

GALILEE REGIONAL CATHOLIC PRIMARY SCHOOL



ANNUAL REPORT

TO THE SCHOOL COMMUNITY



Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview.....	4
Principal's Report.....	6
School Education Board Report	7
Education in Faith	9
Learning & Teaching	11
Student Wellbeing	15
Leadership & Management.....	18
School Community	22
Future Directions	24
VRQA Compliance Data	25

Contact Details

ADDRESS	301 – 319 Bank Street South Melbourne VIC 3205
PRINCIPAL	Mr. Simon Millar
PARISH PRIESTS	Fr. Hugh Brown and Fr. Julian Messina
SCHOOL BOARD CHAIR	Mrs. Donna McMaster
TELEPHONE	(03) 9699 2928
EMAIL	wdalton@gsmelbournesth.catholic.edu.au
WEBSITE	http://www.gsmelbournesth.catholic.edu.au/

Minimum Standards Attestation

I, Simon Millar attests 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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our School Vision

At Galilee, we:

Provide a rich Catholic culture based on Gospel values and foster a safe, inclusive, contemporary learning environment, where everyone reaches their full potential.



Please note at the time of publication, a new Vision Statement has been developed in 2017 that can be accessed on our website.

School Overview

Galilee Regional Catholic Primary School opened its doors 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; Ss. 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 Ss. 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 2016, we continue to have two streams of each year level from Prep to Year 6 with approximately 325 students attending Galilee. We have experienced a steady increase in enrolments over the past few years. The teaching and learning 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, life-long 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 2016, Galilee continues to provide students with the opportunity to experience a 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.)
- School production

Learning opportunities provided by classroom teachers 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.

In 2016, our new Principal, Mr. Simon Millar took up his appointment. His priorities were to increase the use of data and encourage greater collaboration and empowerment to make learning more engaging for students.

In 2016, 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 improve and enhance our home-school connections and build our school community.

In 2016, 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) was established 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. An electronic notice board was installed at the front of the school to keep the school community informed of school events. Regular newsletters, bulletins and assemblies were established to celebrate learning and keep the community informed. Galilee Open Day was introduced to the school calendar to highlight the learning that is happening in the school to the local community. During Open Day, Year 6 students conducted school tours for new families. Establishing a parent morning tea allowed families an opportunity to meet each other, ask questions and develop a sense of community. The Prep transition program was renewed to include a number of orientation days, increased connections with the local kindergartens and more detailed parent information sessions. In 2016, Galilee's success has been enhanced by our connection to the parent-body and the wider community.

A strong focus on Student Wellbeing was evident at Galilee with the continued Personal, Social and Emotional Learning program (PSEL) operating in all classrooms. PSEL operates in conjunction with a Restorative Practices approach to behaviour management. Tracking books were implemented in yard duty bags to ensure the safety of each student by recording, managing and acting on incidences in the yard. New security cameras were installed on the front and back of the school and to monitor the play areas to ensure that Galilee is 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

This Annual Report to the Galilee community is for the **2016** school year and a requirement of the VRQA (Victorian Registrations and Qualifications Authority). It includes a list of achievements, supported by data, on the following spheres: **Education in Faith, Leadership and Management, Student Wellbeing, School Community** and **Learning & Teaching**. The document is designed to communicate our school's many successes but also outline areas that require future development.

In 2016, I was fortunate to join Galilee Regional Catholic Primary School after having spent the previous five years as Principal of St James P.S., Brighton. Each school is different and has its own strengths and areas to be developed. It has been an enjoyable experience working with the stakeholders of Galilee to work out our future direction and implement a cycle of change and improvement.

At the beginning of 2016, it was important to *survey the landscape* and gather thoughts on Galilee from the students, staff, parents, local community and Catholic Education Melbourne. It became evident that at Galilee there was a number of strengths to build upon. Together we embarked upon a time of implementing change with a focus on building our **community** and **improving student learning**.

