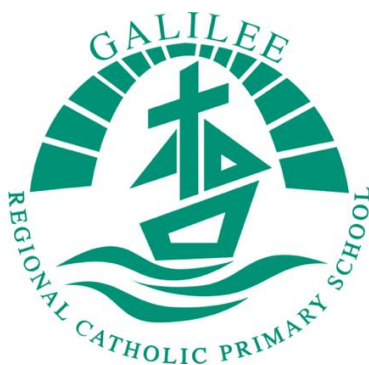


# ANNUAL REPORT TO THE SCHOOL COMMUNITY



**GALILEE REGIONAL CATHOLIC P.S.  
SOUTH MELBOURNE**

**2019**



REGISTERED SCHOOL NUMBER: 1941

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## Contact Details

ADDRESS	301-319 Bank Street South Melbourne, VIC 3205
PRINCIPAL	Mr Simon Millar
PARISH PRIEST	Fr Hugh Brown & Fr John Spiteri
SCHOOL BOARD CHAIR	Michelle McCormack
TELEPHONE	0396992928
EMAIL	wdalton@gsm.vic.edu.au
WEBSITE	www.gsmelbournesth.catholic.edu.au
E NUMBER	1362

## Minimum Standards Attestation

**I, Simon Millar, attest that Galilee Regional Catholic P.S. 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

**May 2020**



## Our School Vision

At Galilee students, staff and parents:

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



## School Overview

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

We are blessed to have three communities who make up the combined parishes of Galilee Regional Catholic Primary School – St Joseph's in Port Melbourne, Our Lady of Mount Carmel in Middle Park and Sts. Peter and Paul in South Melbourne. Fr. Hugh 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 CBD, Docklands and Southbank.

In 2019, we continued to have two streams of each year level from Year 1 to Year 6, and enrolled three classes of Preps, with approximately 351 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. In 2019, we employed an Occupational Therapist and Speech Pathologist.

A range of learning spaces have opened up at Galilee to encourage exploration and play-based investigation. The library and hall have been equipped with tubs that include: Lego, building blocks, puppet plays, digital technology devices and puzzles. The outdoor area includes well-resourced buckets for students to safely play sporting games and engage in hands-on investigations and creative play. Lunch time club opportunities are offered to all students who are interested in developing skills in that area, such as: Chess, Debating, Craft, Garden and Sport Games.

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

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

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

In 2019, staff engaged in professional learning opportunities that focused on positive relationships and how to use data more effectively to enhance student learning. Students were engaged in goal setting, student-led conferences and leadership opportunities. Parents were encouraged to join teams and committees with a view to improving and enhancing our home-school connections and building our school community.

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

unit 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 many local sporting clubs. Galilee students participate in many after school and weekend sports.

Throughout 2019, Galilee continued to be a warm and welcoming environment, where all stakeholders worked together to ensure that our students received the best education possible.





## Principal's Report – Simon Millar (Principal)

2019 is my fourth year as Principal at Galilee and it has been an enjoyable and rewarding journey. It has been another successful year for our school community with significant contributions from students, staff and parents.

Galilee's major focus in 2019 was using data to improve student outcomes in the area of **Writing**, particularly in **Spelling**. Staff were trained in Learning Sprints (setting goals based upon student data) with the introduction of SMART Spelling as a school-wide program. Our dedicated teachers, with the support of our Learning Support Officers and other administration staff, continued to develop more effective teaching practices that further personalised the learning for the students. This led to outstanding academic outcomes evidenced by improved NAPLAN results in all areas.

The **Building Project** continued to be a main focus in 2019 with members of the Building Committee meeting regularly to discuss the Masterplan and stages for development following the successful State Government pledge in 2018 for \$5 million. Plans will be submitted in 2020 with building likely to proceed in 2021, providing unique and contemporary learning spaces. Consultation was held with students, staff and parents which has led to a Masterplan featuring a new Basketball Stadium (flexible space including Performance Arts facilities) and rooftop classrooms and playground.

