

# ANNUAL REPORT TO THE SCHOOL COMMUNITY

# 2015



**Galilee**

**Regional Catholic Primary School**

REGISTERED SCHOOL NUMBER: 1941



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## Minimum Standards Attestation

I, **Simon Millar** attest that **Galilee Regional Catholic Primary School** is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

## 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.**

## School Overview

Galilee Regional Catholic Primary School is a Catholic Co-educational Primary School. It was the first Regional Catholic Primary School in Victoria and it is situated on the former site of St Joseph's Technical School, which closed in 1988. Galilee commenced operation as a school 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's, South Melbourne; and Sacred Heart, St Kilda West. Galilee has a high Catholic population with 86.5% of Prep students being Catholic. This percentage of Catholic students has remained consistently high for the past five years and Galilee prides itself in providing a rich values-based Religious Education program, where we create well-rounded students.

Galilee has experienced an increase in enrolments every year for the last few years. Our 2015 School learning environment consisted of 332 students, which were arranged into fourteen class groups comprising of two classes for each year level from Prep through to Year Six. 2015 was the first year we had fourteen straight-grade class groups. These groupings allowed our teaching staff to run with lower teacher/pupil ratios, specifically allowing support for students with various educational needs throughout our school.

Last year the school provided students with support across the year levels; this was made possible due to the ongoing funding for additional teachers, aides and leaders. In 2015, Galilee maintained the following leaders: Education in Faith, Student Services, Literacy, Mathematics, Inquiry and a Reading Recovery teacher. Reading Recovery was successful in teaching seven students to meet the expected criteria. Reading Recovery was completed by our capable Literacy Leader in 2015. Our Literacy and Mathematics Leaders worked intensely with parents throughout the school to assist them in completing their Classroom Helpers training. This then saw a huge number of parents supporting their child and their classroom community in various subject areas throughout the year.

In 2015, Galilee was very fortunate to offer the following specialist programs to support our students' learning needs from Prep – Year Six:

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

Our specialist programs provided our teaching staff with the opportunity to prepare exciting and engaging learning tasks for their students while also offering planning time for classroom teachers.

Personal, Social and Emotional Learning, with the inclusion of Restorative Practices, was paramount to the successful education of our students at Galilee as well as, ensuring the formation of positive relationships within our school community.

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



## Principal's Report

This Annual Report to the Galilee community is for the 2015 school year and a requirement of the VRQA (Victorian Registrations and Qualifications Authority). It generally 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. It is designed as a reflective tool but also as a form of communication. There are many wonderful successes acknowledged in this report but also clear actions for future growth. As the report is for 2015, it will not include any new initiatives from 2016.

Frank Servello was the Principal of Galilee for fourteen years until the end of 2015 and he facilitated many changes in the school. During his tenure, he oversaw the moving of sites, new buildings, introduction of technology (iPads) and a change in educational trends. On behalf of the school community, I thank Frank for his efforts to improve the learning of the students and to build a Catholic community originating from four separate parish schools.

Although I have only been at Galilee for one semester, it has been long enough for me to see many positives amongst the students, staff and parents. I have enjoyed getting to know everyone but at the same time built upon our strengths to provide a more successful learning environment for the students. By increasing our use of data and encouraging greater student collaboration and empowerment, we will aim to make learning more engaging for the students. Our students are inquisitive and we must strive to engage them in their learning to maximize growth.

The staff have many talents and it is important to also provide them with opportunities to grow in their professional knowledge. In 2016, we will provide more opportunities for collaboration through a number of new teams. The staff at Galilee are very dedicated and we will encourage a 'growth-mindset' with an emphasis upon whole-school change and development. The staff will learn more about the importance of positive relationships and how to use data more effectively to enhance student learning.

Parents are the primary educators of their children and they will be encouraged to increase their connection and contribution to Galilee. We already have a successful Classroom Helpers Program but we will provide opportunities for parents to: form relationships with each other and the school, have input into school direction and receive clear communication on school initiatives. Every successful school has a connected parent-body, so I challenge the parents/guardians to increase their contribution to Galilee in 2016 and beyond.

I would like to thank: the panel, including Fr Hugh Brown & Fr Julian Messina, for my appointment to Galilee; the wonderful students led by our School Captains (Adam & Sarah-2016); the School Education Board, led by Donna McMaster; the hard-working staff, including Julianne Price; and the dedicated parents assisted by the Events Committee (2016).