Below I have listed a summary (more details in the remainder of the report) of some of our successful change initiatives introduced in 2016:

- **Communication** through the development of a new newsletter format, weekly assemblies, website, electronic signage, updating security hardware and processes, new evacuation procedures, parent and staff calendars, use of Caremonkey, information evenings for parents and detailed transition program for Preps.
- **Student learning** through a focus on data collection and analysis (student results), staff attendance at Catholic Education professional learning Networks, introduction of Levelled Literacy Intervention, modernising ICT infrastructure and purchasing of over 150 devices (Chromebooks).
- **Community-building** with all stakeholders through the introduction of The Events Committee (organisation of parental events), the Dads Of Galilee (including regular meetings and Father/Child Camp) and the active participation of the School Education Board who assisted with a range of initiatives. We researched and completed a camp program for 2016 and beyond, leading to a variety of opportunities for students to increase their independence, resilience and leadership. Galilee is unique as it is Melbourne's only regional Catholic Primary School with many families living in a variety of locations, making parent participation at school more critical in the building of our community.
- To build a staff culture of **collaboration** that allows us to better cater for the needs of our students through the establishment of teams, meeting protocols and role descriptions. This led to a review of our leadership model for both the staff and students at Galilee, to be implemented from 2017.
- The Building Committee made a significant contribution with the development of a **Master Plan** that was submitted as part of a funding application to Catholic Education

Melbourne (we'll be notified towards the end of 2017 if we have been successful). The process took six months, which included formal opportunities for a contribution from our community. I thank the members for their expertise, dedication and hard work.

I would like to thank Fr Hugh Brown and Fr Julian Messina; the wonderful students led by our School Captains (Adam & Sarah); the School Education Board, led by Donna McMaster (Chairperson); the hard-working staff, including Julianne Price (Deputy Principal); and the dedicated parents led by Sally Callan (President) of the Events Committee and Paul Mapley (D.O.G.S.). I would also like to welcome the incoming Deputy Principals, Mrs Danielle Gerecke and Mrs Amy Burns who bring many skills that will benefit Galilee.

I'm looking forward to seeing what we can achieve together for our students in 2017 and beyond.

Simon Millar – 2016 Principal of Galilee Regional Catholic P.S.



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 a wonderful year of challenge, positive change and growth. Under the direction of our new Principal, Simon Millar, the School embarked upon many, many new initiatives.

In particular, we were very pleased with the new and improved levels of communication and the extensive development of staff and student leadership. In addition to this, we were delighted to welcome two new Deputy Principals at Galilee for 2017, Amy Burns and Danielle Gerecke. The Board worked with Simon and Father Hugh on the recruitment for this role and we were very happy with the outcome.

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 has been greater than we have seen in many years. We would like to commend Sally Callan and Paul Mapley for their leadership of these groups.

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 prepare a Masterplan for the further development of Galilee. Our work now continues to secure funding for delivery of the Masterplan and given the overwhelmingly positive feedback we have received, it is important that we can bring the plan to reality.

The Board itself farewelled three (3) Members; Vivian Gard, Natalie Kobica and Jakki McKenzie. We remain grateful for their contributions and service to our School. Given the appointment of two Deputies who will both join the Board, we elected to recruit one new Member and are delighted that Debra Butcher has joined us. Deb brings a wealth of key skill, knowledge and experience to our Board.

Our primary focus for 2016 was setting better objectives for the School Education Board and ones that could measure our effectiveness and results. Our ability to support the School through a period of transition and change was commendable and we are proud of our efforts to provide information, advice and feedback throughout the School Community in a timely and constructive way.

It has been a privilege to serve our School Community and we have a robust set of objectives for 2017.

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), Alex Trevisin (Deputy Chair), Brendan Coburn, Cameron Sinclair, Christopher Scanlon, Darren Catherall, Deb Butcher, Simon Millar, Amy Burns, Danielle Gerecke, Darren Catherall, Fr Hugh Brown, Fr Julian Messina

Education in Faith

Goal

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

Intended Outcome

- That increased opportunities are 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 are increased.