The **Uniform Committee**, consisting of parents and staff, worked together to update the School Uniform. New items will be introduced in 2020 and transition to a new, modern uniform will take place over two years.

2019 was a milestone year for the community, **celebrating 25 years** of Galilee Regional Catholic Primary School. We welcomed back Galilee's first principal, Rosemary Williamson, and Parish Priest, Fr Bob Maguire. New sporting Houses were established to reflect the history of Galilee, previously four schools.

**Student leadership** opportunities were again promoted in 2019. These included: various Year 6 leadership roles across the school, two class Student Representative Council leaders and class Social Justice Leaders. This allowed for greater student voice and involvement in the life of the school. Developing student leadership is yet another way to encourage students to be independent contributors to their environment. I congratulate our wonderful students on their achievements and care for one another.

Our staff have worked hard to improve their own practice and learning of the students. They are dedicated and display a professional attitude in their interactions with our students and parents. I thank the Leadership Team for their direction, particularly the two Deputy Principals, Carlo Martello and Danielle Gerecke.

I wish to acknowledge the outstanding support Galilee receives from our parents, which includes classroom support, attendance at school events and raising funds for improved school facilities. In 2019, funds raised by the Parent Association assisted the school in purchasing ICT equipment such as Chromebooks. The School Education Board, with Michelle McCormack as Chairperson, again made a valuable contribution to the school.

Galilee is fortunate to have Fr. Hugh, our Parish Priest and Fr. Dean Mathieson who continued to actively support the school and our parish communities of Sts. Peter and Paul, Our Lady of

Mount Carmel and St Joseph's with spiritual guidance and advice. Their presence at school activities has contributed positively to the school culture and ensures that we are maintaining our Catholic identity. In November, we farewelled Fr Dean and welcomed Fr John Spiteri to the St Peter and Paul Parish.

I look forward with enthusiasm to continuing my work at Galilee Regional Catholic Primary School in 2020.

## School Education Board Report – Michelle McCormack (Chair)

The Constitution of the Galilee Regional Catholic Primary School Education Board states that *“the key function is to provide advice on education matters relating to the school which includes the development of the school and the education and welfare of students.”*

To continue to achieve this purpose, in 2019 the School Education Board welcomed three new Board members: Athena Romic, Bernard Mandile and Jennifer Robinson. Each one of them brought a wealth of experience and knowledge that has been very helpful to our school. They joined the existing Parent and Executive Board members in another busy year that included further positive developments to the School's Building Program, Grants, Early Learning Programs, Policy Reviews and Health and Safety initiatives.

It is important that we acknowledge the commitment of the volunteer members, who have given up countless hours of their time in the interests of the School, and the regular support by the Executive Committee comprising the Principal and Deputy Principals.

Many thanks to our 2019 Board Secretariat, Athena Romic. Athena's energy, dedication, sense of humour and professionalism enabled consistency and continuity of the Board's deliverables. Also of note was the departure of our Deputy Chair, Cameron Sinclair, whose son graduated from Galilee in December, 2019. Cam was a dedicated and active member of the Board for over four years. He was a voice of reason, constantly challenging himself and others to consider an opposing or diverse view so that a better outcome could be achieved. Thank you, Cam, for your service.

On behalf of the School Education Board, I would like to extend my gratitude to the Staff of Galilee for their dedication throughout 2019 in the teaching of our children. Like most years, there was little respite for the staff in 2019 as many of the new initiatives introduced in 2018 were cemented into highly functioning programs that supported our children's learning. Further to this, a number of events, programs and initiatives were led, or actively supported, by School Education Board members in 2019. These included:

- Revision of the Constitution and roles of Committee members to ensure that it met the needs of the School
- Further developments in the Building Program, including the engagement of the Architect/Project Manager, the acceptance of the Masterplan, the 3D fly-through concept design produced, preparation of the Project Schedule, and the detailed design of Phase 1
- Supporting the school's Community Partnerships team in engagement with local businesses, kinders, Maternal Child Health Nurse Centres and long day care centres
- Supporting the School's Community Partnerships team in seeking grants and local strategic sponsorship. The work in this area supported the delivery of the 'Seeds and