We are all a part of a wonderful school so let's build Galilee together.

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

## School Education Board Report

Throughout 2015, the Galilee School Education Board provided support and advice to the School's leadership and broader School Community in what became a year of challenge and transition.

The Board itself farewelled five (5) long standing Members; Regina Cramer (Chair), Anthony Guy, Natalie Ford, Graeme Freeman & Dolores O'Grady.

We remain grateful for their contributions and service to our School.

In doing so, we were joined by four (4) new Members; each of whom bring a wealth of skill and experience to our Board.

It is important to note that they were selected from a large field of candidates which is a testament to the calibre and commitment of all parents/guardians who are integral to the culture and fabric of our School Community. We also supported the change of leadership at Galilee, with representatives of the Board forming part of the panel to recruit our new Principal, Mr. Simon Millar.

We are very pleased to be working with Simon and truly believe that with his leadership, we will write another exciting and wonderful chapter in the history of Galilee Regional Catholic Primary School.

On that note, we would like to extend our gratitude to Frank Servello for his fourteen (14) years of service. He left Galilee in much better shape than he found it; the real legacy of strong leadership.

Our primary focus for 2015 was setting better foundations for the operation of the School Education Board and to that end, we redeveloped our Board Constitution, Code of Ethics and Board Skills Matrix.

We also sharpened our focus on governance by enhancing the preparation and distribution of Board Agendas, Minutes and key communications generally.

Our ability to support the School through more challenging times was also evident in 2015 and we are proud of our efforts to provide information and feedback throughout the School Community in a timely and constructive way. We also created the opportunity to reconnect with the parents/guardians and we were pleased to host our inaugural Parent Forum. This platform provided us with a range of focus areas that continues to be invaluable to priority setting and excellent data for our new Principal.

It is a privilege to serve our School Community and we have a robust set of objectives for 2016. 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 (2016 Chair)**  
**Brendan Coburn**  
**Vivian Gard**  
**Cameron Sinclair**  
**Christopher Scanlon**

**Alex Trevisin (Deputy-Chair)**  
**Natalie Kobica**  
**Darren Catherall**  
**Jakkilyn McKenzie**

## Education in Faith

### Goal

- **To strengthen and promote the Catholic culture and identity of the school within the parish context**

### Intended Outcomes

- 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

2015 was a successful year for Galilee, taking on many new initiatives as well as consolidating already existing and established ones. The successful food drives contributed to the life of our Ss. Peter and Paul's Parish and provided opportunity for the school community to give back to our school.

High attendance of families at School Masses was evident throughout the entire year.

The parents and Education in Faith Leader organised a school lunch for Galilee's Feast Day.

Meditation continued in 2015, which meant it has now been successfully running for two years.

We continued to build our connections across our three parishes, with our junior students attending Parish Masses at Ss. Peter and Paul's, our middle year students attending Parish Masses at Our Lady of Mount Carmel, Middle Park and our senior school students Parish Masses at St Joseph's Church.

Galilee Day Mass continued with both our Parish Priests leading the community in our school yard.

Both Father Hugh and Father Dean came to speak to students across all year levels through their Religious Education units of work.

Galilee parents assisted at Open House at our Ss. Peter and Paul's Parish.



Indicator Title	2012 Actual Score	2013 Actual Score	2014 Actual Score	2015 Actual Score
Staff – Importance	75.87	76.14	75.87	80.65
Staff – Opportunity	86.09	87.73	84.78	88.70
Staff – Behaviour of Staff	75.43	72.73	66.74	73.70
Staff – Behaviour of Students	75.65	72.14	74.78	78.48
Staff – Compassion	85.33	86.36	83.70	85.33
Staff – Social Justice	70.65	75.00	80.43	80.98
Students – Importance	53.82	62.80	71.81	66.50
Students – Opportunity	71.84	78.40	84.17	85.89
Students – Behaviour of Staff	75.27	76.50	80.17	82.97
Students – Behaviour of Students	53.95	64.60	64.17	61.75
Students – Compassion	66.78	76.75	82.73	82.34
Students – Social Justice	74.34	69.00	80.47	76.72
Parents – Importance	80.71	73.26	68.95	70.96
Parents – Opportunity	84.32	82.62	87.91	88.85
Parents – Behaviour of Staff	84.05	78.48	80.00	78.08
Parents – Behaviour of Students	69.29	64.09	60.35	61.54
Parents – Compassion	85.23	80.43	82.27	80.77
Parents – Social Justice	75.60	71.59	74.42	69.71

The above table illustrates the Catholic Culture data (2012-2015) from the Annual School Improvement Surveys distributed to students, staff and parents.