Achievements

- Assisted students to making 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.
- There were many student-led social justice initiatives raising money for various foundations, such as: Royal Children's Hospital, RSPCA blankets, food drives for the local community and the Year 6 'Walk in Their Shoes' campaign raising money for the Alannah and Madeleine Foundation.
- Galilee School community supported the following charities through raising money for: Caritas and the Leukaemia Foundation.
- Plan to introduce Year 6 Social Justice (2017) leaders to initiate community links with charities and inform the school community through newsletters and assemblies.
- The Catholic Identity of our school was reflected in the environment by the Liturgical colours used on prayer tables in classrooms and acknowledged in displays created by the Religious Education Leader. Meaningful displays on Eucharist, Confirmation, Reconciliation, Lent, Easter, Advent, Christmas and Social Justice Issues were obvious in the school foyer, staff room, learning areas and in the shared spaces.
- Our priests were welcomed into classrooms during sacrament preparation and other celebrations throughout the year.
- 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.
- Meditation continued on Friday mornings in all classrooms and was attended by parents in the school hall.
- The Religious Education Leader met with various members of the Galilee community on a regular basis, including the Principal and Parish Priest, the Parish Based Sacramental Leader, classroom teachers and CEM staff.
- The Religious Education Leader regularly met with the Learning and Teaching Leader to review data.
- Staff requiring accreditation to teach Religious Education were provided professional learning.
- New resources were bought and introduced.
- Each class was involved in the planning and preparation of a liturgy.
- A choir was formed to sing at school masses.

- Teachers attended Sacramental masses.
- Staff training for Pre and Post testing was introduced.
- Assessment samples were developed by the Religious Education Leader and staff.

The following table shows the results of the Catholic Culture data (2013-2016) from the Annual School Improvement Surveys distributed to students, staff and parents. **In 2016 for the first time, the surveys were offered to all parents and Year 3/4 students.**

Indicator Title	2013 Actual Score	2014 Actual Score	2015 Actual Score	2016 Actual Score
Staff – Importance	76.14	75.87	80.65	82.69
Staff – Opportunity	87.73	84.78	88.70	86.54
Staff – Behaviour of Staff	72.73	66.74	73.70	61.54
Staff – Behaviour of Students	72.14	74.78	78.48	75.77
Staff – Compassion	86.36	83.70	85.33	84.13
Staff – Social Justice	75.00	80.43	80.98	78.85
Students – Importance	62.80	71.81	66.50	56.27
Students – Opportunity	78.40	84.17	85.89	77.60
Students – Behaviour of Staff	76.50	80.17	82.97	77.09
Students – Behaviour of Students	64.60	64.17	61.75	58.07
Students – Compassion	76.75	82.73	82.34	76.17
Students – Social Justice	69.00	80.47	76.72	79.17
Parents – Importance	73.26	68.95	70.96	66.79
Parents – Opportunity	82.62	87.91	88.85	86.61
Parents – Behaviour of Staff	78.48	80.00	78.08	73.84
Parents – Behaviour of Students	64.09	60.35	61.54	62.50
Parents – Compassion	80.43	82.27	80.77	82.37
Parents – Social Justice	71.59	74.42	69.71	73.44

* Benchmarked against Australian Catholic Schools

Please note: A score of -999.99 means that there is no data available for that year

It was evident that there is high *Opportunity* for staff (86.54) and parents (86.61) to participate in and nurture faith development. Also, there was a contrast between Staff (78.88), Students (79.17) and Parents (73.44) in *Social Justice*. While there were a number of social justice initiatives at Galilee we need to ensure there is a greater understanding and agreement between all stakeholders and increase our involvement where needed.

Overall, our Catholic Culture data was positive and showed that Galilee was committed to continually striving to develop a rich Catholic identity.



Sacrament of Confirmation: Our Lady Mount Carmel

VALUE ADDED

- Empowering students to be faith inspired, social justice agents of change was a driving force behind many of the student led social justice initiatives at Galilee in 2016. Students led social justice initiatives supporting foundations, such as, Caritas, Royal Children's Hospital, RSPCA blankets and food drives for local community. Year 6 students were involved in an inquiry unit: 'Walk in Their Shoes'. During the unit students focused on their responsibility as Confirmed Catholics to take action and be agents of change in their local community. Students developed a fundraising campaign, successfully raising money for the Alannah and Madeleine Foundation.



