in 2018 Prep enrolments despite the opening of a new school.
- Communication with families increased with a new interactive newsletter, targeted parent evenings and the trialling of Class Dojo.
- A whole school approach to positive behaviour that includes Restorative Practices and logical consequences.
- Students are empowered to have 'a voice' in their learning resulting in increased engagement and achievement.
- An increase in opportunities that allow greater engagement of parents, students and the parish in local and wider community projects.
- Strong parish partnership that provides faith development opportunities for the students and their families.

I would like to thank Fr Hugh Brown and Fr Julian Messina; the wonderful students led by our School Captains (Charlotte & Ethan); the School Education Board, led by Donna McMaster (Chairperson); the hard-working staff, including the outstanding new Deputies Danielle Gerecke & Amy Burns (Deputy Principals); and the dedicated parents particularly the Social & Fundraising Committee, the Dads of Galilee School (D.O.G.S.) and the Parent Representatives.

We have a wonderful school community at Galilee and I thank everyone for their contribution.

Simon Millar (Principal)

School Education Board Report

On behalf of the School Education Board, I would like to extend my sincere thanks and gratitude to the School Leadership and Staff of Galilee for their dedication to our students & their families. Under the direction of our Principal, Simon Millar, the School continues to embark upon many new initiatives and build a reputation in the community that manifests itself in record enrolment enquiries. It is wonderful to see how highly we are now regarded in providing catholic children, an education in faith.

In particular, we were very pleased with the robust communication protocols across the School, the calibre & enthusiasm of our teaching staff, the high standards set by our sporting teams & sports students, the care & consideration afforded to families in need, and the overall engagement of the parent community. But most importantly, we are truly impressed by our wonderful students who set such a fine example of kindness and embrace all of the opportunities afforded to them at Galilee. To see them emerge into wonderful leaders and great kids is indeed a blessing.

Parent/Guardian involvement through The Galilee Events Team and the Dads of Galilee has been tremendous and the community participation in their events and activities continues to grow & we would like to commend the efforts of all volunteers who help provide such a fantastic platform by which our families can connect with the School. Equally, there are many other groups that provide extra curricular activities for our active students; such as the Music Programme, the Galilee Running Group, the many Galilee Basketball & Netball Teams. It takes the time & commitment of dedicated volunteers to facilitate these opportunities for our students and we are very grateful to have so many within our School Community.

All of this bodes well for a prosperous and bright future for our School. Your School Education Board has been working closely with Simon and a highly skilled subcommittee to deliver a Masterplan for the further development of Galilee. Despite being an exercise in patience, we remain hopeful that our great work will be rewarded with funding that enables us to deliver the Master Plan for the increasing number of children whose education is sought & provided for at Galilee.

The Board farewelled three (3) Members; Brendan Coburn, Christopher Scanlon and Alex Trevisin. We remain grateful for their contributions and service to our School. At the same time, we were delighted to have three (3) new Members join the Board. Michelle McCormack, Irene Wilson & David Gloag. Each bring a wealth of experience and knowledge that will be very helpful to our School over the period of their three (3) term. The School Education Board is a skills based Board that aims to provide advice & expertise in all matters of functional relevance, enabling Simon & the Leadership & Teaching Teams access to their knowledge and experience.

It has been a privilege to serve our School Community & we are all excited by the opportunities and challenges before us. We look forward to working with Simon and his committed Staff to provide a safe and educationally challenging environment where our children can grow and learn in Christ's Spirit.

Regards,
Donna McMaster (Chair),

Michelle McCormack (Deputy Chair), Cameron Sinclair, Darren Catherall, Deb Butcher, Irene Wilson, David Gloag, Simon Millar, Amy Burns/Carlo Martello, Danielle Gerecke, Fr Hugh Brown, Fr Dean Mathieson.

Education in Faith

Goal

- To build a commitment to the development of a stronger Catholic identity across the school community.

Intended Outcomes

- That increased opportunities were organised for students, staff and parents to reflect on the meaning of the Catholic faith and to participate in prayer and Eucharistic experiences that express their faith.
- That opportunities for staff and students to express their knowledge and understanding of the Catholic faith and tradition and its place in their lives was increased.

Achievements

- New leadership roles, Leader of Religious Education Curriculum and Leader of Faith, created a renewed emphasis on faith formation opportunities beyond teaching and learning activities.
- The Catholic Identity of our school was reflected in the environment in the following ways: Liturgical colours used on prayer tables in classrooms. Meaningful displays about Eucharist, Confirmation, Reconciliation, Lent, Easter, Advent, Christmas and Social Justice Issues were obvious in the school foyer, staff room, learning areas and in shared spaces.
- The Religious Education Leaders met with various members of the Galilee community on a regular basis, including the Principal and Parish Priests, the Parish Based Sacramental Leaders, classroom teachers and CEM staff.
- Our priests were welcomed into classrooms during sacrament preparation, reflection days, faith nights and other celebrations throughout the year.
- The Religious Education Leaders regularly met with the Learning and Teaching Leader to review data and planning using the pedagogy of inquiry.
- Staff were introduced to the new Religious Education Framework and the Pedagogy of Encounter making Religion more relevant, real and integrated at a Closure Day focused on Religious Education.
- Students were assisted to make links between their learning in Religious Education and other subject areas. Staff were encouraged to integrate Religious Education into other subject areas, such as Inquiry, English and Personal, Social and Emotional Learning.
- New resources were bought and introduced including, meditation resources, a class set of Bibles and a range of teacher resources.
- Religious Education based Professional Learning Team Meetings ran regularly throughout the year focusing on: Adult Faith Formation – Ash Wednesday and Eucharist, linking STEAM and RE and Reporting in RE.
- Teachers used the new achievement standards in the new Religious Education framework to create assessment samples.
- There were opportunities for participation in liturgical celebrations for the whole school such as: Beginning and End of School Year Masses and Feast day of Our Lady of Mount Carmel.
- All year levels attended Parish Masses every semester.
- Each class was involved in the planning and preparation of a liturgy, mass or assembly.
- Teachers attended Sacramental masses.
- Faith Nights for Sacramental Programs were introduced where students and their families gathered to engage in dialogue around the Sacraments.

