

ANNUAL REPORT TO THE SCHOOL COMMUNITY



**GALILEE REGIONAL CATHOLIC
PRIMARY SCHOOL**

SOUTH MELBOURNE

2018

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 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

May 2019

Our School Vision

At Galilee students, staff and parents:

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



School Overview

Galilee Regional Catholic Primary School opened its doors in Bank Street South Melbourne 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 fortunate to have three communities who make up the combined parishes of Galilee Regional Catholic Primary School – St Joseph's, Our Lady of Mount Carmel and Ss. Peter and Paul. Fr. Hugh 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, part of the C.B.D., Docklands and Southbank.

In 2018, we continue to have two streams of each year level from Prep to Year 6 with approximately 324 students. 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.

A range of learning spaces have opened up at Galilee to encourage exploration and inquiry-based investigation. The library and hall have been equipped to include: Lego, building blocks, puppet plays, Digital Technology devices and puzzles. The outdoor area is resourced for students to safely play sporting games and engage in 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 2018, 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
- Digital Technology
- Performing Arts
- Library (classroom teacher)

Learning opportunities provided by classroom teachers and specialist teachers are enhanced by greater access to new and emerging digital technologies. These include wireless laptops, interactive whiteboards and digital devices, including iPads and Chromebooks.

In 2018, staff, students and parents were provided with more opportunities for collaboration through the development of a number of 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.

At Galilee, we promote the building of strong community partnerships by welcoming and encouraging a wide variety of participation in the life of the school. We recognise that the family is the most significant influence on our students, and learning is seen as an ongoing partnership between home and school. There is a high participation rate by families in our community, particularly in many sporting clubs. Galilee students participate in many after school and weekend sports including a number of basketball teams.

A continued focus on Student Wellbeing is evident at Galilee with the commencement of Respectful Relationships operating in all classrooms. Galilee uses a Restorative Practices approach to behaviour management. The Tracking books in yard duty bags ensure the safety of each student by recording, managing and acting on incidences in the yard. Security cameras were upgraded to effectively monitor the play areas to ensure that Galilee is a safe place to be. Our students treat each with a high level of respect and inappropriate behaviour is not tolerated.

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

Galilee Regional Catholic Primary School is an outstanding school that provides a high quality of education for our students evidenced by a number of achievements in 2018. We have a group of highly dedicated and caring staff who are committed to the students and developing our Catholic ethos. We are truly fortunate to work with such a wonderful cohort of students who demonstrate a care of each other and willingness to learn. Their enthusiasm and respectful behaviour are a credit to themselves and their families. Our parents are involved in many ways and contribute daily to the school with their time and skills. Parental involvement is expected and appreciated at Galilee. There is a real and active partnership between our parents and the school and I would like to commend them on all for what they have done over this past year. We pride ourselves on our close connections within the school and our local area.

Our school motto, *In Christ we Live, Love and Learn* continues to capture our vision of preparing our students to be lifelong learners that are ready to embrace the future and be tomorrow's leaders. We look forward to continuing to deliver a high quality Catholic education to our families. We have a strong ethos, great staff, supportive community and fantastic students.

In 2018, Galilee implemented the first year of our *School Improvement Plan* following an external Review in 2017. We have continued to work very hard to ensure ongoing improvement through various new initiatives. A very high priority has been the implementation of Learning Framework in Number and Daily 5 in English. While we provide a broad and diverse curriculum, we have a strong emphasis on: English, Mathematics, Religious Education, Student Wellbeing and The Arts.

New Major Events

Our students have a broad interest in Performing Arts and in 2018 we introduced a highly professional musical, led by Miss Carmen Carnovale. We chose *The Lion King Junior* and it show-cased the talents of our students, dedication of staff and involvement of parents.

We held a *Sustainability Market* that involved the whole school and the local community. Importantly it provided a purpose and action from the students' learning. It was superbly led by the Community Partnership/STEM leaders: Miss Brigid Fahy and Miss Holly Evans.

Despite the opening of a new school nearby with another to follow in 2019, we had a large increase in applications hoping to attend Prep at Galilee in 2019. As a result, we made the decision to enrol *three Prep classes* providing a Catholic education for more students.

The Building Sub-Committee (SEB) has worked hard to prepare two *Masterplans* for a potential building project at Galilee. Thanks to their planning, we were

able to secure a pledge of **\$5 million** from both major parties leading into the State Election, the largest ever given to a Victorian Catholic Primary School. In 2019, we are hoping to receive the money and begin work that will provide state-of-the-art facilities for our school community.

Other notable initiatives were: Daily 5 and Learning Framework in Number which led to significant growth in our students' learning. Both focused on explicit teaching and scaffolding of learning. We also held a Community Conversation with parents to gather their views on current practice and the future direction of our school. These ideas formed major parts of our 2019 Annual Action Plan.

Excerpt from External Reviewer's Report

Late in 2017, an external reviewer visited Galilee as part of a four-year cycle and below is an excerpt from her Report:

In 2016, there was a change in the school's leadership with the appointment of a new principal. This triggered a substantial shift in the school's operations, with immediate attention paid to improving the school's organisational health and community engagement. The review finds that the school's new directions place it in a strong position to deliver improved outcomes across all spheres. There has been a redefining of vision which is creating a greater sense of cohesion, underpinned by high expectations, empowerment of leaders and a clear focus on school improvement.

A new model of shared leadership is enhancing conditions to enable data, research and evidence to ensure maximum progress and growth in each student's learning. Staff and parent input into the review emphasised the significance of the new leadership, which is transparent, consultative, courageous, compassionate and consistent.