Learning & Teaching

Goals

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

Intended Outcomes

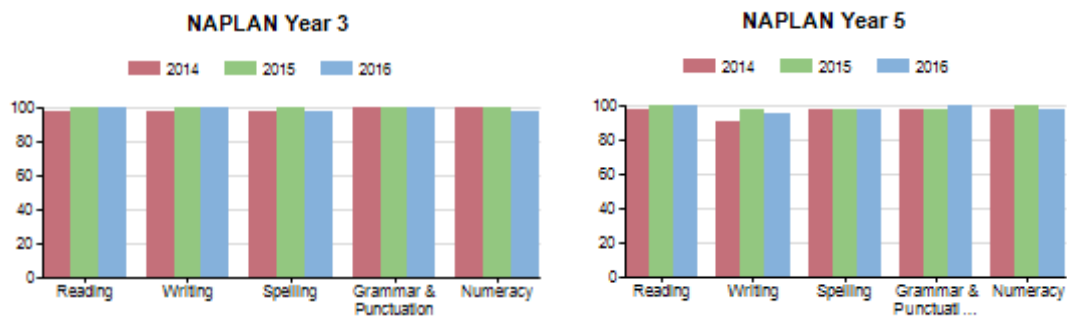
- That student outcomes in Mathematics and Literacy are improved.
- To analyse and use data to inform a differentiated approach.
- That there is an improvement in student motivation, confidence and ownership of learning.
- To develop communication, problem solving, critical thinking, creativity and data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

Achievements

- Implemented and used the constructed Scope & Sequence P-6.
- Involved students in the Student-Led Conferences and increased the time allocated to Parent, Teacher, Student Interviews at the end of Semester Two.
- Implemented 'Meet the Teacher' interview times for parents to share valuable information regarding their child, so that teachers could use this information to form relationships and better understand student needs.
- Inquiry Learning and PSEL was embedded throughout the curriculum.
- Each class was responsible for writing an article for the newsletter that shared their learning.
- Each class hosted an assembly twice a year – celebrating student learning, allowing students the opportunity to participate in public speaking and giving the community an insight to the learning that was taking place in the classroom.
- School Captains had more responsibility at assembly (student voice).
- Investment in chromebooks to better equip student to access the digital curriculum.
- More access to technology (iPad) for junior grades.
- A template was developed for the running of Student-Led conferences/setting goals.
- Staff writing moderation allowed teachers the opportunity to better understand the new Victorian Curriculum and the benchmarking that is used to report student achievements against the curriculum.
- Analysing PAT data to better understand students' needs in the area of Reading Mathematics and Vocabulary.
- School based testing program continued in 2016 e.g. pre/post tests, PAT testing.
- Teachers organised excursions and incursions to engage in meaningful learning directly linked to the inquiry curriculum.
- Stimulating learning was developed where students were asked to take meaningful action, such as the Year Six Social Justice Unit.
- Year Six students took part in the Port Phillip Youth in Chambers program with other local schools in our region.

- Learning Support Officer was employed to assist students in classrooms and allow teachers to differentiate the curriculum to meet the needs of students within the classroom.
- Learning of every student at Galilee was celebrated at the School Assemblies where students received awards.

Student Learning Outcomes



PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	98.0	100.0	2.0	100.0	0.0
YR 03 Writing	98.0	100.0	2.0	100.0	0.0
YR 03 Spelling	98.0	100.0	2.0	98.1	-1.9
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	98.1	-1.9
YR 05 Reading	97.8	100.0	2.2	100.0	0.0
YR 05 Writing	91.1	97.6	6.5	95.0	-2.6

YR 05	Spelling	97.8	97.6	-0.2	97.5	-0.1
YR 05	Grammar & Punctuation	97.8	97.6	-0.2	100.0	2.4
YR 05	Numeracy	97.8	100.0	2.2	97.4	-2.6

STUDENT LEARNING OUTCOMES

The NAPLAN data above indicates the growth and improvement in Galilee within the areas of English and Mathematics. It shows that in 2016, between 98.1% - 100% of our Year 3 students reached the minimum standard and that between 95% - 100% of our Year 5 students reached the minimum standard. The growth of our students will continue to be a focus including those operating above standard. It is encouraging to see the constant progress and development of our Year 3 and 5 students. We are proud of the children's achievements and continue to reflect on how we can best support and extend the students in our care.



