



Galilee Regional Catholic Primary School

South Melbourne

2020

Annual Report to the School Community



Registered School Number: 1941

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Contact Details

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E NUMBER	E1362

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 2020 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.

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

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. Spiteri are integral members of our school community providing a very real link to our parishes. 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 2020, we continued to have two streams in each level except three in Year 2 with approximately 350 students in total. We have experienced a steady increase in enrolments over the past few years. The learning and teaching program at Galilee caters for each student through generous teacher/student ratios and Learning Support Officers employed to work in many classrooms, allowing teachers to differentiate the curriculum to cater for the individual learning needs of each student, while challenging and supporting each learner to reach their full potential.

There are a range of learning spaces 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. 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, Bee Bots and Virtual Reality Goggles.

Principal's Report

In 2020, my role as Principal was full of rewards and challenges. Normal school life was interrupted by COVID-19. The dedicated staff at Galilee, myself included, found ourselves managing and navigating a new landscape in education. We were faced with the first pandemic in living memory, the ever-changing government directives, the first Melbourne extended school closure and a community who had been physically separated dealing with the challenges of home-schooling, job security and strict lockdown restrictions. Throughout the very turbulent 2020 school year, student learning and wellbeing remained our top priority. I am extremely proud of the care, professionalism and flexibility all **staff** showed towards our students and school community throughout 2020.

I worked in collaboration with the individual leaders in all areas, encompassing all aspects of home-schooling; including the needs of different students, staff members, families and year levels. I managed this by ensuring that our team at Galilee were kept up to date with information through daily Google Hangouts and that our support staff were in regular contact with students and families who needed extra support during this time. Just like all staff members at Galilee, I had to pivot in my role as Principal in 2020, managing the legalities of onsite operations, keeping abreast of government and education system directives, organising onsite student and staff limitations, communicating to our community and keeping them up to date with the latest information, whilst being ever mindful of the wellbeing of my staff as they embraced and adapted to each challenge. We sought many ways to support and communicate with each other and our connections remained positive and supportive.

Pivoting our Learning and Teaching approach to home learning, as well as ensuring we were supporting student wellbeing, was a major focus throughout this time and equally important was integrating our community back into 'normal' school life once restrictions were eased. I would like to acknowledge our **Leadership Team** members not only for the direction and the development of home learning models, but also for instilling confidence in our teachers and support staff in their ability to meet the ongoing challenges.

Thank you to both Deputies, Carlo Martello and Danielle Gerecke for their support and leadership throughout 2020 and to Wendy and Tegan who were vital links between staff and families.

Home Learning Model

During both Melbourne lockdowns there was constant reassessment and evaluation of the success of our learning models. We were able to manage resources to ensure that every student had access to a device so that they could participate in home learning. In the second lockdown, more Google Hangouts were added to our daily schedule to give the students a chance to socialise and stay connected. English and Mathematics focus groups were created to ensure students were able to access targeted teaching. Peaceful Kids and Wellbeing groups were formed to ensure we were supporting all students during this very difficult time. The Peaceful Kids initiative that was started during lockdown has been successfully integrated by Jane Ferris and Sharon Cameron, into our regular programming back at school in all classrooms. After our experience of home learning in 2020, the decision was made to have three smaller classes of Prep for 2021, that will collapse into two Year 1 classes in 2022. This decision was made due to less Kindergarten attendance in 2020 and a reduced transition program.

Communication

We sustained a strong partnership with our parents throughout the year. A survey revealed that 95% of our parents were satisfied with the information and correspondence sent from the school. The data collated from online Parent Forums revealed that communication from school, frequent Principal updates and key information being shared via email, DOJO and over the phone helped them to feel more connected and supported during the lockdown period. We also maintained a strong partnership with our students.

Students revealed in surveys that they enjoyed:

- the Google Hangouts with their teachers and classmates and the increased use of technology as a resource and tool for learning,
- an increased independence with their ability to manage their own time and the order in which they completed set tasks.

Our online assemblies were successful and highly attended. The School Education Board continued to meet online and Staff Meetings were scheduled each week.

Building Project

We worked with our architects, CHC to complete a minor works project during the first lockdown with stunning efficiency and finish. Contemporary learning areas replaced the older classrooms together with quiet spaces and wet areas better designed for student learning. Thankyou to Carmen Carnovale for her role on the Building Committee.

The major project moved along in a very different manner with many roadblocks consistently presented to our team from governing bodies. At times, it felt like the project was at risk of starting but persistence from our Building Committee, Chaired by Donna McMaster, and myself led to obstacles being overcome and the contract finally being signed with CIGC in late December 2020.

The building will provide:

- additional contemporary learning spaces,
- rooftop playground,
- STEM and Performing Arts facilities and spaces and,
- competition-size basketball stadium/multi-purpose hall.

I thank all members of the Building Committee who have worked towards this new facility over the last five years and look forward to it starting in 2021.