- Sprouts' program, the procurement of the defibrillator and a sound system for the Performing Arts Program
- Advice and commentary regarding School Academic Results, and academic learning initiatives
- Alannah & Madeline Foundation Cyber student safety education (process of certification as an eSMART school)
- General non-attributable legal advice
- Review of the following policies:
  - Grievous and Complaints Policy
  - Anti-Bullying Policy
  - Pastoral Care Policy
- Engagement with School and City of Port Phillip Council on the 'kiss & drop' project for Bank St
- 25 year anniversary communications
- Marketing initiatives
- St John's First Aid program for schools
- Support to Parents' Association for Trivia Night.

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. Our school continues to be in high demand for Prep enrolments: Unfortunately, there were insufficient positions available to accept all applicants for the commencement of the 2020 school year. Despite the number of 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 over 350 students. We are a Catholic, values-based school. As a School Education Board, we support the staff through our recognition of the responsibility that the school has to be a faith-filled and child-safe school.

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 groups
- Parent helpers

On behalf of all Board members, we thank the parents of Galilee for entrusting us to represent them in their child's learning and welfare needs.

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 and Fr John Spiteri.

## 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 their 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 and Paul's food donation
- Increased priest and parent involvement through classroom visits, Sacramental planning, Reflection days, Faith Nights
- Choir performed at school Masses
- Year levels created Faith Bags for sacramental candidates
- Faith Team continued to meet regularly
- Planned RE linked to STEM using RE Framework and Pedagogy of Encounter through facilitated planning with CEM Religious Education Consultant
- Religious Education embedded into all areas of learning - making links with STEM and PSEL
- Continued Faith Nights for Sacramental Years
- Continued Reflection Days for the Sacramental Years
- Informed families of the new RE Framework and Pedagogy of Encounter through the newsletter
- Established prayer group for Galilee families and staff, meeting once a week
- Reviewed the Liturgy calendar termly
- Two staff members attended Scripture Professional Development
- Staff developed "I can..." statements for teaching and assessing at the Staff Retreat.



**VALUE ADDED**

Activities related to the Catholicity of our school which 'add value' to the achievement and spiritual development of our students include: Religious Education embedded in STEM Units, Religious Education Leader and CEM Religion Consultant planning together, Sacramental Reflection days, Liturgy celebrations, Daily Prayer in classrooms, Friday Prayer Group, participation in the support of Social Justice issues and use of appropriate religious icons throughout the school.

The CEMSIS Catholic Identity in 2019 reveals that Staff (63%), Students (62%) and Parents (70%) value the school faith life of the community.

For more details, please refer to the other tables used in this report from CEMSIS.





## 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

- Continued to implement consistent whole school pedagogical approaches in Literacy, including SMART Spelling and the writing process
- Introduced Learning Sprints to assist in developing the teaching of writing
- Conducted Learning Sprints with specific Writing learning and teaching focus for a targeted group of students
- Introduced Level Leaders to work with classroom teachers and implement Learning Sprints
- Developed teacher capacity to plan and implement Writing Instructional Strategies (such as: Modelled Writing, Guided Writing, Interactive writing) and monitored this with Learning Walks in order to provide constructive feedback
- Connected Peer Observations and Learning Walks to Learning Sprints to align professional learning goal setting across school
- Introduced Staff overnight training (Retreat) in Healesville with a focus on SMART Spelling and Learning Sprints
- Increased the amount of high growth and reduced the amount of medium growth in Writing across NAPLAN Year Levels
- Developed a shared understanding of what personalised learning is
- Explored benefits of personalised learning and how it assists student growth – Zone of Proximal Development (ZPD)
- Sought parent teacher feedback on current Home Learning practices
- Established a Homework Policy that is inclusive of all learners and understanding of student needs
- Provided feedback to teachers in relation to Work Programs in Week 7 of every term
- Analysed and used data in Professional Learning Teams to support personalised learning
- Communicated the progression of growth points in Semester reports to the school community
- Used Essential Assessment consistently throughout the school for Maths and English
- Collected and documented data in a consistent manner across the school, as evidence for NCCD
- Maintained the use of planning documentation that outlines:
  - how teaching and learning experiences are linked to the Victorian Curriculum/ RE Curriculum Framework
  - specific data that has been utilised to inform practices
  - how learning experiences are adjusted to enable and extend students
- Continued facilitated team planning, with English and Maths planning facilitated by additional teacher
- Audited current data collection practices to align with NCCD requirements
- Participated in the Learning Framework in Number Collective