- Sacramental Reflection Days were introduced, including students from Galilee and students participating in the Sacrament but not attending Galilee, to participate in a variety of activities preparing them for the Sacrament.
- Social Justice leaders were introduced in all classrooms to initiate community links with charities and inform the school community through newsletters and assemblies.
- There were many student-led social justice initiatives raising awareness and money for various foundations, such as: Royal Children's Hospital, RSPCA blankets, food drives for the local community and the Year 6 led Day of Action, calling on all students to make a difference in our community.
- Galilee School community raised money and supported Caritas and the Leukaemia Foundation.
- The Galilee Choir was established who met weekly and sang at school masses and liturgies.
- Four staff members were provided with partial funding to participate in Catholic accreditation in 2018.
- Class Dojo was trialled in particular classes with a plan to introduce school-wide in 2018.



The following table shows the results of the Catholic Culture data (2014-2017) from the School Improvement Surveys distributed to students, staff and parents.

Indicator Title	2014 Actual Score	2015 Actual Score	2016 Actual Score	2017 Actual Score	2017 Percentile Rank*	2017 Percent Favourable
Staff – Importance	75.87	80.65	82.69	80.42	56.80	92.50
Staff – Opportunity	84.78	88.70	86.54	78.75	13.22	87.50
Staff – Behaviour of Staff	66.74	73.70	61.54	61.67	8.85	80.83
Staff – Behaviour of Students	74.78	78.48	75.77	72.71	75.25	91.67
Staff – Compassion	83.70	85.33	84.13	79.17	16.64	91.67
Staff – Social Justice	80.43	80.98	78.85	72.40	39.52	85.42
Students – Importance	71.81	66.50	56.27	57.65	29.95	73.94
Students – Opportunity	84.17	85.89	77.60	80.08	48.90	95.15
Students – Behaviour of Staff	80.17	82.97	77.09	80.76	59.54	96.36
Students – Behaviour of Students	64.17	61.75	58.07	65.15	68.09	88.79
Students – Compassion	82.73	82.34	76.17	78.41	56.85	99.24
Students – Social Justice	80.47	76.72	79.17	71.78	40.91	90.15
Parents – Importance	68.95	70.96	66.79	71.07	27.98	87.50
Parents – Opportunity	87.91	88.85	86.61	81.43	10.16	95.36
Parents – Behaviour of Staff	80.00	78.08	73.84	68.30	3.71	95.36
Parents – Behaviour of Students	60.35	61.54	62.50	57.14	10.07	81.07
Parents – Compassion	82.27	80.77	82.37	76.34	3.20	96.43
Parents – Social Justice	74.42	69.71	73.44	71.65	14.36	91.96

Our data shows general consistency over the past four years in most areas of Catholic Culture, with the exception of Importance from students. This area, as well as faith development for staff will continue to be an area of focus at Galilee in 2018.

VALUE ADDED

Through professional development opportunities, teachers created rich learning opportunities for students in Religious Education. By using the Pedagogy of Encounter and the Renewed Religious Education Framework approach to teaching Religion, teachers posed big questions about God and life. Teachers created an environment where students were encouraged to dialogue with others and consider what they were learning in other areas of the curriculum through a Catholic lens and to help them understand what it means to be a Catholic today. Through this approach, students were encouraged to question, investigate and form their own understandings of faith and life and how to interact.



Learning & Teaching

Goals

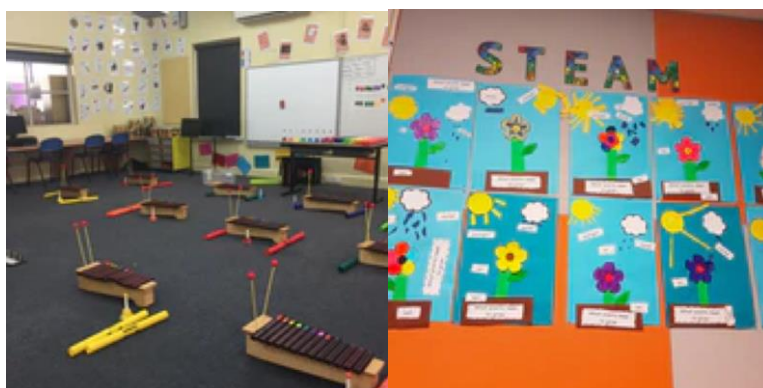
- To implement new Learning and Teaching practices and build on assessment procedures in order to improve student outcomes.

Intended Outcomes

- That student outcomes in Mathematics and Literacy were improved.
- To analyse and use data to inform a differentiated approach.
- That there was an improvement in student motivation, confidence and ownership of learning.
- To develop communication, problem solving, critical thinking, creativity and data analysis skills in students.
- That ICT was embedded in all curriculum areas.

Achievements

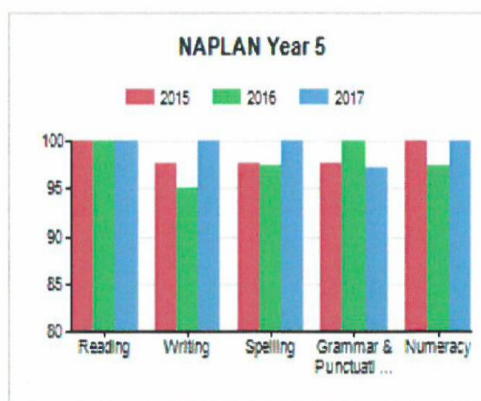
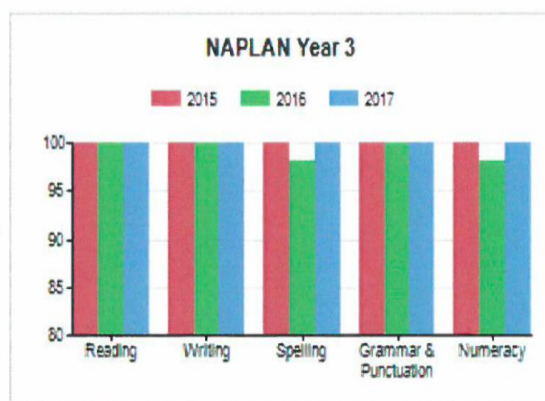
- Two Learning and Teaching Leaders appointed, each focusing on a different curriculum area in English and Mathematics.
- 2017 saw the introduction of an eLearning Leader and a STEAM (Science, Technology, Engineering, Arts, Mathematics) Leader.
- Term Overviews were made available on the school website and in the school newsletter to inform the community about the learning and teaching in each year level.
- Introduction of Performing Arts, as a specialist class, catering for different learning styles and interests of our students across the school.