It is evident that there is high opportunity for staff (88.70) and parents (88.85) to participate in and nurture one's own faith. Also the contrast between Staff (80.98), Students (76.72) and Parents (69.71) in Social Justice opportunities, shows that there is a need in 2016 to communicate what Social Justice is and the programs that Galilee undertakes in this area, to ensure there is a greater understanding and agreement between all stakeholders.

The results for *student behaviour* and *importance* (students) are lower and require future attention.

Overall, our Catholic Culture data is very positive and shows the constant growth that Galilee provides in the area of Education in Faith.

## VALUE ADDED

Galilee Day Mass continued in the school yard and a school lunch provided on that day.

Grandparents' Day Mass was linked to an open classroom and morning tea on the day.

Community Masses were held to celebrate Feast Days and important events in all of our three parishes.

A successful Professional Development for staff was provided at the Jewish Museum in St Kilda.

Our Family Life Education Program was run successfully from Prep to Year Six and linked to our school's Inquiry Curriculum.

A Nativity Play was completed by our Prep students at our End of Year Mass.

Graduation Supper, provided by Year 5 families, following Graduation Mass at Our Lady of Mount Carmel for our Year 6 students.

Our Sacramental program continued to build upon the partnership between the school and our parishes, which assisted in providing the continual faith development of our students.



## Learning & Teaching

### Goals

- To create a vision for contemporary learning and to engage staff and students in a highly effective learning environment
- To strengthen student engagement and motivation in learning
- To improve student outcomes in Literacy and Mathematics.

### Intended Outcomes

- That student engagement in learning is strengthened
- That all students are skilled in the inquiry process
- That student performance in Literacy and Mathematics P-6 is improved
- That students will be independent, resilient, confident and responsible learners
- That student outcomes in English improve with a focus on Reading Comprehension and Writing, particularly for boys
- That student outcomes in Mathematics improve with a particular focus on Number, Thinking Mathematically and improving girls' standards

### Achievements

Galilee had a successful year in 2015, where all stakeholders became involved in our students' education. We had a successful Classroom Helper Program where parents were working, while learning, in their child's/children's classrooms throughout all curriculum areas.

Our staff's knowledge about the current curriculum practice was provided through our Professional Learning Teams. This strengthened our connection across the year levels as they were planned and delivered specific to school needs.

Students participated in Student-Led Conferences, providing them with opportunity for student voice in their learning.

Analysis of our PATMaths, PAT-R and PATVocab data was completed and then used to guide our staff's teaching of the students.

The use of the SPAMarkbook program allowed for the regular collection of relevant data such as Mathematics, Physical Education and Spelling.

Technology devices (iPads) were successfully used with our Senior School students in all curriculum areas.

Inquiry Learning provided the opportunities for students to be responsible for their own learning across many Learning Areas.