It is clear that the school's leadership now has the capacity to build an expert and coherent school-wide teaching team, characterised by continuous professional improvement, instructional leadership and shared responsibility for student learning and success.

Conclusion

School Improvement Surveys are conducted across Australia and Galilee achieved results predominately in the top 25% which is a significant improvement on previous years. See the remainder of this report for further elaborations.

Congratulation to our School Captains, Agnes & Liam, who led with courage and a strong sense of our Catholic beliefs. Both were outstanding role models.

Thankyou to the Staff Leadership Team who in collaboration with all staff, introduced a number of successful initiatives. The team has been driven by school improvement with a strong focus upon the students.

In 2018, the Galilee Parents Association (newly named in 2019) raised an unprecedented amount of \$40000 and begun the practice of year levels taking responsibility for events to increase their involvement. I thank all members, particularly the following: Chair-Annalise Woolley, Secretary-Emma Keating, Treasurer-Maureen Wetzell, Vice-Chair & Family Liaison-Jess Conway. They gave generously of their time to facilitate a number of events such as the Trivia Night and Mother's Day Luncheon. The Dads of Galilee (DOGs) had another successful year highlighted by a sold-out camp to Queenscliff. Over the past three years, Paul Mapley has led the formation and organisation of the DOGs. Paul has made a generous and significant contribution to our school. In 2019, James McGann has taken over this role and I have full confidence in his ability.

The School Education Board (SEB) had a very successful year and I congratulate them for their many achievements. Donna McMaster completed her term as Chairperson and I would like to acknowledge her significant impact. Donna empowered others and during her term, we saw a dramatic increase in parental involvement across the school. She also personally contributed to: changes to school uniform, becoming a feeder school to STAR of the Sea and the Building Committee work that resulted in two Masterplans and a \$5 million pledge from both major parties. I thank Donna and the SEB for their contribution. In 2019, Michelle McCormack will be the new Chairperson and I have full confidence in her ability to continue our successes.

Mrs Amy Burns took Maternity Leave for the birth of her son, Archie. I acknowledge the outstanding work she achieved, particularly in Leadership, Mathematics and Religious Education. Mr Martello took over this role (while continuing to teach Digital Technology and Italian) and adapted quickly to the demands of the role. He worked collaboratively to provide supportive and innovative leadership. Mrs Gerecke continued to lead with compassion, intelligence and generosity. I thank all of the Deputies for their support, hard work and expertise. In 2019, Mrs Gerecke will focus on Learning & Teaching and Mr Martello, on Student Wellbeing.

We are fortunate to have such wonderful Canonical Administrators (Parish Priests) in Fr Hugh Brown and Fr Dean Mathieson. They both give generously of their time.

Simon Millar (Principal)



School Education Board Report

The Galilee School Education Board has been enriched through the dedicated service of our immediate Past Chair Ms Donna McMaster, whom we farewelled in December 2018 after five years of dedicated service to our School Community. On behalf of the Board members, I would like to offer my deep appreciation for her guidance, leadership and energy during her tenure. Whilst Donna is no longer a member of the Board, she has remained a very active member in the Building Committee, which is one of the Board's sub-committees and is directly responsible for the achievements and progress of the school's infrastructure plan. More on that later. We also welcomed three new Board members in December 2018: Athena Romic, Bernard Mandile and Jennifer Robinson. Each has brought a wealth of experience and knowledge that will be very helpful to our School throughout their tenures. With the arrival of our new Board members, we were able to release Ms Tegan Stuart from her Minute-taker role in order to allow her to focus on her office administration and learning/teaching responsibilities. A special thankyou to Tegan for her time and diligence over these past few years. I would also like to express my appreciation for the enthusiasm and commitment that all of our parent Board members bring to their voluntary roles; without their active support, the Board would not be in the strong position it currently is. And, it would also be remiss of me to not acknowledge the unwavering guidance, support and loyalty offered by the Principal Simon Millar, and Deputies Danielle Gerecke and Carlo Martello not only to me as Chair, but to the entire team.

Most importantly, 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. Whilst this annual report will detail many of the School's excellent initiatives being undertaken under the direction of our Principal, I would like to highlight just a few that have commenced during the reporting period, with the full support of the Education Board:

- The Maths and English programs with their dedicated learning block periods.
- Wellbeing programs, such as Seasons for Growth, learning diversity safe space and PSGs.
- The academic extension programs.
- Multiple voluntary extra-curricular activities including Chess Club, Gardening Club, Robotics Club, Maths Olympiad.
- Additional learning needs programs.
- New furniture for senior school in order to enhance learning activities.
- New recess/lunch times.
- Additional learning support officers.
- Increased targeted professional development for staff in both leadership and teaching roles.
- Dedicated testing days immediately prior to commencement of Term One.

- Development of a whole-of-school camp program, commencing with an extended day in Year One and culminating in the Year 6 camp to Canberra.
- New Sports House names celebrating the rich heritage of our school in the wider community.
- A new before and after school care provider with a closer relationship to the values and goals of our school.