- School closure day facilitated by CEM staff on 'Learning Intentions and Success Criteria'.
- Staff implemented the use of Learning Intentions and Success Criteria to personalise learning for all students.
- A more meaningful and detailed Prep-Year 6 Assessment Schedule was developed.
- Levelled Literacy Intervention and Reading Recovery continued.
- Purchase of Fountas and Pinnell Benchmark Assessment System (BAS) Reading Comprehension.
- CAFE Reading and Daily 5 was introduced in Prep-2 classes.
- Prep-2 teachers observed CAFE Reading and Daily 5 at another school.
- Pre and post-tests were used to drive learning and teaching and ensure there was differentiation in planning.
- Administration of 'good fit tests' for PAT R and PAT M to monitor student progress.
- Introduction of Learning Framework in Number (LFIN).

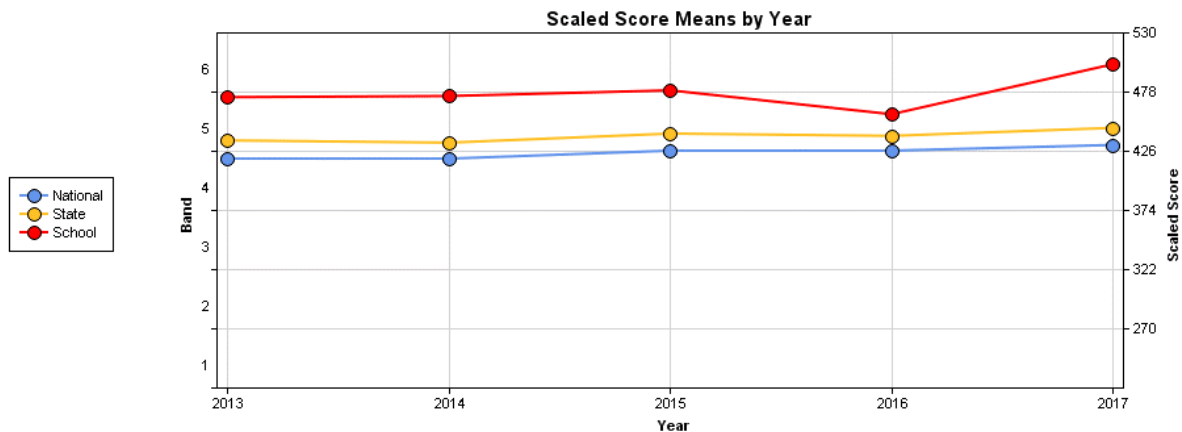
- A Number Intervention Leader was appointed and worked collaboratively with the Mathematics Leader. Both leaders attended professional development in the area of Number.
- The Learning Support Officers were trained in Number Intervention and timetabled to work with needs-based groups in a variety of year levels.
- A school Maths extension program was developed by the Number Intervention Leader and implemented by the Learning Support Officers.
- A focus was made on ensuring Mathematics planning was differentiated by including *enabling* and *extending* prompts/tasks.
- All student data for NAPLAN and PAT testing was available on SPA Markbook to monitor student growth across the school.
- In Semester 2, STEAM and the Religious Education Curriculum were integrated to create cross curricular links and more meaningful learning tasks for students.
- Teachers organised excursions and incursions to engage in meaningful learning directly linked to the STEAM curriculum.
- Science Day was celebrated in Term 2 and students participated in various experiments throughout the day.
- Introduction of Pedagogy of Encounter in Religious Education was facilitated by CEM staff at a school closure day.
- A STEAM planner integrating the Pedagogy of Encounter and PSEL (Personal, Social and Emotional Learning) was created by the STEAM, Religious Education and Student Wellbeing Leaders.
- Data meetings were timetabled for year level teachers and the Learning and Teaching Leaders to target *students at risk* and students working *above standard*.
- Italian Day and eLearning day were celebrated in Term 3, with eLearning Day being integrated with the STEAM Arts topic and focused on *being safe on the internet*.
- Students were stimulated and engaged in learning tasks when planning and preparing for the whole school *Day of Action* in Term 3. Students chose a charity to raise money for and organised a fundraiser, e.g. cake stall, raffles, lucky dips.
- Introduction of Digital Technologies curriculum to Years 5 and 6.
- The Berry Street Model was implemented into the PSEL curriculum.
- Meet the Teacher Meetings were held early Term 1 to establish student goals and allow parents to express any concerns/needs.
- The introduction of a new Student Report in Semester 2, allowed for student outcomes to be listed as a checklist that indicated how the student was progressing for each outcome.
- A Learning Support Officer was employed to assist students in classrooms and Number Intervention/Extension to allow teachers to differentiate the curriculum to meet the needs of students within the classroom.
- The learning of every student at Galilee continued to be celebrated at school assemblies where students receive awards and recognition.
- The introduction of *Learning Walks* in Semester 2 provided feedback to classroom teachers to assist in improved pedagogy.
- Student surveys in the senior school were developed to provide feedback to teachers and assist them to improve pedagogy.
- Scheduled Professional Learning Team Meetings were facilitated by the Leaders in the following: writing and Maths moderation, phonics, administering BAS, LFIN, STEAM and RE planning, assessment and reporting and executive functioning, with Tony McDonald.