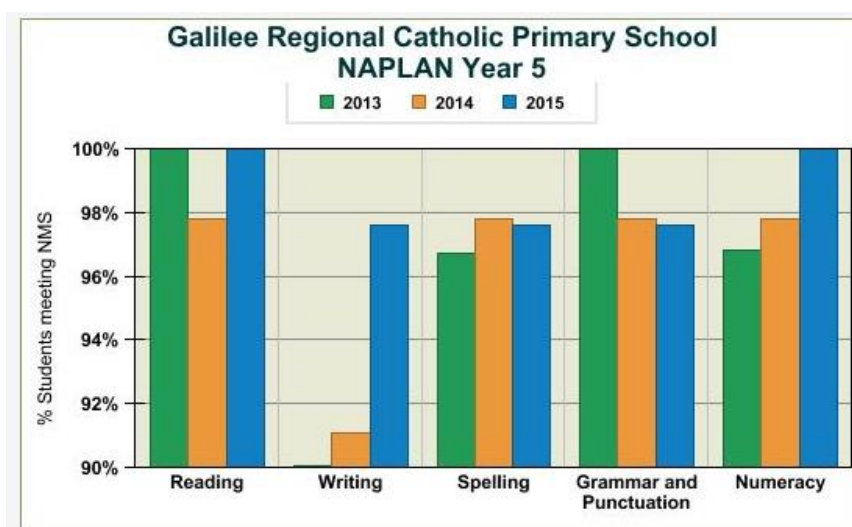
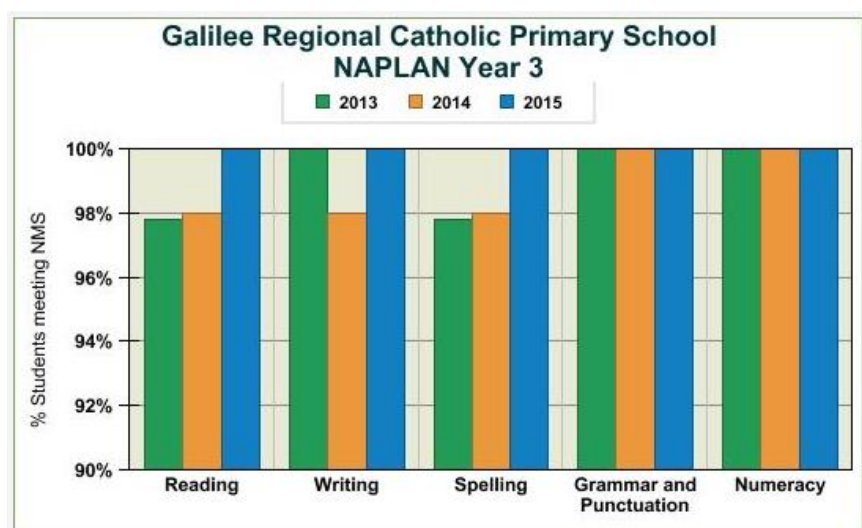
Staff engaged in many Professional Development courses and shared their knowledge with other staff.

A high focus of comprehension was evident in the Teaching and Learning of our students from Prep to Year Six.

Overall there was an improvement in our NAPLAN data from 2014-2015.

2015 also saw the development of a Whole School Scope and Sequence which will be implemented at the beginning of 2016. This will ensure that our students are receiving an engaging and well-rounded education across all year levels.

## Student Learning Outcomes



**Proportion of Students meeting National Minimum Standard**

	Year 3			Year 5		
	2013	2014	2015	2013	2014	2015
Reading	97.8%	98%	100%	100%	97.8%	100%
Writing	100%	98%	100%	90%	91.1%	97.6%
Spelling	97.8%	98%	100%	96.7%	97.8%	97.6%
Grammar & Punctuation	100%	100%	100%	100%	97.8%	97.6%
Numeracy	100%	100%	100%	96.8%	97.8%	100%

**Change in Proportion of Students meeting National Minimum Standard**

	Year 3			Year 5		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Reading	-0.5%	0.2%	2%	3.7%	-2.2%	2.2%
Writing	0%	-2%	2%	-10%	1.1%	6.5%
Spelling	-2.2%	0.2%	2%	-3.3%	1.1%	-0.2%
Grammar & Punctuation	0%	0%	0%	7.4%	-2.2%	-0.2%
Numeracy	1.8%	0%	0%	-3.2%	1.0%	2.2%

The data above indicates the growth and improvement in Galilee within the areas of English and Mathematics. It shows that in 2015, 100% of our Year 3 students reached the minimum standard and that between 97.6%-100% of our Year 5 students reached the minimum standard. It is encouraging to see the constant progress and development of our Year 3 and 5 students.

### ***Percentage of Students at Text Level Benchmark – Year One 2015***

In 2015, **67.35 %** of Year One students at Galilee reached **level 28+** in Reading, which was greater than the target percentage for Like Schools and All Schools of 43.45%. The data also shows that 80% or more of students are above the minimum standard for reading. The results are largely due to a successful Reading Recovery Program, a school-wide literacy approach and the support of parents.