Student Wellbeing

Goal

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

Intended Outcomes

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

Achievements

- Introduced Friendship Groups to combine students from all year levels in meaningful tasks that worked on the development of social and emotional skills.
- Friendship groups met on a regular basis, especially for whole school events, e.g., Maths Day, Olympics Day.
- Circle Time continued in all classrooms on a needs basis and incorporated all areas of the curriculum.
- Prep and Year Six Buddy system continued.
- Regular updates about students and communication with parents using CareMonkey.
- Use of Wellbeing on nForma to add information about students for next year's teacher.
- Introduction of 'Bright Sparks' program with PCW (Presentation College Windsor).
- Student Wellbeing Committee established.
- Three members of committee attended Student Wellbeing Professional Development: Connect, Grow, Learn.
- Information session for parents on 'anxiety' and 'resilience' with Georgina Manning.
- Introduction to Flourish, the updated Student Wellbeing Framework 2016-2019.
- Continued PSEL topics in classrooms.
- Introduction of 'Tracking Book' to record playground incidents.
- Professional development for all staff on using Kelso's Problem Solving Circle with students.
- Staff attended a meeting with David Vinegrad on Restorative Practice.
- SRC commenced with a staff member facilitating lunchtime meetings.
- Conducted playground safety surveys indicating where students felt safe outside.
- Wellbeing Leader regularly updated staff about wellbeing issues through the weekly staff bulletin.
- Development of OHS representatives and policy.
- Student Wellbeing team attended training and drafted a Child Safe Policy.
- Student Wellbeing team created a school Code of Conduct.
- Meditation was held every Friday morning and parents invited to join.
- Introduced 'Peaceful Kids' program.
- Continued Parent Support Group (PSG) meetings each term.
- Some year levels participated in Team Building incursions run by Supreme Incursions.

Student Attendance

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	94.84
Y02	93.07
Y03	93.51
Y04	93.04
Y05	90.61
Y06	97.33
Overall average attendance	93.73

Student Attendance Procedures followed:

- Parents of students who were absent at Galilee were required to notify the school office in the morning by phone or email.
- A note or medical certificate was required for students who were absent for more than one day.
- Student absenteeism was recorded using NForma (class electronic roll) daily and the reason for the absence stated.
- Students who were regularly absent from school were referred to the Deputy Principal, who is the Wellbeing Leader.

VALUE ADDED

- Fundraising events took place throughout the year, including, Crazy Hair Day and Pyjama Day to raise money for Leukaemia Foundation and Alannah and Madeleine Foundation.
- Friendship Group activities were created and facilitated by the Year Six leadership group with assistance from the Wellbeing Leader giving students ownership of this initiative.
- Buddy activities were completed by Prep and Year Six students throughout the year.

STUDENT SATISFACTION

Indicator Title	2013 Actual Score	2014 Actual Score	2015 Actual Score	2016 Actual Score
Student Morale	68.73	76.34	73.88	67.96
Student Distress	77.67	79.11	80.03	74.15
Connectedness to School	75.10	82.74	82.13	74.73
Teacher Empathy	71.08	78.84	80.27	74.29
Purposeful Teaching	69.22	79.55	81.06	76.60
Stimulating Learning	64.95	72.16	75.55	70.00
Learning Confidence	69.85	76.52	79.45	74.17
Student Motivation	85.17	88.54	88.20	85.42
Connectedness to Peers	78.68	79.53	80.23	77.00
Student Safety	80.00	73.06	80.38	74.20
Classroom Behaviour	48.53	49.94	45.94	54.44
Survey – Easy#	72.00	69.74	73.65	81.33
Survey – Enthusiasm#	64.00	72.80	65.37	65.26

The results from the student (Year 5 and 6) survey were very high. The students were *motivated* to learn and *connected* to their peers. Students also felt that the teaching was *purposeful* and they felt *safe* at school.

Although these results were encouraging, the areas of *student morale* and *classroom behaviour* need to be a future focus. Our students at Galilee are very important to us and we value the feedback given to us by our Year 5 and 6 students.

Child Safe Standards

Goals

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

Intended Outcomes

- That all school staff are familiar with the Child Safe Standards.
- To develop a Child Safety Policy.

Achievements

- Developed a Child Safety Team that met regularly to develop the Child Safety Policy.
- Child Safety Team attended professional development facilitated by Catholic Education Melbourne to understand the child safe standards.
- School closure day was held to upskill the staff about the standards using VRQA resources.
- Worked collaboratively with staff and School Education Board to develop a school Code of Conduct (COD) and Commitment Statement to Child Safety.
- All staff, volunteers and contractors read and signed the COD prior to working in the school.
- A register/log was developed and stored in the Office to monitor school staff who have read and signed the COD.
- A Child Safe Risk Management Matrix was produced to identify 'hot spots' in the school.
- Information about the Child Safe Standards and Policy was communicated to parents via the school newsletter.
- The Child Safe Policy was uploaded to the school website.
- Regular checks to ensure the volunteers had current Working With Children Checks was made by Office staff.
- Updated policies such as Pastoral Care and Mandatory Reporting to align with the Child Safe Standards.