STUDENT LEARNING OUTCOMES

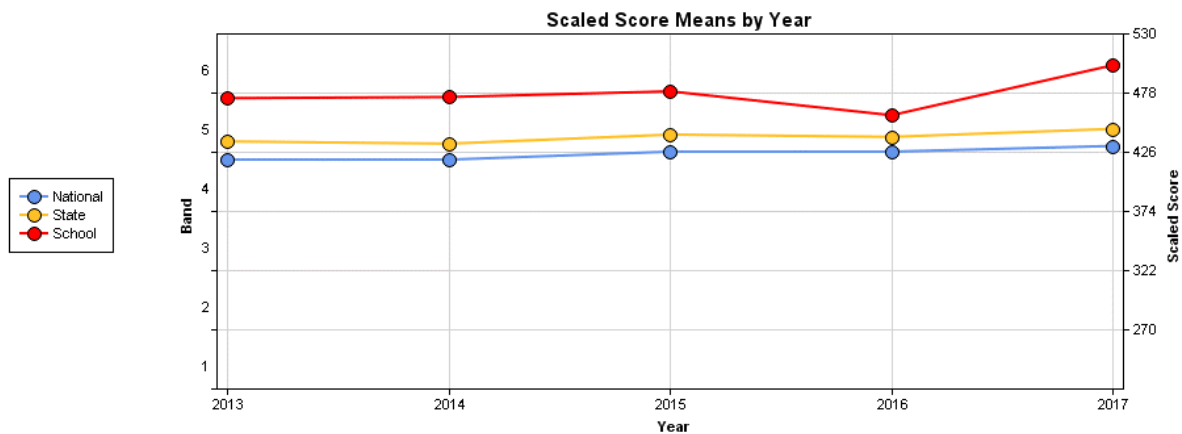


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	98.1	-1.9	100.0	1.9
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	98.1	-1.9	100.0	1.9
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	97.6	100.0	2.4	97.1	-2.9
YR 05 Numeracy	100.0	97.4	-2.6	100.0	2.6
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	97.6	97.5	-0.1	100.0	2.5
YR 05 Writing	97.6	95.0	-2.6	100.0	5.0

The 2017 NAPLAN data for Year 3 Literacy and Numeracy above shows that there has been stable attainment of standards at 100% and shows improvement made in Numeracy and Spelling. The results display an increase in student achievement for Year 5 in the areas of Numeracy, Spelling and Writing. The 2017 NAPLAN results indicate that a focus on Grammar and Punctuation in the middle years is needed. We are extremely proud of our 2017 NAPLAN results, especially the Year 5 Numeracy and Writing.



The above table shows a five year trend in results for Year 3 students in Reading. In 2017 there was a significant increase which was replicated in other year levels and subjects. The increase may have been due to a number of strategies and interventions such as: Reading Recovery, Levelled Literacy Intervention and the introduction of Daily 5.



The above table shows a five year trend in results for Year 3 students in Numeracy. In 2017 there was a significant increase and is remarkably similar to Reading. The results may be due to a focus on: assessment, personalised learning and the introduction of Number Intervention.



Student Wellbeing

Goals

- To develop strategies to strengthen student connectedness to school and their learning.

Intended Outcomes

- That student social and emotional learning skills were strengthened.
- That student morale and student engagement in learning will improve.

Achievements

- The successful implementation of a Wellbeing Team continued progress in 2017.
- The Wellbeing Team met twice a term to discuss wellbeing issues in the school, plan Friendship Group activities, whole school incursions and upcoming whole school fundraisers, such as Funky Hair Day. They also promoted the continuation of Friendship Groups to provide interaction, make connections and form positive relationships within all levels of the school.
- Multi-aged Friendship Groups were timetabled to meet twice a term, focussing on social and emotional learning, the capabilities and aligning the focus to the STEAM topic where applicable. The Friendship Groups also met for special school events, such as Italian Day and an eLearning Day.
- The Buddy Program between Yr.6 and Prep students continued and maintained regular contact. Classes met fortnightly to eat lunch or work together on planned activities.
- Year 6 Student Wellbeing Leaders were appointed, empowered to be active members of the Wellbeing Team and liaise between the teachers and students.
- The PSEL competencies were linked to the Victorian Curriculum (Personal and Social Capability).
- A scope and sequence was created for PSEL from Prep to Year 6.
- A focus was made on teachers developing student/teacher relationships by identifying 4-5 unique interests about each of their students.
- Teachers continued to use strategies such as 'Circle Time' and Berry Street Educational Model (BSEM) to build relationships and connectedness within their class.
- A school closure day was held to focus on BSEM and promoted the use of strategies, activities and language in the classroom. This encouraged teachers to use a calming, positive approach with their students to promote confident, independent learners.
- Parents/carers/teachers were invited to a Parent Session on 'Positive Parenting' facilitated by Patrice Wiseman (CEM). Patrice worked with Prep teachers to implement positive behaviour classroom strategies.
- A school psychologist from onPsych was introduced to Galilee to support students and parents experiencing anxiety/stress/behavioural difficulties.
- A PSEL Checklist to assess the PSEL Capabilities and help monitor the students' progress in this area was developed.
- Yard duty 'Tracking Books' were implemented to monitor student injuries or behaviour incidents occurring on the playground.
- Staff attended professional development to review, reflect and update the Child Safe Standards and policies.
- The school website was updated with a direct link to Child Safety that includes relevant policies.
- A Pastoral Care Policy was developed that outlines a more consistent approach to Behaviour Management.
- Applied for and received funding to introduce the Respectful Relationships Framework Initiative to Galilee and formed a partnership with Fribank Girls' Grammar School.
- Orange vests were introduced for the Student Sport Leaders to wear at recess and lunch to assist with the distribution and safe use of sporting equipment.

- Regular updates about students was provided in the weekly Staff Bulletins.
- Student and staff professional development sessions with Roger Holdsworth were organised to improve 'Student Voice' within the school.
- Student Leadership now includes Student Representative Council (SRC) Leaders met weekly and reported new initiatives back to their classroom.
- Year 5 and 6 teachers conducted student surveys with their students to inform their teaching practice and gain knowledge about student wellbeing issues.
- School assemblies were student led by Year 6 leaders.
- Students from Year 4-6 participated in the Resilience Youth Survey to find out the areas of need, which led to funding for Peer Mediation and Speak With Power for our Year 5 students.
- Outside agencies were employed to work with Year 5 students to build leadership capacity using the following programs: Peer Mediation and Speak With Power.
- Staff attended mPower Girls to implement strategies with our female students when dealing with conflict amongst each other.
- Peer Mediation Program was implemented by Year 5 students on the school yard during lunch time in Term 4.
- Security cameras were upgraded to ensure that all students can be more effectively monitored on the yard and in sick bay and netting was introduced to improve student safety on the playground.
- Three staff members completed professional development about the Berry Street Education Model.

STUDENT ATTENDANCE

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	92.87
Y2	92.07
Y3	94.75
Y4	94.61
Y5	93.88
Y6	94.30
Overall average attendance	93.75

Parents of students who are absent at Galilee are required to notify the school office in the morning by phone or email. A note or medical certificate is required for students who are absent for more than one day. Student absenteeism is recorded using NForma (class electronic roll) at 9:30am and 2:30pm and the reason for the absence stated. Students who are regularly absent from school are referred to the Wellbeing Leader and the Principal.