The target reading levels for the end of each grade in Catholic schools in Victoria are:

***Prep – Level 5***

***Grade 1 – Level 20***

***Grade 2 – Level 28+***

	0	1 - 4	5 - 14	15 - 19	20 - 25	26 - 27	28 +
Our School					16.33	16.33	67.35
Like Schools	0.30	1.22	11.52	11.09	21.57	10.85	43.45
All Schools	0.30	1.22	11.52	11.09	21.57	10.85	43.45
	0	1+	5+	15+	20+	26+	28+
Our School		100.00	100.00	100.00	100.00	83.67	67.35
Like Schools	0.30	99.70	98.48	86.96	75.87	54.30	43.45
All Schools	0.30	99.70	98.48	86.96	75.87	54.30	43.45

Year 1	Level	At or above Target	Indicator
Minimum Standard	Level 15	100.00	
Target Standard	Level 20	100.00	★ 80.0% or above students at target level 20





## Student Wellbeing

### Goals

- To strengthen personal and interpersonal learning and promote the social emotional competencies to drive achievement aligned with learning & teaching
- To improve learning outcomes through maximising students' sense of wellbeing, engagement & connectedness to school

### Intended Outcomes

- That the social-emotional learning levels of students, teachers and families will improve
- That school policies are implemented which strategically address promotion of positive relationships including bullying, cyber-safety and behaviour management
- That student connectedness, engagement and self-responsibility will be improved
- That learning and teaching promote engagement and connectedness for all students

### Achievements

Galilee staff began the year completing a Professional Development course on Boy's Education with Andrew Fuller. This was a beneficial day which assisted in the growth of knowledge of staff.

Professional Learning Team Meetings were completed throughout the year and some topics were: Restorative Practices; Boy's Education; Personal, Social and Emotional Curriculum; Mandatory Reporting; First-Aid, Asthma and Anaphylaxis training.

A new initiative, Friendship Groups, started with each group having a teacher as a leader of Prep to Year Six students.

The Prep and Year Six Buddy Program continued successfully, with a strong rapport being formed between the students.

Year Six Leaders were elected and given the responsibility to assist with the *organisation* of: Friendship Groups, First Aid and Wellbeing on the playground. This provided a student-voice within the area of wellbeing and will be continued in 2016.

The introduction of an integrated Social and Emotional Learning (SEL) curriculum started through the use of the whole school Scope and Sequence, embedding SEL into other curriculum areas in order to develop a well-rounded education.

## Attendance Procedures

Parents of students who are absent at Galilee are required to notify the school office in the morning by phone or email.

A note or medical certificate is required for students who are absent for more than one day.

Student absenteeism is recorded using NForma (class electronic roll) daily and the reason for the absence stated.

Students who are regularly absent from school are referred to the Deputy Principal, who is the Wellbeing Leader.

## VALUE ADDED

Community Sport took place in Term Two of 2015 and became a favourite activity of our Senior students. Engaging in sports such as: tennis, dance, golf, yoga, taekwondo and self-defence, catered for students' needs and also provided students with opportunities to participate in activities that were new to them.

Fundraising events took place throughout the year, including: a successful Trivia Night where funds were donated to the Aiden Catherall Foundation; our annual 'Crazy Hair Day' raised money for the Leukemia Foundation, and our staff morning tea fundraiser for the Royal Children's Hospital.

Friendship Group activities were created and facilitated by the Year Six Leaders with assistance from the Wellbeing Leader. This saw that student-voice was embedded into our SEL area and ownership was given.

Buddy activities were completed by Prep and Year 6 students throughout the year.



## STUDENT SATISFACTION

Indicator Title	2012 Actual Score	2013 Actual Score	2014 Actual Score	2015 Actual Score
Student Morale	66.93	68.73	76.34	73.88
Student Distress	76.90	77.67	79.11	80.03
Connectedness to School	76.32	75.10	82.74	82.13
Teacher Empathy	74.34	71.08	78.84	80.27
Purposeful Teaching	71.71	69.22	79.55	81.06
Stimulating Learning	65.79	64.95	72.16	75.55
Learning Confidence	73.85	69.85	76.52	79.45
Student Motivation	82.24	85.17	88.54	88.20
Connectedness to Peers	71.05	78.68	79.53	80.23
Student Safety	73.03	80.00	73.06	80.38

The results from the student survey, which were completed by the Year 5 and 6 students were very high. The students feel that their education at Galilee is purposeful and they are connected to their peers. Students also feel safe at school and have a strong connection to their teachers.

Although the results are encouraging, the areas of *student morale* and *stimulating learning* will 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.