I would like to credit our Principal, Staff, the Board members, Parents, and most importantly our wonderful students, for the high regard in which our School is placed. We are a values-based school, an education in faith, which we aim to replicate in both our internal and external dealings. To see our children having a thirst for learning, and emerging as kind, empathetic and indeed, great kids is an excellent example of how our Staff and Parents come together to create this wonderful and nurturing community at Galilee. Each year, we are becoming more well-known within our catchment area, and despite competing with many of the high calibre schools in the City of Port Phillip (including two new Public Schools in South Melbourne in 2018 and 2019), our enrolment is currently at 350 students, and continues to grow. Significantly, 2019 saw the addition of a third Prep class and the school has received over 100 applications for Prep 2020 as further evidence of the value that families place on a high quality Catholic education. Our Board will continue to work closely with Catholic Education Melbourne to secure more funding for our infrastructure development plan. As a School Education Board, we understand the importance of educating the 'whole child' and, in addition to the many opportunities afforded by the Staff, we would like to acknowledge the many parents within the school community who volunteer their time to provide many more opportunities for our children and their families. These include, but are not limited to:

- Galilee Parents Association
- Dads of Galilee Group
- Basketball Teams
- Netball Teams
- Galilee Running Group
- Year level social activities and Parent Representatives
- Consultative Groups
- Community Conversations

In addition to its primary focus as an Advisory skills-based Board to the School's Executive, Leadership & Teaching Teams, I would also like to briefly highlight some of the key initiatives that the School Education Board has been engaged in throughout the last 12 months:

- Further progress on the Building and Infrastructure Plan, with the Building Master Plan being developed into discrete Works Packages. Of particular significance was the \$5million secured by our Building Committee (Donna McMaster, Deb Butcher, Peter Doyle, Cameron Sinclair, David Gloag, Pauline Semmens, Simon Millar and Chris Goss) as an election promise during the 2018 Victorian State Election.

- Further development of the School's enrolment policy in regards to Size, Safety, Education and Faith considerations.
- Development of Communication Strategies for contemporary issues of interest within the School and wider community.
- Supporting the School's Community Partnerships team in seeking Grants and local Strategic Sponsorship.
- Development of a Sports Uniform Requirements package, with the first phase being the procurement of the Basketball/multi-use uniforms.
- Commencement of the School Uniform Review.
- Support to School Improvement through School Improvement Surveys and Community Engagement activities.

On behalf of all Board members, it has been a privilege to serve our School Community; we are all excited by the opportunities and challenges before us. We are inspired by the varied learning environments provided to our children and are confident that Galilee will continue to be an 'educator of choice' for families within the Parish boundaries.

Regards,

Michelle McCormack (Chair), Cameron Sinclair (Deputy Chair), Athena Romic (Secretary), Darren Catherall, Deb Butcher, Irene Wilson, David Gloag, Jennifer Robinson, Bernard Mandile, Simon Millar, Danielle Gerecke, Carlo Martello, Fr Hugh Brown, Fr Dean Mathieson.

Michelle McCormack, 2019 Chairperson



Education in Faith

Goals & Intended Outcomes

- To form students' Catholic identity, by animating them to seek meaning and explore questions about the world around them in encounter with the Catholic Tradition, the school's curriculum and culture
- That students will be able to make strong connections between attitudes, behaviour and faith-based values.

Achievements

- Continued with Sts. Peter & Paul food donation.
- Increased priest/parent involvement (classroom visit, Sacrament planning, reflection days, faith nights etc.).
- Choir met weekly in preparation to sing at upcoming Masses.
- Partnered with the Parish through the Sacramental Program.
- Combined RE and STEAM to create a STREAM team.
- Embedded the RE framework through Professional Learning Teams (PLTs).
- Integrated RE into all areas of learning - continued to work on making links with STEAM and introduce links with Personal, Social and Emotional Learning (PSEL).
- Continued Faith Nights for Sacramental Years for both parents and students to attend.
- Continued Reflection Days for the Sacramental Years.
- Introduced gift bags to Sacramental candidates where each class contributed a memento.
- Celebrated Galilee Day, the theme being, 'Joy of Giving' with non-perishable offerings to the Capuchin kitchen.
- Contributed items in the newsletter informing families of the new RE Framework and Pedagogy of Encounter.
- Reviewed the Liturgical calendar.
- Year levels attended Parish masses at Sts. Peter & Paul and Our Lady of Mount Carmel.
- Celebrated special occasion Masses and liturgies, such as Ash Wednesday, Mother's Day, Grandparent's Day and Father's Day.
- Discussions and planning between Parish Priest and Religious Education Leader (REL).
- Coordinated a range of social justice initiatives by the REL, Student Wellbeing Leader and Student Representative Council e.g. planning of Sustainability Market.
- Supported Caritas Australia.



VALUE ADDED

The following table shows the results of the Catholic Culture data (2015-2018) from the School Improvement Surveys distributed to students, staff and parents.

Indicator Title	2015 Actual Score	2016 Actual Score	2017 Actual Score	2018 Actual Score	2018 Percentile Rank*	2018 Percent Favourable
Staff – Importance	80.65	82.69	80.42	82.60	67.41	95.20
Staff – Opportunity	88.70	86.54	78.75	87.00	62.19	98.40
Staff – Behaviour of Staff	73.70	61.54	61.67	81.40	70.21	94.40
Staff – Behaviour of Students	78.48	75.77	72.71	85.80	98.93	100.00
Staff – Compassion	85.33	84.13	79.17	89.00	73.74	96.00
Staff – Social Justice	80.98	78.85	72.40	87.00	93.81	96.00
Students – Importance	66.50	56.27	57.65	61.76	36.69	76.22
Students – Opportunity	85.89	77.60	80.08	81.76	56.35	92.43
Students – Behaviour of Staff	82.97	77.09	80.76	83.22	71.51	95.66
Students – Behaviour of Students	61.75	58.07	65.15	68.51	81.08	90.54
Students – Compassion	82.34	76.17	78.41	79.73	62.81	95.27
Students – Social Justice	76.72	79.17	71.78	73.99	51.80	87.16
Parents – Importance	70.96	66.79	71.07	72.73	34.36	85.82
Parents – Opportunity	88.85	86.61	81.43	88.36	48.47	100.00
Parents – Behaviour of Staff	78.08	73.84	68.30	77.36	28.61	95.64
Parents – Behaviour of Students	61.54	62.50	57.14	59.09	15.19	80.36
Parents – Compassion	80.77	82.37	76.34	82.18	22.91	99.08
Parents – Social Justice	69.71	73.44	71.65	78.24	51.77	94.50

Our data shows consistency over the past four years with particular improvement from 2017-2018. All data has remained high in 2018 with the *Behaviour of Students* for Parents being an area to focus on in 2019. We will continue to focus on Social Justice opportunities for our students in 2019.