VALUE ADDED

Students in all year levels were actively engaged in both incursions and excursions beyond the school boundaries that enable them to experience rich learning opportunities related to STEAM units. These extra-curricular activities added value to the life of the children at Galilee. These included: Incursions-Team Building, Hands on Science, Aboriginal for a Day. Excursions-Jewish Museum, ACMI and Circus Oz. All students participated in The NED Show that encouraged our students to always try their best and never give up.

STUDENT SATISFACTION

Indicator Title	2014 Actual Score	2015 Actual Score	2016 Actual Score	2017 Actual Score	2017 Percentile Rank*	2017 Percent Favourable
Student Morale	76.34	73.88	67.96	70.61	34.16	89.39
Student Distress	79.11	80.03	74.15	79.25	51.07	91.92
Connectedness to School	82.74	82.13	74.73	76.59	35.06	91.52
Teacher Empathy	78.84	80.27	74.29	82.58	49.11	97.62
Purposeful Teaching	79.55	81.06	76.60	80.15	41.16	97.27
Stimulating Learning	72.16	75.55	70.00	74.15	50.62	93.18
Learning Confidence	76.52	79.45	74.17	77.27	61.55	94.70
Student Motivation	88.54	88.20	85.42	83.43	28.78	95.83
Connectedness to Peers	79.53	80.23	77.00	80.40	46.21	95.08
Student Safety	73.06	80.38	74.20	75.91	17.16	83.33
Classroom Behaviour	49.94	45.94	54.44	52.15	49.75	67.17
Survey – Easy [#]	69.74	73.65	81.33	84.51	97.57	95.31
Survey – Enthusiasm [#]	72.80	65.37	65.26	62.07	31.59	72.40

The student data above indicates a growth in improvement in most areas. The survey results show that students experience a high level of engagement with Purposeful Teaching rated 80.15 and Stimulating Learning at 74.15. Teachers are committed to providing a classroom climate that encourages student voice and is strongly focused on achievement, wellbeing and engagement for each and every student. The student data has shown a slight decrease in Classroom Behaviour and it could be surmised that a small number of students across levels may, at times, require extra intervention which would impact on classroom interactions and influence perceptions. We expect Student Behaviour to increase with the recent introduction of a Pastoral Care Policy.



Child Safe Standards

Goals

- To embed the Child Safe Standards across the school community.

Intended Outcomes

- That all school staff were familiar with the Child Safe Standards.
- That a Child Safety Policy was developed.

Achievements

Over the past 12 months Galilee (GRCPS) has furthered its commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountabilities for people working with our students. The continued application of student well-being programs such as PSEL, Respectful Relationships, Circle Time and Berry Street Model have encouraged the students to engage in conversations about their welfare and safety.

- Information about the Child Safe Standards was communicated to parents via the school newsletter.
- The Child Safety Policy was uploaded to the school website.
- Regular checks were made by the Office staff to ensure that volunteers had current Working With Children Checks.
- Policies such as Pastoral Care and Mandatory Reporting were updated to align with the Child Safe Standards.
- A Pastoral Care Policy was developed that outlined a more consistent approach to Behaviour Management.
- Staff completed annual online Mandatory Reporting module training.
- Reviewed and updated the school Anti-Bullying Policy and shared information with parents.
- The School Education Board listed Child Safety as an agenda item at meetings.
- A Child Safety compliance folder was created to meet the VRQA standards.
- The School Vision and Child Safety Commitment Statement were displayed in the school foyer.
- All visitors and volunteers were required to read and sign the Child Safety Code of Conduct.
- Staff attended Respectful Relationships professional development (linked to Standard 7) to begin implementation in 2018.
- Funding was applied for and received to introduce the Respectful Relationships Framework Initiative at Galilee and we formed a partnership with Firkbank Girls' Grammar School.
- Staff attended professional development to review, reflect and update our Child Safe Standards and policy.
- Security cameras were updated to ensure that all students could be more effectively monitored on the yard and in sick bay.
- Parents, Visitors & Volunteers Policy distributed to parents annually.
- Our employment processes now required thorough questioning of referees and applicants on Child Safety.

GRCPS has continued to broaden its comprehensive suite of **Child Safety policies & procedural documents** to incorporate aspects relating to the following:

- Working With Children Check Requirements – To reflect changes to the WWCC that came into effect in August 2017;
- Organisational Duty of Care – Defining the school's statutory 'duty of care' to take all 'reasonable precautions' to protect students and young people under their care;
- Reportable Conduct Scheme – Outlining how the school responds to allegations of child abuse and child-related misconduct by employees & volunteers;
- School Attendance Guidelines – Explaining the school process for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern.

Training and awareness raising strategies

All GRCPS staff members participate in regular briefings and training to ensure the school's legislative obligations and the school's Child Safety Strategy remains front of mind. Staff members have participated in a variety of training initiatives including:

- On-line Mandatory Reporting Modules (Annually);
- Protect – Responding to Suspected Student Sexual Offending;
- The School's Child Safety Policy & Code of Conduct (Annually);
- Reportable Conduct Scheme Requirements;
- Risk Management – Excursions & Camps;
- School Attendance Requirements.

GRCPS continues to implement **Human Administrative & Human Resource** practices to ensure its recruitment & performance management processes not only identify the most suitable candidates to undertake 'Child Connected Work', but fosters continual improvement in Child Safety practices.

To achieve this the school ensures that the following Human Resource processes have a child safety focus:

- Position advertisements
- Position descriptions
- Referee Checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.
- GRCPS maintains detailed records to support the screening and ongoing supervision of any individual required to undertake 'Child Connected Work'.



Leadership & Management

Goals

- To develop leadership capacity across the school.

Intended Outcomes

- To create a positive team culture that empowered the staff and assists in collaborative decision-making and greater transparency between staff.
- To ensure that all staff members had a clear role clarity.