## Leadership & Management

### Goals

- To engage all members of staff in a culture of continuous improvement
- To foster high-quality, shared leadership at all levels of the school

### Intended Outcomes

- That staff members feel more empowered in the decision making processes of the school
- That staff are empowered to actively participate in the leadership and decision making processes of the school
- That all staff demonstrate an awareness of their roles as leaders within the school
- That middle level instructional leadership is strengthened

### Achievements

In 2015, staff were encouraged to attend Professional Development courses, for various curriculum areas to impact upon student learning.

Middle Level Leaders were encouraged to facilitate Professional Development Team Meetings (PLTs) and share their knowledge and expertise in various curriculum areas.

Members of the School Leadership Team met regularly to discuss ways to improve the school and surface the potential of staff.

PLTs were scheduled regularly and based on the needs of staff within the school. Expertise and knowledge were shared with all staff.

Minutes from meetings were distributed and accessible to all staff members.

Consistent communication to staff was provided through the use of the TiqBiz app.

Staff meetings were scheduled weekly ensuring that most staff could attend.

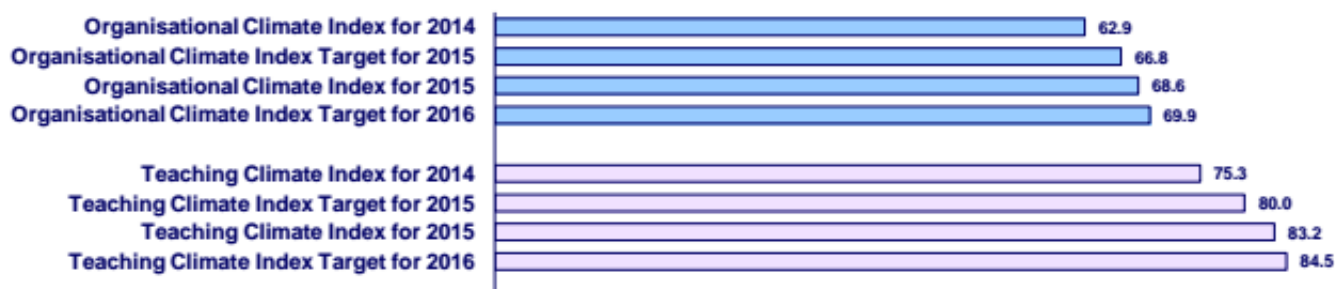
**Staff Climate Survey**

Indicator Title	2012 Actual Score	2013 Actual Score	2014 Actual Score	2015 Actual Score
Individual Morale	71.16	71.06	71.01	75.51
School Morale	70.00	64.77	62.83	70.43
Individual Distress	73.77	71.36	74.55	74.64
School Distress	66.09	62.50	58.26	70.68
Supportive Leadership	74.13	65.23	60.22	70.87
Role Clarity	72.55	67.90	70.11	73.64
Teamwork	71.56	61.93	65.22	71.56
Empowerment	61.96	59.52	61.68	69.29
Ownership	71.09	71.36	71.52	76.14
Appraisal & Recognition	59.32	49.03	49.69	54.19
Professional Growth	65.87	65.23	62.17	64.35
Work Demands	54.62	51.99	48.37	56.79
Student Behaviour (Classroom)^	88.33	88.89	79.82	85.96
Student Behaviour (School)	92.75	90.53	85.14	95.29
Student Management	80.43	78.86	74.78	83.70
Curriculum Processes^	77.08	69.91	69.30	73.68
Student Motivation^	82.25	78.33	76.84	85.53
Respect for Students	85.51	85.61	86.59	89.86
Parent Partnerships^	79.38	73.26	72.04	79.93
Teacher Confidence^	83.13	78.13	78.29	86.84
Engaging Practice^	78.96	72.92	74.12	82.68
Quality Teaching ^	78.13	72.22	72.37	80.26
School Improvement Focus	-999.99	74.15	76.90	76.90

This survey provides an overview of staff climate at Galilee and areas of improvement to focus on in 2016. It shows that the staff feel positive about most areas. It also indicates that they consider the student behaviour as high and have great respect for the students in the school. Although there is significant improvement in the results from 2014 to 2015, the following areas are relatively low and require future focus: *Empowerment, Professional Growth, Appraisal & Recognition, Teamwork, School Morale* and *Supportive Leadership*.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2015**