Learning & Teaching

Goals & Intended Outcomes

- To enable and challenge all students to maximise their potential by transforming pedagogy, personalising learning and aiming for the highest possible standards of learning growth.
- That rates of learning growth in literacy and numeracy will improve. That students will be more engaged in, and responsible for, their learning.

Achievements

- Co-constructed a plan for non-negotiable learning and teaching expectations.
- Developed comment banks for Semester One reports.
- Audited current data collection practices.
- Developed a shared understanding of personalised learning.
- Explored benefits of personalised learning and how it will assist student growth Zone of Proximal Development (ZPD).
- Planned for PLTs to analyse and use data to support personalised learning.
- Audited what is happening in classrooms re literacy, numeracy, inquiry.
- Audited Maths resources in each classroom - each classroom have Number resources readily available (cards, dice etc.).
- Audited literacy resources.
- Numbered resources purchased for Prep - Year Three.
- Purchased Measurement resources e.g. thermometers and clocks.
- Created a consistent approach in all learning areas.
- Unpacked Horizons of Hope and National School Improvement Tool in relation to curriculum & pedagogy.
- Facilitated team planning (PLTs and planning time).
- Explored purpose of peer observation and began cycle.
- Developed rules and expectations of peer observation.
- Developed skills in giving and receiving feedback.
- Developed own goals and I can... statements.
- Developed a consistent feedback approach across school for students to use to improve student voice in classroom.
- Introduced student goal setting and I can... statements using their data.
- Continued and developed LSO Number Intervention programme.
- Introduced a number of LSO intervention programmes: Social Skills; Spelling; Guided Reading; EAL.
- Introduced curriculum teams and ensured they met twice a term.
- Implemented Learning Framework in Number across the school.
- Attended Professional Learning for Learning Framework in Number (LFIN) Collective.
- Successfully obtained a grant for LFIN Maths Collective with two other schools.
- Successfully obtained an Innovation Grant for STEAM.
- Introduced Literacy Pro in Reading from Years 2-6.
- Implemented Daily 5 and Cafe Reading across the school.

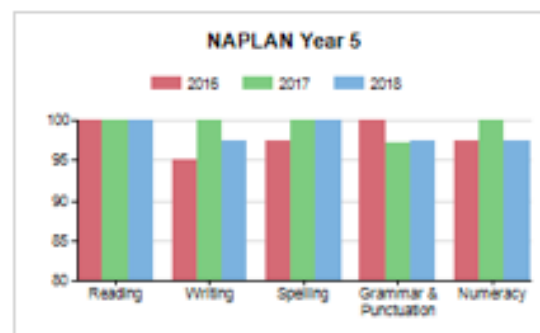
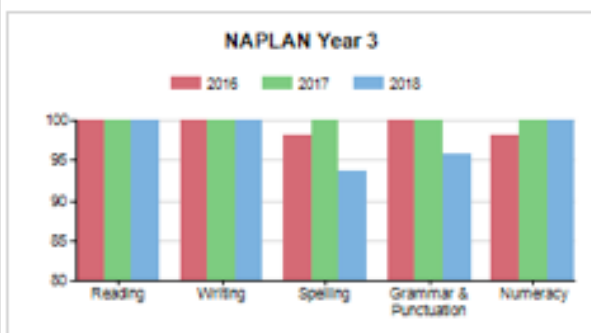
- Introduced Fountas and Pinnell Classroom to increase fluency and comprehension levels across the school.
- Trained parents as Classroom Helpers and in Number Intervention.
- Student Services Leader planned with classroom teachers to differentiate students' learning on their Personalised Learning Plan.
- Maintained termly PSG Meetings.
- Established an Inclusion Team.
- Implemented new SWD and NCCD data collection for funding for 2019.
- Uploaded data to SPA to analyse school wide growth.
- Evaluated current camp program and introduced a Year 2 sleepover.
- Staff attended NAPLAN Online training in preparation for 2019.
- Digital Technology used across all the curriculum.
- Purchased Robotics for use in classrooms.
- Introduced Student Portfolios to show-case class work.
- Purchased Virtual Reality goggles.
- Introduced Peer Observations at a School Closure Day.
- Updated Assessment Schedule for Literacy and Numeracy.
- Introduced online Essential Assessment for Mathematics.
- Staff attended NAPLAN Online training and organised practice sessions.
- Introduced a musical (The Lion King Jr) as part of the Performing Arts program which was a huge success.
- Students participated in a wide range of excursions and incursions, e.g. ACMI, CERES, Aboriginal Perspectives, Scienceworks, Financial Literacy.
- Maintained Yr. 5 training for speech writing, 'Speak with Power'.