Achievements

In response to the data, we have implemented a number of new initiatives in the past twelve months:

Developing Leadership for School Improvement:

- New Leadership Structure was implemented at the beginning of 2017: English Leader, Mathematics Leader, STEAM Leader, Religious Education Curriculum Leader, Faith Leader, Wellbeing Leader, ICT Infrastructure Leader, eLearning Leader, Community Partnerships Leader, Outdoor Education Leader and Specialist Leader.
- In 2017, Galilee was externally reviewed for the 2013-2016 period with reflections made on 2017.
- Procedures, policies and role descriptions were updated and implemented, such as Anti-Bullying Policy, Uniform Policy, Pastoral Care Policy, Digital Learning Policy, Attendance Policy, Transition Policy, Entry and Exit Policy, Yard Duty Supervision, Reportable Conduct Scheme and all Role Descriptions updated.
- Leaders across several Learning Areas attended regular Southern Region Network Meetings.
- Investigated and implemented new contracts with a variety of service providers such as the cleaning, CCTV, ICT maintenance, Photocopy and Phone companies leading to significant financial savings for the school.
- Updated Assessment Schedule, Data Meetings, Moderation Meetings and Report Writing Days for staff.
- Leadership structure was reviewed at the end of 2016 for 2017 with the inclusion of two deputy principals.
- Year Five students participated in the 'Speaking With Power' program to build confidence in public speaking.
- The Social and Fundraising Committee raised over \$25,000 which was invested in the form of additional CCTV and safety netting on the playground.
- Developed, promoted and worked with a Parent Events Committee and the Dads of Galilee (D.O.G.S).
- Continued development of a Building Committee and submission of Master Plan for a future building project.
- Year Six students took part in the Port Phillip Youth in Chambers program with other local schools in our region to develop leadership skills.
- Continued whole school assemblies with student achievements recognised.

School Education Board

- School Education Board was invited to join and facilitate subcommittees, such as the Building Committee, School Uniform Committee and School Improvement Team (students, teachers and parents).
- Building Committee: met regularly with CEM staff, made contacts with local politicians, discussed ideas for re-developing the Masterplan and investigated plans for Fishermans Bend.

- School Uniform Committee met with PSW and reviewed the quality of our school uniform. This led to new and improved hats, microfibre jackets and tracksuit pants, with news socks developed.
- School Improvement Team made recommendations that led to a change of Reporting format (more checklists on student academic performance).

Identifying the Vision and Purpose:

- New Vision Statement was written in collaboration with students, staff and parents.
- The Staff Handbook was updated.
- An active Consultative Committee was embedded.
- Role descriptions were established and reviewed for use in the 2017 school year.
- Worked with Catholic Education Melbourne to investigate ways of expanding secondary school options for our students, with the aim of becoming a feeder school to Star of the Sea.
- Mapped out and facilitated school community events in advance.
- School camp program reviewed and changed to increase student safety.

Developing effective Communication Strategies:

- Began updating the structure of School Reports to a skills-based format.
- Galilee became a Google Apps for Education School in 2016 and now all staff and students use Google Drive, Google Calendar, Google Docs and Gmail enhancing opportunities for collaboration and communication.
- Weekly communication and recognition was emailed to all staff in the form of a Staff Bulletin.
- The Staff Bulletin contained information regarding the upcoming week and explaining the expectations and organisational structures regarding day-to-day activities occurring within the school.
- Updated the format of the school newsletter using the company 'iNewsletter', to include a contribution from members of the school community.
- Year 6 leaders facilitated assemblies and publish a weekly radio segment informing the community about a variety of events occurring in the school.
- Streamlined consistent communication with staff and parents.
- Re-vamping the school website to include more up-to-date information and policies.
- End of Semester Reports sent home electronically.

Build Performance and Development Culture strategies:

- Introduction of the following meetings: goal-setting, data and Annual Review linked to AITSL standards.
- Student and staff professional development with Roger Holdsworth to improve Student Voice within the school.
- The Leadership Team worked with John Marks in the area of 'Enhancing Leadership Capacity' and trained in how to work collaboratively.
- Deputy Principals attended coaching session with John Marks around empowering others.
- Students Leadership included SRC leaders and Social Justice Leaders from each classroom who met regularly and reported new initiatives back to their classroom.
- An increase in all staff attendance in professional development.

Promote Student Safety:

- Installing new external cameras at entrances and all play spaces to increase the safety of the students.
- Development of a Child Safety Team who attended Professional Development opportunities and presented new information learned to all staff.
- SRC updated and promoted playground expectations.
- Reviewed sporting equipment used in playground.

- The installation of safety netting on the grass playground, and the changing of open areas (Library, Prep F classroom and Learning Street) for Recess and Lunch, has led to a dramatic decrease of student injuries.
- Peer Mediation in Year Five assisted with less issues occurring in the playground.
- Continuation of camp for Dads and students.

Occupational Health and Safety:

- Creation of an Occupational Health and Safety (OH&S) Team, including a five day training course attended by the OH&S representative.
- Employment of Dynamiq to assist the school in regular evacuation and lockdown practices, as well as annual training.
- Updating of the evacuation maps and evacuation protocols.
- Creating a relationship with SafeSmart to write and implement policies in the area of OH&S.
- Creation of a risk register as well as a communication form for staff to notify the OH&S Team of any hazards in the school community.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2017

- Network attendance: Principal, Deputy Principals, Learning and Teaching Leaders, English Leader, Mathematics Leader, Faith Leader, Digital Technologies Leaders, Student Services Leader, Student Wellbeing Leaders, STEAM Leader, Reading Recovery, Administration
- Understanding significant reading difficulties and dyslexia
- Learning Intentions and Success Criteria
- Nationally consistent collection of data
- Reportable Conduct Scheme
- Online Mandatory Reporting module
- Learning Framework in Number
- Certificate IV in Education Support
- Cued articulation and phonological awareness
- Effective teaching and learning in mathematics
- First aid, CPR, anaphylaxis and asthma training
- Dynamiq - Emergency Management
- Student Voice - Roger Holdsworth
- Seven steps to writing success
- Pedagogy of Encounter

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

28

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1050

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

89.62%

STAFF RETENTION RATE

Staff Retention Rate

90.48%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	21.05%
Graduate	15.79%
Certificate Graduate	0.00%
Degree Bachelor	68.42%
Diploma Advanced	26.32%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	4
Teaching Staff (Head Count)	25
FTE Teaching Staff	23.400
Non-Teaching Staff (Head Count)	6
FTE Non-Teaching Staff	4.212
Indigenous Staff	0