- Continued meeting in Curriculum Teams
- Created a shared definition of what data is and how it can be used to improve teacher practice and student outcomes
- Conducted focus Professional Learning Teams to analyse and use data to support personalised learning
- Audited Maths resources in each classroom - each classroom have number resources readily available (cards, dice, etc.)
- Developing a consistent feedback approach across the school for students to use to improve student voice in the classroom
- Learning Diversity Leader planned with classroom teachers to differentiate students' learning on their Personalised Learning Plan
- Uploaded data to Student Performance Analyser (SPA) to analyse school wide growth
- Introduced a 'Year 1 Extended Day' as part of the Camp Program
- Staff attended NAPLAN Online training in preparation for 2019
- Continued to use Digital Technology across all the curriculum
- Maths Olympiad introduced for high achieving Maths students in Years 4-6
- Reviewed and updated Assessment Schedule for Literacy and Numeracy.



### STUDENT LEARNING OUTCOMES

The data indicates that there has been consistency in all areas of Year 3 NAPLAN results over the past three years, except for Reading where there has been a slight drop of 2.2%. Year 5 have maintained consistency in results and there has been improvement made in Grammar & Punctuation, Numeracy and Writing since 2018. There has been a greater emphasis on explicit teaching in the school with good quality professional development in SMART Spelling and the implementation of Learning Sprints to develop pedagogical practices in Writing. We have identified a need for a more structured Writing program to be introduced.

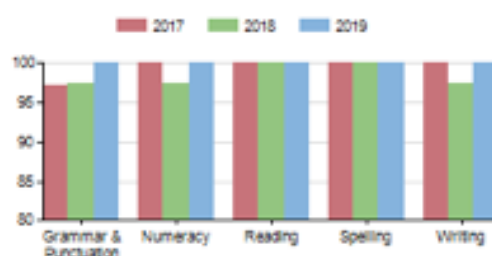
### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	95.8	-4.2	100.0	4.2
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	97.8	-2.2
YR 03 Spelling	100.0	93.8	-6.3	100.0	6.3
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	97.1	97.4	0.3	100.0	2.6
YR 05 Numeracy	100.0	97.4	-2.6	100.0	2.6
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	97.4	-2.6	100.0	2.6