Leadership & Management

Goals

To develop leadership capacity across the school.

Intended Outcomes

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

Achievements

- Staff teams were established including: consultative, ICT, school musical & OHS.
- Staff meeting protocols and Leadership Team Charter were established.
- Meeting agenda and minutes structured and communicated.
- An increase in all staff attendance in professional development.
- Leadership Team attended relevant network days.
- Leadership structure was reviewed at the end of 2016 for 2017 with the inclusion of two deputy principals.
- Role descriptions established and reviewed for use in the 2017 school year.
- Introduction of policies such as: child safety, mandatory reporting and OHS.
- Employed SafeSmart to organise OHS and provide the school with policies.
- Employed Dynamiq to oversee evacuation exercises and provide training to staff.
- Recognition of achievements in weekly Staff Bulletin.
- Introduction of the following meetings: goal-setting, data and Annual Review linked to AITSL standards.
- Worked with the local council to establish a second crossing supervisor.
- Worked with Catholic Education Melbourne to investigate ways of expanding secondary school options for our students.
- High quality Professional Learning Team Meetings based around staff involvement.
- New communication platforms and procedures established: new website, regular communication with all families via the assemblies, newsletters and bulletins.
- Streamlined and consistent communication with staff and parents.
- Established Google Calendars for parents and staff.
- Establishment of a Parents Events Committee and the Dads of Galilee.
- New camp for Dads and students.
- Development of a Building Committee and submission of Master Plan for a future building project.
- Mapped out and facilitated school community events.
- Introduction of whole school assembly with student achievement recognised.
- Re-vamped the school website to include more up-to-date information.

Staff Climate Survey

Indicator Title	2013 Actual Score	2014 Actual Score	2015 Actual Score	2016 Actual Score
Individual Morale	71.06	71.01	75.51	70.80
School Morale	64.77	62.83	70.43	65.96
Individual Distress	71.36	74.55	74.64	75.26
School Distress	62.50	58.26	70.68	63.27
Supportive Leadership	65.23	60.22	70.87	67.12
Role Clarity	67.90	70.11	73.64	72.84
Teamwork	61.93	65.22	71.56	68.91
Empowerment	59.52	61.68	69.29	69.95
Ownership	71.36	71.52	76.14	73.08
Appraisal & Recognition	49.03	49.69	54.19	69.64
Professional Growth	65.23	62.17	64.35	72.88
Work Demands	51.99	48.37	56.79	59.62
Student Behaviour (Classroom)^	88.89	79.82	85.96	88.49
Student Behaviour (School)	90.53	85.14	95.29	94.23
Student Management	78.86	74.78	83.70	66.92
Curriculum Processes^	69.91	69.30	73.68	69.84
Student Motivation^	78.33	76.84	85.53	81.90
Respect for Students	85.61	86.59	89.86	91.03
Parent Partnerships^	73.26	72.04	79.93	73.81
Teacher Confidence^	78.13	78.29	86.84	78.87
Engaging Practice^	72.92	74.12	82.68	70.83
Quality Teaching ^	72.22	72.37	80.26	71.13
School Improvement Focus	74.15	76.90	76.90	74.28

This survey provided an overview of staff climate at Galilee and areas of improvement to focus on in 2017. It showed that the staff felt positive about most areas. It also indicated that they consider the student behaviour as high and have respect for the students and the school. A future focus will be improving the following: *empowerment*, *supportive leadership* and *teamwork*. We will establish more teams in 2017 to foster a more collaborative approach to leadership.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

- Deputy Principal Network Meetings
- Digital Network Meetings
- Learning and Teaching Network Meetings
- Religious Education Network Meetings
- Wellbeing Network Meetings
- Reading Recovery Ongoing
- Graduate Teacher Network Meetings
- Understanding and dealing with student anxiety
- Down Syndrome Victoria
- Restorative Practices
- First Aid Training
- Cystic Fibrosis
- School Improvement – CEM, Review
- Teaching Mathematics – Michael Ymer
- How to effectively differentiate learning
- Connect, grow, learn flourish – student wellbeing
- Understanding and Implementing the Victorian Curriculum
- Effective Writing Workshop
- Behaviour Management