TEACHER SATISFACTION

Indicator Title	2014 Actual Score	2015 Actual Score	2016 Actual Score	2017 Actual Score	2017 Percentile Rank*	2017 Percent Favourable
Individual Morale	71.01	75.51	70.80	66.25	16.06	79.84
School Morale	62.83	70.43	65.96	63.75	19.76	80.49
Individual Distress	74.55	74.64	75.26	64.72	12.68	72.58
School Distress	58.26	70.68	63.27	62.29	33.19	73.98
Supportive Leadership	60.22	70.87	67.12	73.54	40.76	81.82
Role Clarity	70.11	73.64	72.84	72.14	38.37	84.85
Teamwork	65.22	71.56	68.91	65.94	17.92	82.31
Empowerment	61.68	69.29	69.95	62.50	31.43	72.73
Ownership	71.52	76.14	73.08	71.88	27.76	86.99
Appraisal & Recognition	49.69	54.19	69.64	68.75	56.52	77.33
Professional Growth	62.17	64.35	72.88	71.67	47.08	80.49
Work Demands	48.37	56.79	59.62	54.08	45.94	65.31
Student Behaviour (Classroom)^	79.82	85.96	88.49	82.50	67.57	91.67
Student Behaviour (School)	85.14	95.29	94.23	88.77	69.35	92.96
Student Management	74.78	83.70	66.92	72.29	40.25	86.67
Curriculum Processes^	69.30	73.68	69.84	70.83	34.21	85.00
Student Motivation^	76.84	85.53	81.90	75.75	48.35	89.00
Respect for Students	86.59	89.86	91.03	85.76	40.04	91.67
Parent Partnerships^	72.04	79.93	73.81	68.44	27.71	83.75
Teacher Confidence^	78.29	86.84	78.87	76.25	19.25	88.75
Engaging Practice^	74.12	82.68	70.83	68.13	24.23	83.33
Quality Teaching^	72.37	80.26	71.13	67.50	16.28	83.75
School Improvement Focus	76.90	76.90	74.28	73.44	23.31	86.46

The Insight SRC survey data rates Teacher Confidence at 76.25. Professional Growth is rated at 71.67 with Supportive Leadership at 73.54. Quality Teaching rates at 67.50 with teachers acknowledging a strong focus on Student Behaviour across the school (88.77). Teachers at Galilee have identified the need to focus on collaborative teamwork where professional goal setting, peer observation and timely feedback are essential to improving quality teaching and therefore student learning.

School Community

Goals

- To build vibrant connections and opportunities for partnerships between parents, the school, the parish, and the wider community, in keeping with our wider vision and Gospel values.

Intended Outcomes

- To actively and purposefully involve parents in school life.
- That working relationships with the parish and various community groups will be increased and strengthened.

Achievements

- Two Community Partnerships Leaders and an Outdoor Environment Leader were appointed.
- The introduction of a School Improvement Team (made up of teachers, parents and students) developed the new School Vision Statement and layout for the new Student Reports.
- Classroom Helper sessions were conducted to involve parents/carers in the classroom, excursions and incursions.
- New Prep parents had the opportunity to attend an information session with the English and Maths Leaders about supporting learning at home.
- Parents assisted in school sporting events throughout the year.
- Parents with expertise assisted in classrooms, e.g. teaching languages and assisting with science experiments.
- The local community assisted with school events.
- Year 5/6 students accessed local community venues for physical education, e.g. for Community Sports program, Swimming program at MSAC, Newport Athletics.
- Whole school events such as, Ride2School to promote an awareness of being active, were supported by the school community.
- The development of a new Prep transition program, led by Prep teachers, was implemented, which involved partnerships with local kindergartens.
- Greater connections between school community and high schools were established.
- The introduction of parent morning teas timetabled once a term.
- Mothers' Day and Fathers' Day activities organised by the Art teacher and parents in the school community.
- An electronic board was installed at the front of the school to inform the community about upcoming school events and term dates.
- Regular school newsletters and bulletins were introduced in a new format, with contributions from teachers, students, parents and school leaders.
- A successful school Open Day was introduced at Galilee, with the senior students conducting school tours for prospective parents.
- The Dads of Galilee (DOGs) club was continued by a current parent, with initiatives such as: fundraising events for the school; regular meetings in social contexts; and an external 'father-child' camp.
- Twitter accounts and information meetings were established on school camps to keep parents updated.
- A Cyber Safety information night was provided for parents and students.
- A Parent Handbook was created and added to the school website.
- The Events and Social Committee (made up of parents) organised fundraisers, such as Trivia night and Movie/Disco night.
- Participation in the grassroots project with Bunnings, to develop vegetable gardens and garden beds in the school.

- Successful weekly Open Mornings were introduced for parents to connect to their child's classroom and teacher.
- Musical soirees (one per semester) were introduced to showcase student learning in violin, guitar, drums, keyboards and voice lessons.

PARENT SATISFACTION

In 2017, a new parent survey was introduced to gain a greater insight into parent engagement, specific to Galilee Regional Catholic Primary School. The survey covered three areas: Student Wellbeing, Educational Experiences and Opportunities for Engagement.

Student Wellbeing

- Parents rated their children's happiness as quite high with an average score of 8 out of 10.
- Parents commented on the social inclusiveness of the children, the influence of teachers and staff and the safe and nurturing environment that Galilee provides.

Educational Experiences

- Parents were asked to consider their child's academic, spiritual and social development, and the average score was 7.62 out of 10.
- Parents commented on the structure and success of the early years program, the development of the child's spirituality and its affect on their development of morals and the variety of experiences that are offered to the children.

Opportunities for Engagement

- Parents rated their opportunities to be involved in the school community e.g. classroom helper, incursions/excursions, sporting events and school events. The average score was 8.6 out of 10.
- Parents commented on the continual opportunities to be involved and the times were varied to involve and include more families and the open communication between parents and staff.

This survey gave the staff a greater understanding of the parent group at Galilee. Parents were given the opportunity to have a voice and see actions undertaken by the school following the survey.



Future Directions

Education in Faith:

- Maintain and sustain work from previous initiatives in area of Social Justice, including Social Justice Leaders in all classrooms.
- Increase opportunities for Adult Faith Formation: staff retreat, professional learning team meetings on faith formation; Priests working with staff during staff meetings and training sessions on faith formation; Q&A nights with one of the Parish Priests with staff and parents; Faith Nights that include information for parents as well as opportunity to engage in tasks with their children.
- Developing a systematic RE curriculum delivery working within the guidelines of the Renewed RE Framework, Horizons of Hope and the Pedagogy of Encounter and making links with Science, Technology, Engineering, Art and Mathematics (STEAM) and the Victorian Curriculum Capabilities
- Continue to enhance assessment of student progress in the RE Curriculum using the processes of moderation, professional learning in PLTs and reference to the Renewed RE Framework.
- Sacraments - make more visible links to the Sacramental programs within the Religious Education Framework and continue to offer Faith Nights and Reflection Days.
- Update the liturgical calendar so that a range of different opportunities for students to participate are offered - in class, at school (continue Galilee Day in the school yard) and at Church.
- Explore prayer in the classroom and how to engage students in a variety of prayer opportunities.