#### NAPLAN Year 3



#### NAPLAN Year 5





## 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

- PSEL lessons occurred regularly in classrooms
- Replaced Friendship Groups with Buddy System and implemented the program throughout the school
- Buddy classes participated in various activities such as eating lunch, reading books and playing sport/outdoor games together
- Staff participated in Berry Street School Closure Day with a focus on Stamina
- Embedded consistent wellbeing practices in every classroom and specialist areas, using Berry St and Restorative Practices strategies
- Introduced Excel Wellbeing for Learning, the new CEM Wellbeing Framework to staff
- Revised format of Student Wellbeing surveys and implemented them each term across all year levels to measure the social and emotional wellbeing of our students at home and at school
- Wellbeing Team continued to meet twice a term
- Began the year with a Wellbeing Incursion for all students and teachers
- Continued to implement Resilience, Rights and Respectful Relationships (RRRR) curriculum
- Staff continued regular Circle Time sessions in their classrooms
- Teachers used RRRR to assess and report on the Personal and Social Capability
- Leader regularly attends network meetings
- Students participated in Cyber Bullying incursion
- Provision of equipment catering for students who have various needs e.g. hug chairs, bloom stools, weighted teddy bears, stress balls, bubble cushions
- Implemented new PLP and PSG formats
- Employed an Occupational Therapist and a Speech Pathologist
- Employed three extra full-time Learning Support Officers
- Staff and parents trained in Occupational Therapy and Speech Therapy strategies to use with students
- Implemented Seasons for Growth for children experiencing separation, anxiety or grief
- Social Skills programme to be supplemented by Peaceful Kids programme
- Interventions continued for children in need, including low and high achievers
- Maths Olympiad introduced for high achieving Maths students in Years 4-6
- Continued with School Psychologist
- All students participated in St John's First Aid Incursion with a focus on CPR training
- Students in Year 4 and 6 completed their Digital Licence with the Alannah and Madeline Foundation
- Received grant from City of Port Phillip to help families in need to pay for uniforms, psychology sessions, camps and other associated school costs
- Introduced the 'Safe Space' during all play breaks for children needing time-out
- Introduced roaming staff on yard duty to monitor children in need
- Participated in NAIDOC week activities and an Aboriginal incursion.



### VALUE ADDED

At Galilee, students in all year levels were actively engaged in both incursions and excursions beyond the school boundaries that enable them to experience rich learning opportunities related to units of inquiry. These extra curricula activities add value to the life of the children at Galilee. We continued our school camp program for Years 1-6 and introduced various recess/lunchtime clubs to encourage students' connectedness and engagement. These clubs are supervised or facilitated by dedicated Galilee staff or external contractors. These activities promote the value we place on the uniqueness and diversity of our children, teaching cooperation and pride in themselves and others.

### STUDENT SATISFACTION

CEMSIS STUDENT SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=115)	CEM average PRI school comparison % positive (n=29,768)
1. Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.	75%	78%
2. School engagement	How attentive and invested students are in school.	66%	59%
3. School climate	Perceptions of the social and learning climate of the school.	63%	65%
4. Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school.	75%	73%
5. School belonging	How much students feel they are valued members of the community.	80%	75%
6. Learning disposition	Students' mindset about themselves as learners.	85%	78%
7. Student safety	Perceptions of student physical and psychological safety while at school.	64%	55%
8. Student voice	The extent to which students feel they have opportunities to have an impact on their school.	65%	60%
9. Catholic identity	Student perceptions about the Catholic identity of the school.	62%	62%

The Student CEMSIS data rates Learning disposition at 85% and School belonging at 80%. This indicates that the students have a positive mindset about themselves as learners and that they feel they are a valued member of the community. The data also shows that 75% of students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance (Rigorous expectations), and that 75% of students feel that the strength of the social connection between the teachers and students, within and beyond the school is high (Teacher-Student relationships).

## 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 handwritten checklist.
- Students will be recorded as 'late' up until 9:30am. 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 2:30pm. 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 8:50am 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 number (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 3) unresolved attendance issues to then be reported to the Department of Education and Training Attendance Officer.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	90.7
Y02	93.0
Y03	91.5
Y04	90.9
Y05	91.3
Y06	93.9
Overall average attendance	91.9



## Child Safe Standards

### Goals and Intended Outcomes

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

- That we have a clear and accessible process if any child is identified as unsafe or abused.
- That policies, procedures and practices are in place to support the Victorian Child Safety Standards.