Students and Prep Transition

Congratulations to our School Captains, Claire Seear and Lucas Chiriano who showed consistent and excellent leadership throughout 2020 often joining online meetings and assemblies. I also wish to acknowledge the efforts of all **students** who had to adapt to changing learning environments.

I am proud that Galilee successfully ran the 2021 Prep Transition Days and I would like to congratulate the Prep Team of: Cassandra Smith, Sheridan McAuliffe and Annemaree Pinner for their flexibility, generosity of time and thorough preparation of these days.

Return to Onsite learning

We managed to reschedule most of our Camps once we returned to school in Term 4, as it was deemed that they were very important to the students after such a long period of home-schooling. Thank you to Helen Rouchcouste, our Religious Education Leader who worked swiftly with classroom teachers and our Parish Priests to ensure the Sacraments of First Eucharist and Confirmation could take place in 2020.

Farewell

At the end of 2020, we farewelled Danielle Gerecke, Deputy Principal for four years and member of staff for twelve years for a new position and Mal Orr, our Art Specialist Teacher who was a

founding staff member at Galilee who retired. I would like to thank them both for the wonderful contribution they made to Galilee during their time here and wish them every success in the future.

Thank you

Thank you to the School Education Board for their tremendous support led by Darren Catherall as Chair and Athena Romic as Deputy-Chair. Their hard work, flexibility, expertise and support was greatly appreciated.

Thank you to the efforts of the Galilee Parents Association, led by Anastasia Kritikos and the Parent Reps who planned many events that could not proceed.

I would like to acknowledge and thank our Parish Priests, Father Hugh Brown and Father John Spiteri, for their ongoing support and for assisting with the changes that were made as the change of governance moved towards the Melbourne Archdiocese of Catholic Schools.

For all its challenges, 2020 was a year where we embraced changes and developed our capacity to be resilient and flexible. Our thoughts and prayers are with those who suffered adversity throughout 2020.

Simon Millar
Principal



School Education Board Report

On behalf of the School Education Board, I would like to extend my warm and sincere thanks to Principal Simon Millar, the School Leadership and Staff at Galilee for their resilience, flexibility, understanding and thoughtfulness through a challenging year brought on by the impact of COVID-19.

The commitment, courage and collaboration between our Principal, Staff, Volunteers, Parents and Students to come together as a united school community during 2020 was unprecedented. A year which saw the school pivot and develop unique teaching methods, return to campus procedures, and be at the forefront of remote learning for the Students. The School revised its model for Lockdown 2.0 and added google meets for whole of class, with English and Maths focus groups. Wellbeing groups were also established in acknowledging the wellbeing challenges on Students and Staff. Parent and Student feedback surveys were also rolled out during the year for continuing improvement and consultation.

I commend the School on providing opportunities for students in the short time that restrictions were eased in November: this included Year 5 Camp, Sacraments, Excursions and Year 6 Graduation. These actions reinforced the strong focus our School Leadership has on our Students. I also acknowledge the time and commitment of our dedicated volunteers to help facilitate these opportunities (and many more). I'm confident that as we move into 2021, the opportunities for our Students will grow which in turn is the cornerstone of a bright future at Galilee.

And on the future of Galilee, the major building contract was signed in December 2020 and we anticipate major works throughout the 2021 year. We acknowledge the work of the building committee, chaired by Donna McMaster over 5 years leading to the contract signing. Previously described as "an exercise in patience", it has clearly paid off and the future generations of children to enter into Galilee will no doubt be the beneficiaries of the work now. Congratulations to Donna and her team for their patience to see this project through.

The Board continued with its role and supported the School Leadership and School Community with several initiatives and contributions that included advice related to the ***Fees Policy, Enrolment and Exit Policy***, feedback during COVID-19 on proposed actions to be taken by the School as a result of Government announcements. Meetings were held remotely during the year in line with COVID-19 protocols.

Several additional initiatives and contributions from the SEB also included:

- Feedback on letters to the school community regarding COVID-19 restrictions
- Provided input to letters to school community throughout COVID-19 restrictions
- Feedback and approval of Educational CPI increase of school fees and levies and rebates from 2020
- Significant expertise, time and commitment through the Building Committee to both the Minor and Major Projects
- Letter to City of Port Phillip Council to assist with our planning permit
- Developed marketing scope and project initiatives with Community Partnerships Leader
- General and non-attributable legal advice by Chair and Deputy Chair

The Board farewelled four members: Debra Butcher, Michelle McCormack, Irene Wilson and Jenni Robinson. We remain grateful for their contribution and service to our School. We also welcomed two new Board members, Tim Anderson and Nicole Lorient. Tim and Nicole each

bring a great breadth of work experience and knowledge to the School and have provided valuable support and ideas.

On behalf of the Board, it has been our pleasure and privilege to serve Principal Simon Millar, the School Leadership and the School Community. We thank everyone for their contribution and look forward to 2021 and all the challenges that may come.