Learning and Teaching:

- Improve data literacy and embed the practice of using assessment to drive a differentiated approach to teaching and learning, ensuring that we are growing all students
- Opportunities for professional development to support teachers to effectively evaluate student achievement data in its various forms.
- Identify gaps in student learning.
- Plan for differentiation in the curriculum.
- Consistent approach to Learning and Teaching across year levels.
- Teams and teachers to continue to differentiate curriculum and pedagogy accordingly so that students work at their point of need.
- Work with teachers to assist in developing their teaching practices including modelling, evaluating and providing feedback on classroom teaching.
- Collection, analysis and use of data to assist the school to monitor both individual and whole school progress against set targets.
- Develop a transition program across year levels to ease students and develop relationships with new teachers.
- Develop and implement a shared understanding of what effective teaching, learning and assessment looks like at GRPS, including school-wide non-negotiables designed to ensure a stimulating learning environment.
- Enable collaborative forums to analyse assessment data and adjust curriculum so that students work at their 'zone of proximal development', by including: Design of common assessments and moderation to enhance objectivity and contribute to a shared understanding of judgements made.
- Continue to monitor of rates of learning growth with school-based tracking tools such as PAT R and PAT M.
- Promote students' motivation and confidence by ensuring students: set and self-evaluate against goals that assist in the design of success criteria.

Student Wellbeing:

- Continued employment of a school psychologist.
- SRC and social justice groups established to develop student voice.
- Continued employment of 'Speak with Power' to work with Year 5 students in Term 4 to build on leadership skills and public speaking.
- Friendship Groups timetabled to meet twice a term.
- Student Wellbeing Committee to meet twice a term.
- Continued PSEL topics in classrooms.
- Introduce the Buddy system for all grades.
- Work on student surveys, using ACER, based on questions about their class.
- Gather, analyse and evaluate data from student/teacher/parent surveys.
- Student Wellbeing Team will continue training in PSEL.
- Continue to use Circle Time strategies to facilitate class issues (with the assistance of Wellbeing Leader).
- Introduce interest clubs for students such as: Robotics and Kitchen Garden.
- Continue to provide opportunities to develop student voice.
- Continue using 'Tracking Book' at recess and lunchtime.
- Continue with Professional Development of the Berry Street Educational Model (BSEM) - Module 2 (Relationships).
- Evaluate effectiveness of our current PSEL initiatives.
- Provide interactive activities promoting connectedness, friendship and relationship building.
- Introduce Growth Mindsets - dispositions of a learner.
- Investigate and implement Student Wellbeing programs to support our students.
- Ensure all students are engaged in their learning and working at their 'zone of proximal development'.

Child Safety:

- Review policies for Anti-Bullying and Transitions, and update them annually.
- Review school Risk Matrix to identify 'hot spots' in the school.
- Begin implementing Respectful Relationships Framework.
- Ensure that all new staff members have an induction program, with a focus on Child Safety.
- Identify further opportunities to enable student voice in all aspects of students' experience at school, including the role of effective feedback, in student voice (feedback to teachers, self and peers) between teacher and student.
- Continue to engage in partnership with Berry Street Education to build teacher capacity to explicitly teach SEL skills.
- Promote the importance of Child Safety and Respectful Relationships by ensuring that students have readily available access to easy to understand and user-friendly information about the school's child safe practices.
- Collect, analyse and use a range of students achievement, wellbeing and perception data to:
 - track individual student achievement and progress
 - inform evidence-based approaches and policy development
 - Integrate, teach & access the Victorian Capabilities Curriculum into sequences of learning, F-6

Leadership and Management:

- Continuation of Staff Sphere Teams.
- Continuation of voluntary needs based teams - Digital Technologies, Art, Sport, Social.
- Review staff handbook annually.
- Promote collaborative structures with students, staff and parents.
- Continue to promote the Vision Statement with students, staff and parents.
- If funding is successful, begin a new building program linked to the Masterplan.
- Restructure School Improvement Team to include staff, parents and 2018 Leaders.

- Continue to promote a Leadership mindset, looking at the WHY and HOW we are achieving goals and WHAT we are achieving.
- Continue to empower leaders within the school with a greater understanding that leadership does not simply mean Principal and Deputies, but rather that we are all leaders at Galilee.
- Develop a strong collegial culture of mutual trust and support amongst staff.
- Develop a culture where parents are treated as partners in the promotion of student learning and wellbeing.
- Embed school-wide processes for identifying specific students' learning needs to inform a targeted use of school resources.
- Continue to develop a positive culture that focuses upon student learning.
- Engage fully with Performance and Development Culture.
- Design professional development opportunities for the entire school to develop a more consistent, whole school approach that targets personalised learning.
- Develop a shared understanding of the format, role and sources of feedback to ensure its clarity and purpose, such as Peer Observations.
- Ensure the performance and development cycle includes regular reflection, goal-setting related to performance, development of the annual action plan.

School Community:

- Increase parent participation by offering greater opportunities for involvement within the school.
- Continue and increase parent Open Mornings.
- Parent Partnership leaders to increase parental involvement.
- Form connections with local, national and global communities.
- Increase parent information sessions and communication through the newsletter.
- Further develop connections with the parish/es and parishioners.
- Explore walking school bus from a variety of locations.
- Introduce DOJO as a method of engaging families in the education of students.

VRQA Compliance Data

NOTE:

The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

[Victorian Registration and Qualifications Authority](#)

List of acronyms used in this document:

- VRQA – Victorian
- LOTE – Languages
- PSEL - Personal, Social and Emotional Learning program
- NAPLAN – National Assessment Program – Literacy and Numeracy
- PLT – Professional Learning Teams
- STEAM – (Science, Technology, Engineering, Arts, Mathematics)
- ICT – Information and Communications Technology
- CEM – Catholic Education Melbourne
- LFIN - Learning Framework in Number
- BAS – Benchmark Assessment System
- BSEM – Berry Street Education Model
- SRC - Student Representative Council
- WWCC - Working With Children Check
- VIT - Victorian Institute of Teaching Registration
- OH&S - Occupational Health and Safety
- SEL – Social Emotional Learning