### Achievements

- All teachers completed Mandatory Reporting online modules
- Displayed Mandatory Reporting posters related to PROTECT in the Staffroom
- Updated student medical action plans
- Employment procedures involve thorough screening through referee checks
- Created a Galilee Student book for all staff to identify students with medical concerns and students not to be photographed/filmed
- Reviewed Child Safety Risk Assessment
- All staff completed Level 2 First Aid course and Anaphylaxis/Asthma revision
- New staff were thoroughly introduced to the school policies regarding Child Safety and Mandatory Reporting
- Evacuation and Lockdown drills occurred each term
- Planned for Respectful Relationships to be taught weekly
- Ensured the playground was regularly maintained and checked for safety
- Introduced Safe Space at Recess and Lunch for students who experience difficulties playing outside
- Introduced a School Yard Timetable to minimise congestion on the yard
- Tracked Yard Duty books to monitor student behaviour and injury
- Ensured that Risk Management checks are completed for all offsite activities.



## 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 engaged in consistent professional development that improves practice and maximises students' growth.

### Achievements

- Introduced Level Leaders to work with levelled teams
- Whole staff inducted to 2019 with expectations and non-negotiables included
- Updated Staff Handbook
- Continued Berry Street PD with Trinity Catholic Primary School with focus on Stamina
- Linked Learning Walks to Learning Sprint focus
- Focused Learning Sprints around a shared need identified by staff
- Reviewed policies and updated school website
- Reviewed and changed morning routine to increase time in classrooms for learning
- Investigated and introduced a new school uniform for mid-2020
- Participated in meetings with local Deputies and Principals
- Empowered all staff to build capacity to lead and communicate through the successful implementation of teams
- Met regularly with new staff, graduates and new leaders
- New leadership structure formed with new staff appointments
- Engaged a new architect firm to collaborate with the school community in the development of a Masterplan
- Met regularly with Building Committee and consulted with the school community in the development of the Masterplan
- Set defined purposes for Curriculum and Interest Team Meetings
- Shared meeting minutes from all groups with whole staff
- Staff facilitated sessions on peer observations for Literacy (SMART Spelling and Writing Models)
- Introduced a Staff Retreat with a focus on professional development linked to the school's Annual Action Plan
- Whole staff engaged in Professional Development in Learning Sprints, SMART spelling and RE 'I can' statements
- Transformed school transition program with introduction of Seeds and Sprouts program
- Embedded Professional Development practices in the classroom through Learning Sprints and Peer Observation
- Created non-negotiables for every subject area (Learning Intentions and Success Criteria, assessment, data collection, analysis and moderation)
- Introduced facilitated planning and additional teachers in P-5
- Introduced family curriculum evenings in Maths and English
- Ensured intervention and small focus groups are present in planning
- Continued Goal-Setting meetings each term based upon Learning Walks and Student Wellbeing Surveys.



## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2019

The following list represents examples of the activities that staff participated in: CEM networks and programs (Principals, Deputy Principals, School Wide Improvement Forum, Religious Education, Graduates, Maths Collective, RE Collective, Masters in Education, Learning Diversity), SMART Spelling, Learning Sprints, NAPLAN Online Training and Analysis of results, Learning Framework in Number, RE accreditation, Reading Recovery, Season's for Growth, Peaceful Kids, Berry St Education Model-Stamina, Engaging with Scripture, Autism, VIT Mentor Training, Catering for gifted and talented, Analysing PAT data and updating medical training for CPR, First Aid, Anaphylaxis, and Asthma.

### NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

34

### AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1500

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

87.7%

### ALLSTAFF RETENTION RATE

Staff Retention Rate

82.8%

### TEACHER QUALIFICATIONS

Doctorate

0.0%

Masters

14.3%

Graduate

9.5%

Graduate Certificate

0.0%

Bachelor Degree

66.7%

Advanced Diploma

28.6%

No Qualifications Listed

0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	23.8
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	8.6
Indigenous Teaching Staff (Headcount)	0