- ICON implementation
- Deputy Principal Network Meetings
- Primary Mathematics Leadership Clusters/ Engaging Maths
- Learning & Teaching Network Meetings
- Religious Education Leaders Network Meetings
- Restorative Practices
- Wellbeing and Learning
- Student Wellbeing Leaders Seminar
- Graduate Teacher Network Meetings
- Administrative Officers Forum
- Reading Recovery Ongoing
- Inquiry Learning
- Using Technology effectively in the classrooms
- English – spelling, writing, reading/ Literacy Leadership Clusters
- Christian Meditation
- Down Syndrome Victoria Professional Development
- Exodus to Eucharist and Jesus as a Jew at the Jewish Museum

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL****27 (all staff)****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$1, 000****TEACHER SATISFACTION**

The Organisational Climate index is 68.6 and the Teaching Climate Index 83.2. This means that teachers are being challenged and feel supported through the process of professional growth that will lead to an improvement in student outcomes. We will aim for an increase in the Organisational Climate by focussing on: Empowerment, Teamwork and Role Clarity with the staff. However, we remain positive that Galilee will continue to achieve the intended targets and continue to grow in student learning. It is also worth noting that both index ratings exceeded the target for 2015.



## School Community

### Goal

- **To increase the active engagement of families in their child's learning**

### Intended Outcomes

- That the school ensures that families and communities engage and participate in the life of the school to contribute to ongoing improvement in student learning
- That partnerships for learning between the school, family and community are strengthened
- That families are actively engaged with how teachers teach and how children learn

### Achievements

The parents of Galilee were encouraged to participate fully in the school, parish and wider community. The Parents Association met throughout the year to organise key fundraising events and were actively encouraged to participate in the life of the school and the education of their children.

Class Representatives were selected for each class and they oversaw the coordination of regular morning teas and general liaison between the parents and staff.

Closer ties with the local community were encouraged through interaction with our Community Sport Program, that was completed for the first time in 2015. This saw the use of the Albert Park Golf Club, Albert Park Lawn Tennis Club, Dance World and our Ss. Peter and Paul's Hall. The successful running of this program strengthened relationships in our local community, which we will endeavour to continue in 2016.

The Classroom Helper Program allowed parents to be actively involved in their child's education and to foster links between themselves and their child's/children's classroom teachers.

Parents also became involved through excursions, incursions and becoming 'experts' through our school Inquiry Approach to learning. Parents were invited in to be involved in Inquiry curriculum and participate or assist where possible.

Twilight School was held at the beginning of first term to allow for parents to meet their child's classroom teacher and to also see them in the classroom environment. This event was linked with our annual 'Welcome BBQ' which was widely attended with families mixing and strengthening the connection with the school.

Footy Colours Day and Father's Day BBQ were successful events and highly attended. It played host to our Dads of Galilee and allowed students to celebrate their fathers.

Newsletters, Bulletins and other forms of communication were used through the use of I.C.T. in 2015. This saw the introduction of School Bag and Care Monkey. The ease of use of both apps helped meet the needs of our parent community and allowed regular communication.

Galilee had a successful year in creating a stronger school community relationships and we look forward to building upon this in 2016.

## PARENT SATISFACTION

Indicator Title	2012 Actual Score	2013 Actual Score	2014 Actual Score	2015 Actual Score
Parent Partnerships	67.99	66.85	63.86	67.15
Approachability	79.17	75.18	73.74	70.51
Parent Input	61.64	64.01	59.92	62.39
Reporting	56.08	42.17	51.81	66.03
School Improvement	73.54	70.11	67.83	69.71
Learning Focus	78.98	71.38	71.80	76.60
Extra-Curricular	56.35	55.80	53.88	64.10
Transitions	79.96	76.70	72.19	81.25
Homework	71.97	52.90	65.31	66.03
Behaviour Management	75.93	70.71	71.71	72.44
Stimulating Learning	76.33	73.91	73.71	78.53
Teacher Morale	78.33	77.88	73.95	80.26
Connectedness to School	85.23	81.82	80.23	82.05
Student Motivation	78.79	78.99	76.74	78.21
Social Skills	78.54	79.80	77.91	80.77
Connectedness to Peers	81.82	82.37	82.69	86.32
Student Safety	79.10	74.40	75.06	73.72
Classroom Behaviour	60.42	43.12	48.84	48.67
Attitude to Survey#	67.64	63.87	66.89	67.22

Some positive observations are: Teacher morale is considered to be high (80.26), Students are connected to each other (86.32), Students are connected to School (82.05), Stimulating Learning is happening throughout the school (78.53) and although Classroom Behaviour is low (48.67), it contrasts with teachers who rate the student behaviour as **98.25**.