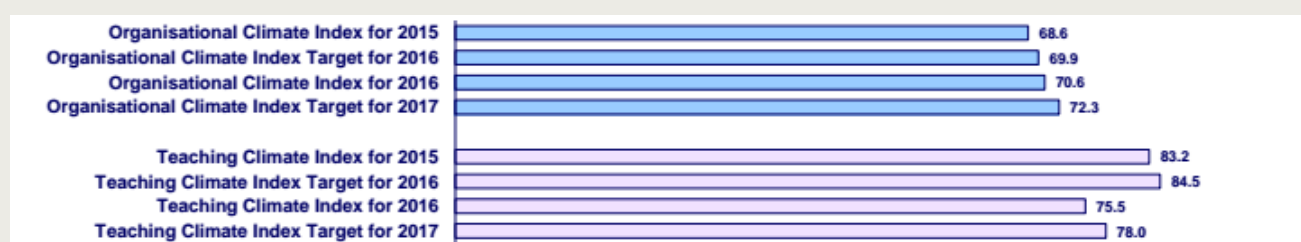
NUMBER OF TEACHERS WHO PARTICIPATED IN PL

27 (all staff)

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1300

TEACHER SATISFACTION



The *Organisational Climate* (70.6) has steadily improving. This meant that teachers were being challenged to improve their practice and felt supported through the process of professional growth that would lead to an improvement in student outcomes.

Teaching Climate (78) improved beyond the set target from 2015. This indicated that schools' team-based practices and teaching and learning environments have increased in the past year.

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

- Classroom Helper sessions were conducted to involve parents/carers in the classroom, excursions and incursions.
- Parents assisted in Year Five and Year Six sporting events.
- Parents with expertise assisted in classrooms, e.g. dance practice for concert, teaching languages and assisting with science experiments.
- Involvement by local community to assist with school events, e.g. Danceworld for school concert.
- The Years Five and Six students accessed local community venues for physical education, e.g. for Community Sports program, MSAC, Newport Athletics.
- Whole school support for Ride2School to promote an awareness of being active.
- Development of a new Prep transition program, led by Prep teachers, which involved partnerships with local kindergartens.
- Greater connections between school community and high schools, e.g. using PCW hall for the school concert.
- Introduction of parent morning teas.
- Mothers' Day and Father's Day activities organised by Art teacher and parents in the school community.
- Electronic board installed at the front of the school to inform the community about upcoming school events.
- Regular school newsletters and bulletins introduced, with contributions from classes and school leaders.
- Introduction of weekly student-led assemblies in the hall.
- 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 started 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.
- Cyber Safety information night was provided for parents.
- Parent Handbook created and added to the school website.
- The Parent-body organised fundraisers, such as Trivia night, to raise funds for the school.
- Participation in the grassroots project with Bunnings, to develop vegetable gardens and garden beds in the school.

- Introduced musical soirees (one per semester) showcasing student learning in violin, guitar, drums, keyboards and voice lessons.

PARENT SATISFACTION

Indicator Title	2013 Actual Score	2014 Actual Score	2015 Actual Score	2016 Actual Score
Parent Partnerships	66.85	63.86	67.15	64.14
Approachability	75.18	73.74	70.51	75.07
Parent Input	64.01	59.92	62.39	61.71
Reporting	42.17	51.81	66.03	54.86
School Improvement	70.11	67.83	69.71	65.48
Learning Focus	71.38	71.80	76.60	65.48
Extra-Curricular	55.80	53.88	64.10	49.70
Transitions	76.70	72.19	81.25	75.82
Homework	52.90	65.31	66.03	56.55
Behaviour Management	70.71	71.71	72.44	65.28
Stimulating Learning	73.91	73.71	78.53	70.61
Teacher Morale	77.88	73.95	80.26	72.08
Connectedness to School	81.82	80.23	82.05	77.23
Student Motivation	78.99	76.74	78.21	75.30
Social Skills	79.80	77.91	80.77	78.17
Connectedness to Peers	82.37	82.69	86.32	81.45
Student Safety	74.40	75.06	73.72	70.73
Classroom Behaviour	43.12	48.84	48.67	51.49
Attitude to Survey#	63.87	66.89	71.43	71.43

The data in this table indicated that parents saw an improvement in teacher *approachability* and *classroom behaviour*.