STUDENT LEARNING OUTCOMES

The NAPLAN trend data for Year 3 remained relatively high in Numeracy, Reading and Writing where we achieved **above Like Schools**. Our students in Years 3 and 5 have performed consistently in Reading from 2016-2018. We have seen a particular increase in the level of Growth shown by students from Years 3 to 5. The data shows that we need to focus particularly on Spelling within Writing across the school.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	95.8	-4.2
YR 03 Numeracy	98.1	100.0	1.9	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	98.1	100.0	1.9	93.8	-6.3
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	97.1	-2.9	97.4	0.3
YR 05 Numeracy	97.4	100.0	2.6	97.4	-2.6
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	97.5	100.0	2.5	100.0	0.0
YR 05 Writing	95.0	100.0	5.0	97.4	-2.6



Student Wellbeing

Goals & Intended Outcomes

- To inspire students to be versatile, confident and resilient by developing the capabilities to work, play, communicate and collaborate with others, preparing for the contemporary world.
- That students' emotional wellbeing and engagement in their learning will improve.

Achievements

- Wellbeing Team continued to meet twice a term.
- Continued Parent Support Group meetings once a term.
- Began the 2018 School Year with a Wellbeing Week for all students & teachers.
- Continued to implement the Berry Street Education Model.
- Planned whole school closure days for Berry Street Education Model.
- Introduced the Berry Street component: Relationships.
- Teachers used Resilience, Rights and Respectful Relationships (RRRR) to assess and report on the Personal and Social Capability.
- Introduced and implemented RRRR curriculum.
- Staff attended RRRR PDs.
- Continued Friendship Groups with a focus on RRRR topics.
- Provided PD on RRRR for staff during PLTs.
- Liaised with the RRRR advisors from the City of Port Phillip to assist with the implementation of Respectful Relationships.
- Provided PD for staff on Circle Time with Bob Bellhouse.
- Continued Prep - Yr. 6 Buddy program.
- Surveyed students at the beginning of Term 2 and beginning of Term 4 to measure the social and emotional wellbeing of our students at home and at school.
- Established new lunchtime clubs of choir and robotics.
- Received funding for Chaplaincy Program.
- Learning Support Officers timetabled to work with EAL student, Social Skills focusing on Personal and Social Capability.
- Purchased new equipment catering for students who have various interests e.g. puzzles, cooperative games.
- Leader regularly attended network meetings.
- Participated in the NED Kindness Adventure Incursion.
- Participated in CyberBullying Incursion.
- Years P-3 participated in Allergy Awareness Incursion.
- Raised money for Cystic Fibrosis and brain cancer.
- Continued with school Psychologist.
- School dental nurse visited.
- Staff attended KidsMatter PD.
- Ensured Pastoral Care policies and practices were followed.

VALUE ADDED

At Galilee, we offer a wide range of co-curricular opportunities for our students:

- Private Instrumental lessons for drums, keyboards, voice, guitar, violin
- Lunchtime clubs – craft, sport, choir, robotics
- Continuation with Friendship Groups and Buddy Program
- Student Surveys conducted each semester linked to teacher goal-setting meetings
- Sport – school and interschool. A wide variety of sports clinics with local experts and coaching opportunities at different times of the day (basketball, rugby, soccer, netball)
- Student Leadership – Year 5s participated in Speak with Power to develop confidence in public speaking in preparation for Leadership speeches, and Year 6 participated in Port Phillip Leadership Program to develop leadership skills to make a positive difference in the community and show-case their project to Council at the end of the school year
- Incursions – NED show to teach students about kindness, Green Planks to teach students about cooperation and teamwork, Yoga for wellness

STUDENT SATISFACTION

Our Student data shows improvements in student wellbeing perceptions with very high scores in 2018. The data shows that students at Galilee feel they have confidence and motivation to learn in a context where they have positive relationships with other students. Students rated very highly **Classroom Behaviour** and **Student Safety**.

Indicator Title	2015 Actual Score	2016 Actual Score	2017 Actual Score	2018 Actual Score	2018 Percentile Rank*	2018 Percent Favourable
Student Morale	73.88	67.96	70.61	73.92	46.31	92.70
Student Distress	80.03	74.15	79.25	80.41	56.66	94.37
Connectedness to School	82.13	74.73	76.59	78.04	39.16	93.51
Teacher Empathy	80.27	74.29	82.58	86.74	70.05	98.07
Purposeful Teaching	81.06	76.60	80.15	84.93	64.07	96.22
Stimulating Learning	75.55	70.00	74.15	80.91	75.86	95.27
Learning Confidence	79.45	74.17	77.27	79.56	73.74	96.96
Student Motivation	88.20	85.42	83.43	90.12	71.34	98.65
Connectedness to Peers	80.23	77.00	80.40	83.99	70.00	97.63
Student Safety	80.38	74.20	75.91	86.42	68.96	94.32
Classroom Behaviour	45.94	54.44	52.15	67.45	82.49	89.64
Survey – Easy [#]	73.65	81.33	84.51	84.02	97.19	95.24
Survey – Enthusiasm [#]	65.37	65.26	62.07	46.40	7.66	54.95

STUDENT ATTENDANCE

The following outlines the steps involved when reporting student absences:

- Teachers have a responsibility to record student attendance/absence twice a day, at 9:30am and 2:30pm, using nForma software program or a handwritten checklist.
- Students will be recorded as 'late' up until 9:30 am. After this time, they will be marked as having a 'morning absence'.
- Students will be recorded as having an 'early dismissal' if they leave any time after 2:30 pm. If students leave before 2:30pm, they will be marked as having an 'afternoon absence'.
- Parents have a responsibility to ring by no later than 8:50 am on the day of absence and send in a note upon return explaining why an absence has occurred.
- Where an unexplained absence is identified, the school will: 1/make all reasonable attempts to contact the parents/guardians that morning. This will in the first instance be done via an automated email message, 2/ Where no response is received by the parents/guardians that morning a subsequent phone call will be made to seek an explanation, 3/ In the event that contact cannot be made with the parents/guardians the school will attempt to communicate with emergency contact/s nominated on the student's file, 4/ Where there is no response and there are concerns for the safety and welfare of the student contact may be made with Victoria Police.
- Ongoing unexplained absences, regular Late attendance, or absences of significant amount (i.e. 10 or more days in a semester) or lack of cooperation regarding student attendance will result in: 1/a formal attendance conference being organised with parent/s, 2/unresolved attendance issues may be reported by the principal to Catholic Education Melbourne and then 3/ unresolved attendance issues to then be reported to the Department of Education and Training Attendance Officer.
- **Student attendance at Galilee is very high but improvement in punctuality will continue to be a focus.**

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.0
Y02	90.7
Y03	91.7
Y04	93.0
Y05	92.9
Y06	92.7
Overall average attendance	92.3

Child Safe Standards

Goals and Intended Outcomes

- To embed the Child Safe Standards across the school community.
- To ensure that the safety of children while in the care of all members of the learning community is a priority.
- To work closely with our community to review and strengthen child safety policies, codes of conduct and related procedures and practices for the wellbeing and protection of students.

Achievements

- Ensured all staff, contractors, visitors and volunteers signed Code of Conduct.
- All staff completed Mandatory Reporting online module.
- Reviewed Child Safety Risk Assessment.
- Introduced new staff to the school policies regarding Child Safety, Mandatory Reporting and the implementation of 'PROTECT'.
- Planned for Evacuation and Lockdown drills to occur each term.
- Revised employee referee check procedures, letters of appointment and role descriptions.
- All new Classroom Helpers completed a course related to working with children, that addresses Child Safety and Code of Conduct.
- Implemented the Respectful Relationships program throughout the school.
- Ensured the playground was regularly maintained and checked for safety.



Leadership & Management

Goals & Intended Outcomes

- To develop a strong professional learning culture with shared, transparent and collaborative leadership that empowers the creation of an expert and coherent teaching team.
- That all teachers are confident of their capacity to improve the quality of teaching to maximise outcomes for students.

Achievements

- Received \$5million pledge for a building program from the State Government.
- Catholic enrolments at 90% well above CEM average.
- Planned groupings for Professional Learning Teams (PLTs) and closure day.
- New staff uniform designed and purchased by staff.
- New student Basketball Uniforms purchased.
- Continued with termly Staff Goal Setting meetings.
- New staff participated in an Induction Program.
- Outlined the expectations and non-negotiables with all staff on the first day including the Staff Handbook and various other school policies.
- Continued involvement with Australian Catholic University pre-service teacher programs.
- Implemented Class Dojo from P-6.
- Implemented peer observation with protocols.
- Learning Walks conducted by school leaders.
- Reviewed and updated policies relating to parents and interaction between parents and staff i.e. Behaviour Management, Privacy, Notifiable Data Breach, Grievance and Complaints.
- Participated in whole school Cyber Safety incursion which incorporated a parent information session.
- Updated Emergency Management Practice with Dynamiq.
- Updated First Aid Training including CPR and anaphylaxis for all staff.
- Updated staff about new Reportable Conduct Guidelines.
- Developed a Local Walks permission form.
- Maintained weekly Open Mornings and changed the day to Friday.
- Conducted a survey to get feedback from staff to develop teams and team structure and, as a result, introduced Staff curriculum and Interest Teams to meet regularly each term.
- Introduced training sessions for new leaders (team leaders), held each term for leaders of the new teams. Developing protocols, team guidelines and responsibilities.
- Empowered all staff to build capacity to lead and communicate through the successful implementation of new teams.
- Array of staff facilitated sessions on peer observations for Literacy (CAFE Reading & Daily 5).
- Planned for Positive Primers to be an agenda item for staff meetings.
- Planned for Staff Retreat in early 2019.

- Embedded Learning Intentions and Success Criteria in classroom practice.
- Acknowledged staff achievement and effort regularly through fortnightly newsletter and staff bulletins.
- Introduced new school House Names: St Joseph's - Joey's (white), Sts. Peter and Paul - Saints (green), OLMC - Carmel's (blue) and Sacred Heart - Hearts (maroon).
- Planned for school foyer to be updated.
- Ordered new corridor furniture for top level for senior levels to utilise.
- Interviewed a number before and after school care providers. Their Care was employed, to begin in 2019.
- Introduced a first Community Conversation.
- Introduced a number of parent teams and increased responsibility of Year Level Representatives.
- Moved all carnivals to local South Melbourne region for better parental engagement.
- Completed successful employment of staff and new Positions of Leadership for 2019.
- Changed GOSH company and other external providers for improved service and increase funds received.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING (PL)

DESCRIPTION OF PL UNDERTAKEN IN 2018

CEM Middle Level Leaders
 CEM Learning & Teaching Network
 CEM Deputy Principal Network
 CEM Religious Education Network
 CEM Southern Digital Network
 CEM Southern Graduate Network
 CEM Inclusion Network
 Nationally Consistent Collection of Data (NCCD)
 Learning Sprints
 Principal Network Days
 Student Wellbeing Network
 Anaphylaxis Training
 Emergency Management Plan
 Reading Recovery
 SMART Spelling
 NAPLAN Online Training
 Interpreting NAPLAN reports
 Maths Collective – Learning Framework in Number
 Mandatory Reporting
 Cystic Fibrosis Professional Learning
 Autism Spectrum Disorder Professional Learning
 Berry Street Education Model
 Masters in Allied Psychology
 Religious Education Accreditation
 Circle Time