Although the results have improved overall from 2014, there are a number of lower areas that will need a future focus in 2016: *Classroom Behaviour, Parent Partnerships, Parent Input, Classroom Behaviour, Reporting, Homework, Extra-Curricular and School Improvement*.

Parent Satisfaction is positive overall and offers us great feedback as to how best we can support and serve Galilee in the future.

## Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
<b>Recurrent income</b>	<b>Tuition</b>
School fees	255,168
Other fee income	298,651
Private income	24,947
State government recurrent grants	593,000
Australian government recurrent grants	2,011,442
<b>Total recurrent income</b>	<b>3,183,208</b>
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	2,307,188
Non salary expenses	630,197
<b>Total recurrent expenditure</b>	<b>2,937,385</b>
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	-
Capital fees and levies	134,216
Other capital income	30,000
<b>Total capital income</b>	<b>164,216</b>
<b>Total capital expenditure</b>	<b>109,446</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
<b>Total opening balance</b>	<b>1,025,050</b>
<b>Total closing balance</b>	<b>867,350</b>

*The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.*

*The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be*

*allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.*

## Future Directions

**Galilee is working towards the following goals in 2016:**

- To build a commitment to the development of a stronger Catholic identity across the school community. Galilee will provide opportunities for students, staff and parents to communicate and reflect on the meaning of the Catholic faith and to participate in prayer and Eucharist experiences to show how we connect as a community.
- To embed contemporary pedagogy with an emphasis on personalised learning. Galilee will provide opportunities for students to be engaged and take responsibility for their learning.
- To improve student learning outcomes in Writing and the Number Dimension of Mathematics. Galilee will work together to provide rich and meaningful writing and mathematical activities to assist in improving outcomes across all year levels.
- To develop strategies to strengthen student connectedness to school and their learning. Galilee will provide a Personal, Social and Emotional Learning curriculum that allows students to engage with each other, strengthen their connectedness to their school environment and provide opportunities for student voice within the community.
- To build vibrant connections and opportunities for partnerships between parents, school, parish and the wider community, in keeping with our wider vision and Gospel values. Galilee will provide opportunities for the parents to be actively involved in their child's school life, parish and local community.
- To further develop leadership capacity across the school with an emphasis on strategic leadership and enhanced processes for collaborative decision-making. Galilee will provide opportunities for teamwork, empowerment and ownership for the staff and surface the potential of its middle level leaders throughout the school.

## VRQA Compliance

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2013 %	2014 %	2013–2014 Changes %	2015 %	2014-2015 Changes %
YR 03 Reading	97.8%	98%	0.2%	100%	2%
YR 03 Writing	100%	98%	-2%	100%	2%
YR 03 Spelling	97.8%	98%	0.2%	100%	2%
YR 03 Grammar & Punctuation	100%	100%	0%	100%	0%
YR 03 Numeracy	100%	100%	0%	100%	0%
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
YR 05 Reading	100%	97.8%	-2.2%	100%	2.2%
YR 05 Writing	90%	91.1%	1.1%	97.6%	6.5%
YR 05 Spelling	96.7%	97.8%	1.1%	97.6%	-0.2%
YR 05 Grammar & Punctuation	100%	97.8%	-2.2%	97.6%	-0.2%
YR 05 Numeracy	96.8%	97.8%	1.0%	100%	2.2%



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Year 1		96%
Year 2		98.2%
Year 3		95.86%
Year 4		91.8%
Year 5		92%
Year 6		95.68%
Overall average attendance		94.89%

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.77%

STAFF RETENTION RATE	
Staff Retention Rate	95.83%

TEACHER QUALIFICATIONS	
Doctorate	0%
Masters	13.64%
Graduate	18.18%
Certificate Graduate	0%
Degree Bachelor	63.54%
Diploma Advanced	22.73%
No Qualifications Listed	4.55%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	27
FTE Teaching Staff	23.61
Non-Teaching Staff (Head Count)	5
FTE Non-Teaching Staff	3.55
Indigenous Teaching Staff	0