Parent Satisfaction was positive overall and offered us great feedback as to how best we could support and serve Galilee in the future. The survey indicated that a future focus was required in: *homework*, *classroom behaviour* and *reporting*. In 2017, a School Improvement Team will be established to consider strategies for addressing these areas of development.



Future Directions

Future Direction in Education in Faith Sphere:

- Maintain and sustain work from previous initiatives in area of Social Justice.
- Work on behaviour of staff through: retreat, closure day on faith formation, Priests working with staff during staff meetings and training sessions on faith formation.
- Develop a series of PLTs to introduce the new RE curriculum.
- Sacraments - make more visible links to the Sacramental program in the parish through Sacramental Faith Nights, Reflection Days and Newsletter items.
- Liturgies – implement different opportunities for students to participate - in class, at school (continue Galilee Day in the school yard) and at Church.

Future Direction in the Sphere of Learning and Teaching:

- Improve Data (Student Outcomes) in English and Mathematics.
- Analysing data and using data to inform school wide initiatives.
- Analyse data to inform a differentiated approach to learning and teaching.
- Develop communication, problem solving, critical thinking, creativity and data analysis skills in students.

Future Direction in the Sphere of Wellbeing:

- Employment of a school psychologist.
- SRC and social justice groups established to develop student voice.
- Continue with Peaceful Kids program.
- Student and staff training with Roger Holdsworth to inform about student-voice ideas and suggest criteria for an effective student council.
- Employ 'Speaking 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.
- Prep and Year Six Buddy system enhanced.
- Introduce student surveys based on questions about their class.
- Student Wellbeing team will continue training in PSEL.
- Continue to use Circle Time strategies to facilitate class issues (with the assistance of Wellbeing Leader).
- Meditation to be re-organised.
- Continue to provide opportunities to develop student voice.
- Continue using 'Tracking Book' at recess and lunchtime.
- Connect with other schools to train the staff.
- Evaluate effectiveness of our current PSEL initiatives.
- Provide interactive activities promoting connectedness, friendship and relationship building.

Future Direction in Child Safety:

- Involve students and parents in conversation about child-safety strategies.
- Review school practice in each of the following school environments:
 - excursions and camps
 - out-of-hours activity
 - sport practice and competition
 - use of technology and messaging.

Future Direction in the Sphere of Leadership and Management:

- Creation of Staff Sphere Teams.
- Creation of voluntary needs based teams - ICT, Art, Sport etc.
- Development of a staff handbook.
- Focus on the development of collaborative structures with students, staff and parents.
- Develop a new Vision Statement with students, staff and parents.
- If funding is successful, begin a new building program linked to the Masterplan.
- Development of School Improvement Team including staff, parents and students.
- Development of new newsletter format for ease of viewing.
- Development of new Leadership structure and new combinations of year levels.
- Re-structure of positioning of classrooms to increase collaboration.
- Development of Leadership mindset, looking at the WHY and HOW we are achieving goals and WHAT we are achieving.

Future Direction in the Sphere of School Community:

- Increase parent participation by offering greater opportunities for involvement within the school.
- Introduce then review parent Open Mornings.
- Parent Partnership leaders to increase parental involvement.
- Form connections with local, national and global communities.
- Increase parent information nights and communication through the newsletter.
- Further develop connections with the parish/es and parishioners.
- Explore walking school bus from a variety of locations.

VRQA Compliance Data**E1362****Galilee Regional Catholic Primary School, South Melbourne****TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate

91.72%

STAFF RETENTION RATE

Staff Retention Rate

76.00%

TEACHER QUALIFICATIONS

Doctorate	0.00%
Masters	13.64%
Graduate	18.18%
Certificate Graduate	0.00%
Degree Bachelor	63.64%
Diploma Advanced	22.73%
No Qualifications Listed	4.55%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	20
FTE Teaching Staff	19.200
Non-Teaching Staff (Head Count)	5
FTE Non-Teaching Staff	3.926
Indigenous Teaching Staff	0

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](#)