KidsMatter

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

31

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1200

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

92.0%

STAFF RETENTION RATE

Staff Retention Rate

81.8%

TEACHER QUALIFICATIONS

Doctorate

0.0%

Masters

20.0%

Graduate

15.0%

Graduate Certificate

0.0%

Bachelor Degree

70.0%

Advanced Diploma

30.0%

No Qualifications Listed

0.0%

STAFF COMPOSITION

Principal Class (Headcount)

4

Teaching Staff (Headcount)

27

Teaching Staff (FTE)

24.8

Non-Teaching Staff (Headcount)

7

Non-Teaching Staff (FTE)

5.7

Indigenous Teaching Staff (Headcount)

0



TEACHER SATISFACTION

The data below from the Insight SRC Surveys shows that the staff survey scores have improved immensely from 2017-2018 in all areas. Particular focus has been on creating a collaborative atmosphere that expects each person to improve their skills and focus on student learning outcomes. The data shows a very strong Organisational Climate within the school which incorporates: teacher perceptions of Supportive Leadership, Role Clarity, Teamwork, Empowerment, Ownership, Appraisal & Recognition and Professional Growth. *All of these results are well above the Catholic Education Melbourne average.*

Indicator Title	2015 Actual Score	2016 Actual Score	2017 Actual Score	2018 Actual Score	2018 Percentile Rank*	2018 Percent Favourable
Individual Morale	75.51	70.80	66.25	82.27	80.36	95.20
School Morale	70.43	65.96	63.75	84.17	75.74	95.16
Individual Distress	74.64	75.26	64.72	78.93	63.98	84.00
School Distress	70.68	63.27	62.29	77.20	69.57	88.80
Supportive Leadership	70.87	67.12	73.54	86.20	75.97	94.40
Role Clarity	73.64	72.84	72.14	83.75	82.08	95.00
Teamwork	71.56	68.91	65.94	82.33	68.88	96.00
Empowerment	69.29	69.95	62.50	80.00	78.70	91.00
Ownership	76.14	73.08	71.88	85.20	72.63	95.20
Appraisal & Recognition	54.19	69.64	68.75	81.10	86.73	93.10
Professional Growth	64.35	72.88	71.67	81.40	79.71	92.80
Work Demands	56.79	59.62	54.08	66.50	76.09	78.00
Student Behaviour (Classroom)^	85.96	88.49	82.50	85.09	74.61	94.74
Student Behaviour (School)	95.29	94.23	88.77	91.67	79.95	94.67
Student Management	83.70	66.92	72.29	86.60	83.11	96.00
Curriculum Processes^	73.68	69.84	70.83	84.65	76.68	94.74
Student Motivation^	85.53	81.90	75.75	86.58	84.37	96.84
Respect for Students	89.86	91.03	85.76	91.33	68.61	98.67
Parent Partnerships^	79.93	73.81	68.44	83.55	76.26	94.74
Teacher Confidence^	86.84	78.87	76.25	87.50	58.23	94.74
Engaging Practice^	82.68	70.83	68.13	85.75	84.60	96.49
Quality Teaching^	80.26	71.13	67.50	83.88	64.60	93.42
School Improvement Focus	76.90	74.28	73.44	86.25	75.90	96.00

School Improvement Survey Results:

The results are categorised into headings that summarise the data. See below for our results.

- Organisational Climate (Staff Culture) at 82.5
- Teaching Climate (How students learn) at 86.1
- Student Wellbeing (Student safety and engagement) at 82.0
- Community Engagement (Parent involvement) at 70.4

VALUE ADDED

- The above results are percentile rankings compared to all other Australian schools and compiled by an external company.
- The results place us in the top 20% of schools except Community Engagement (top 30%).
- The results have improved dramatically due to school-wide changes introduced.
- Student leadership opportunities have been expanded in 2018.

School Community

Goals & Intended Outcomes

- To actively build parent and community partnerships, local and global, to improve opportunities and outcomes for students.
- That parent and community partnerships support student learning and improve students' confidence in their ability as learners.
- That students will develop a strong social conscience and sense of connectedness to the wider community.

Achievements

- Continued annual Welcome Picnic early in Term One.
- Developed and updated new Enrolment and Exit Policy and Attendance Policy.
- Continued with Classroom Helper Course.
- Introduced a whole school community Sustainability Market to raise funds for a school garden.
- Successfully obtained an Innovation grant to fund a Kitchen Garden for the school.
- Continued relationship with Woolworths and Bunnings as well as South Melbourne Market.
- Planned a highly successful Open Day and second Open Morning later in the year.
- Continued with Open Mornings once a week.
- Maintained Instrumental and Vocal Soirees each semester.
- Combined Christmas Carols and end of year picnic as one event.
- Continued with annual Art Show.
- Introduced a Community Conversation about School Improvement Survey Data.
- Utilised Performing Arts facilities at Firbank for school musical.
- Prep teachers attended Kindergarten transition afternoon.
- Introduced visits from local Kindergartens.
- Maintained extensive Prep transition program.
- Introduced Harmony Week.
- Increased parent involvement in facilitating clubs (running club, basketball training) and at school events (incursions, excursions, sporting events, school musical, student disco, Grandparent's Day).
- Maintained involvement in Dendy sports (swimming, soccer, netball, football, athletics, Cross Country).
- Utilised local facilities for Years 5/6 Community Sports.
- Introduced Class and School Dojo as a means of communication with families.
- Met with principals from local area to develop a support network.
- Continued with school carnivals - Athletics, Swimming and Years 3-6 Cross Country.
- Students competed in Catholic Education Melbourne (CEM) Art Show and Maritime art competition.