### TEACHER SATISFACTION

CEMSIS STAFF SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=32)	CEM average school comparison % positive (n=13,965)
1. Student safety	Perceptions of student physical and psychological safety while at school.	73%	69%
2. School climate	Perceptions of the overall social and learning climate of the school.	84%	76%
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.	70%	76%
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.	58%	56%
5. Feedback	Perceptions of the amount and quality of feedback staff receive.	48%	40%
6. School leadership	Perceptions of the school leadership's effectiveness.	62%	57%
7. Staff safety	Perceptions of staff safety in the school.	74%	65%
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.	60%	63%
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.	59%	57%
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.	76%	58%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.	63%	67%
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	66%	65%
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.	82%	70%
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.	63%	78%

The Staff CEMSIS data rates School Climate at 84% indicating that there is a high perception of the overall social and learning climate of the school. Teachers' perceptions that staff at Galilee have what it takes to improve instruction is evident in Collective efficacy at 82%. Staff also rate Collaboration around an improvement strategy at 76%, meaning there is a high perception amongst staff that there is coherence in the school's improvement strategy.



## 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 a sense of connectedness to the wider community.

### Achievements

- Facilitated Classroom Helper Courses for parents/guardians
- Continued the Sustainability Market
- Continued Open mornings every Friday
- Combined Christmas Carols with End of Year family event
- Continued annual Art Show
- Conducted Community Conversations for Parents, analysing both SIS and CEMSIS Data
- Continued with instrumental soirees twice a year
- Continued whole-school and levelled sporting events: whole school athletics and swimming carnivals, Year 3-6 Hoop Time, Swimming and Cross Country, and Year 5/6 Football, Netball and Soccer
- Introduced Parent and Child evenings in the areas of English and Mathematics
- Gathered feedback from parents to assist in making a decision about having morning assemblies
- Staff attended Kindergarten transition afternoon
- Staff visited from local kindergartens
- Parent Involvement continued in the school for running club, basketball teams, incursions, excursions, sporting events, classroom helpers
- Principal and Deputies began networking with Principals from other schools in the local area
- Continued to compete in Dendy Sport
- Parents participated in Bunnings Sausage Sizzle to raise money for the school
- Received grant to continue tennis lessons for Year 3-6 students with local tennis club
- Utilised local leisure centre (MSAC) for various sporting events
- South Melbourne Market provided catering for school events
- Formed relationships with Albert Park Golf Club, City of Port Phillip and Port Phillip Eco Centre
- Parents and students signed up to volunteer for the Friar's bookshop
- Parents Association organised a successful major fundraiser to raise money for the purchase of new IT equipment for students
- Continued family events such as Welcome and End of Year picnics, Prep Information/Social night, Grandparents Day, Mother's and Father's Day celebrations
- Use of the School Education Board and school surveys to embed parent voice into the school improvement and school planning processes
- Created the Seeds and Sprouts early learning program for 3-5-year-old pre-schoolers
- Successfully received \$8000 from City of Port Phillip for the Seeds and Sprouts program
- Signed up for a community grant website to inform us about grants that relate to our school

- Communicated weekly information regarding school matters to parents via the newsletter
- Staff and parents continued to use Dojo as a form of communication as well as showcasing evidence of students' work
- Celebrated 25 years of Galilee Regional Catholic Primary School with a whole school dress up day and parent evening, inviting the first Principal back.



## PARENT SATISFACTION

CEMSIS FAMILY SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=53)	CEM average PRI school comparison % positive (n=8,679)
1. Family engagement	The degree to which families are partners with their child's school.	66%	57%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.	86%	89%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.	79%	79%
4. School climate	Families' perceptions of the social and learning climate of the school.	82%	86%
5. Student safety	Perceptions of student physical and psychological safety while at school.	70%	73%
6. Communication	The timeliness, frequency, and quality of communication between the school and families.	63%	72%
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.	70%	70%

The Parent CEMSIS data rated Barriers to engagement at 86%, indicating that parent perception of factors hindering a family's interaction or involvement with their child's school is low (a positive result). Families feel they are welcomed and believe that communication between Galilee and home is highly effective. School climate at 82% indicates that parents feel their child has a respectful relationship with their teacher and other staff at Galilee. Parents also feel that their child enjoys coming to school and that the staff at Galilee are approachable.