- Increased funds raised by Events Committee.
- Confirmed Star of the Sea as a feeder school.
- School Hall utilised by local community groups, e.g. kindergartens.
- Staff trained in Bike Education.
- Participated in Ride to School/Walk to School.
- Continued with Mother's Day Morning Tea/Lunch and Father's Day Breakfast coinciding with Footy colours day.
- Successfully planned Dad's Association (Dads of Galilee-DOGs) events.
- Raised money for Brain Cancer through Beanies for Brain Cancer.

PARENT SATISFACTION

Indicator Title	2015 Actual Score	2016 Actual Score	2017 Actual Score	2018 Actual Score	2018 Percentile Rank*	2018 Percent Favourable
Parent Partnerships	67.15	64.14	56.70	70.08	37.32	85.45
Approachability	70.51	75.07	66.44	75.61	31.06	87.73
Parent Input	62.39	61.71	60.62	69.39	31.67	87.27
Reporting	66.03	54.86	53.77	67.98	17.50	83.03
School Improvement	69.71	65.48	61.16	68.86	12.41	84.55
Learning Focus	76.60	65.48	60.76	66.59	6.19	84.47
Extra-Curricular	64.10	49.70	44.94	48.64	3.80	60.91
Transitions	81.25	75.82	67.56	74.17	22.79	88.18
Homework	66.03	56.55	54.39	55.61	5.15	70.00
Behaviour Management	72.44	65.28	63.69	68.48	22.85	83.03
Stimulating Learning	78.53	70.61	66.67	76.59	32.27	91.82
Teacher Morale	80.26	72.08	69.52	79.94	44.97	94.91
Connectedness to School	82.05	77.23	69.55	73.33	19.40	86.36
Student Motivation	78.21	75.30	69.79	69.24	16.97	80.00
Social Skills	80.77	78.17	72.82	75.56	21.49	94.55
Connectedness to Peers	86.32	81.45	76.29	76.06	15.01	91.52
Student Safety	73.72	70.73	72.02	61.82	11.07	65.45
Classroom Behaviour	48.67	51.49	44.49	48.03	31.35	55.45
Attitude to Survey [#]	67.22	71.43	65.56	67.02	27.78	84.90

The results above relate to the Insight SRC Surveys and indicate that there has been improvement in Parent perceptions about the school. The data shows that parents feel that the school is receptive of, and understands, their views and concerns. The parents view teachers as being enthusiastic and passionate about their work, and believe that their children are well prepared and supported during their transition to the next stage of their schooling. Homework will be a focus area for improvement with the School Improvement Team.



Future Directions

Education in Faith:

- Maintain and sustain work from previous initiatives in area of Social Justice, including 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 opportunities to engage in tasks with their children.
- Developing a systematic RE curriculum delivery working within the guidelines of the new RE Framework, the Horizons of Hope Framework, 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 new 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 opportunities are offered for students to participate - in class, at school (continue Galilee Day in the school yard) and at Church.
- Explore prayer in the classroom and how we can engage students in a variety of prayer opportunities.
- Formation of staff Faith Team.

Learning and Teaching:

- Implementation of Learning Sprints across the school.
- Implement SMART Spelling Program.
- 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 appropriately so that students work at their zone of proximal development.
- Leaders 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 anxious students and develop relationships with new teachers.
- Develop and implement a shared understanding of what effective teaching, learning and assessment looks like at Galilee, 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 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 goals and self-evaluate and assist in the design of success criteria.
- Employ further Learning Support Officers to support students in class.
- Investigate employment of school-based Occupational Therapist and Speech Therapist.

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.
- Following survey of students and staff, Buddies to replace Friendship Groups.
- Student Wellbeing Committee to meet twice a term.
- Continued PSEL topics in classrooms.
- Introduce the Buddy system for all grades.
- Student Wellbeing Surveys to be completed every term with results to be used for teacher Goal Setting Meetings.
- 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).
- 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'.
- Seasons for Growth program to cater for children facing change and loss.
- Social Skills groups to meet weekly in each grade.

- Chaplaincy Program to continue, providing counselling and comfort.

Child Safety:

- Review policies for Anti-Bullying and Transitions, and update them more regularly.
- Review school Risk Matrix to identify 'hot spots' in the school.
- Continue Implementation of 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 their experience at school, including the role of effective feedback (feedback to teachers, self and peers).
- Continue to engage in partnership with Berry Street Education to build teacher capacity to explicitly teach PSEL 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 & assess the Victorian Capabilities Curriculum from F-6.

Leadership and Management:

- Continuation of Staff Curriculum Teams.
- Continuation of voluntary needs based teams - Digital Technologies, Art, Sport, Social etc.
- Review staff handbook regularly.
- 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.
- Introduce additional English and Mathematics teachers into targeted year levels to enhance the learning growth of all students, including those above standard.
- Review the school uniform for practicality and promotion.
- Improve the punctuality of students, revise starting routine, change lunch/recess times to improve student safety and learning.
- Ensure the performance and development cycle includes regular reflection, goal-setting related to performance, development and the annual action plan, multiple sources of feedback and review.
- Focus on developing a collaborative environment with students, staff and parents.

School Community:

- Increase parent participation by offering greater opportunities for involvement within the school.
- Continue 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.
- Continue Parent Forums each Semester, to encourage input and feedback.