Regards,

Darren Catherall (Chair)

Athena Romic (Deputy Chair), Debra Butcher, David Cloag, Bernard Mandile, Irene Wilson, Jenni Robinson, Nicole Loriente, Tim Anderson, Simon Millar (Principal), Danielle Gerecke (Deputy Principal), Carlo Martello (Deputy Principal), Fr Hugh Brown 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 encounter with the Catholic Tradition, the school's curriculum and culture.

Achievements

- Students made strong connections between attitudes, behaviour and faith-based values.
- Continued with Sts Peter and Paul's food donation in Advent.
- Increased priest and parent involvement through classroom visits, Sacramental planning, Reflection days, Faith Nights.
- Year levels created Faith Bags for sacramental candidates.
- Faith Team continued to meet regularly.
- Religious Education embedded into all areas of learning - making links with STEM (Science, Technology, Engineering, Maths) and and PSEL (Personal, Social, Emotional, Learning).
- Continued Faith Nights for Sacramental Years - Term One only.
- Continued Reflection Days for the Sacramental Years - Term One only
- Informed families of the Scripture of the Week through the newsletter as well as the sacraments and special days during the year (Father's Day).
- Reviewed the Liturgical calendar termly.
- Continued RE Collective focusing on Assessment and Reporting.
- Staff continued "I can..." statements for teaching and assessing at the Staff Retreat.
- Introduced contemplative prayer and Maranatha meditation with Lisa Hughes.
- PLT (Professional Learning Team) unpacking ECSI (Enhancing Catholic School Identity) with Amerall Blom from CEM (Catholic Education Melbourne).
- All sacraments celebrated in Term 4 (COVID conditions).
- Reflection for the staff in bulletin weekly.
- Sacred Heart Mission Day - casual clothes and donation.

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 classrooms, Religious Education Leader and CEM Religion Consultant planning together, Sacramental Reflection days, Liturgy celebrations, Daily Prayer in classrooms, participation in the support of Social Justice issues and use of appropriate religious icons throughout the school.

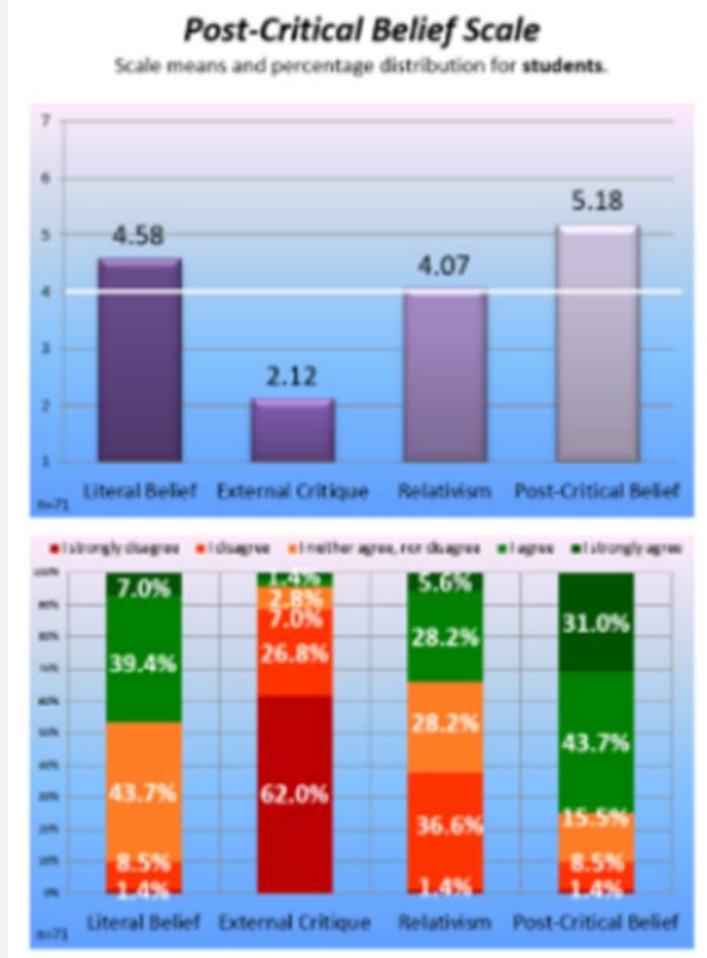
Enhancing Catholic School Identity Data

Melbourne Archdiocese of Catholic Schools has partnered with The University of Leuven in Belgium on the Enhancing Catholic School Identity Project. As part of this work, Catholic Schools in Melbourne have been surveying students, staff and parents on the Catholic Identity of their school. Galilee participated in this survey last year.

The ECSI Project provides ongoing international research that gives staff, students and school communities a theological framework to better understand and clarify their Catholic identity and beliefs.

The project provides empirical and practical-theological instruments to measure a school's Catholicity, and in turn, confirm its future direction and practices.

The data presents three different scales that all work towards painting a picture of the Catholic Identity of our school. One of these scales is the Post Critical Belief Scale.



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.

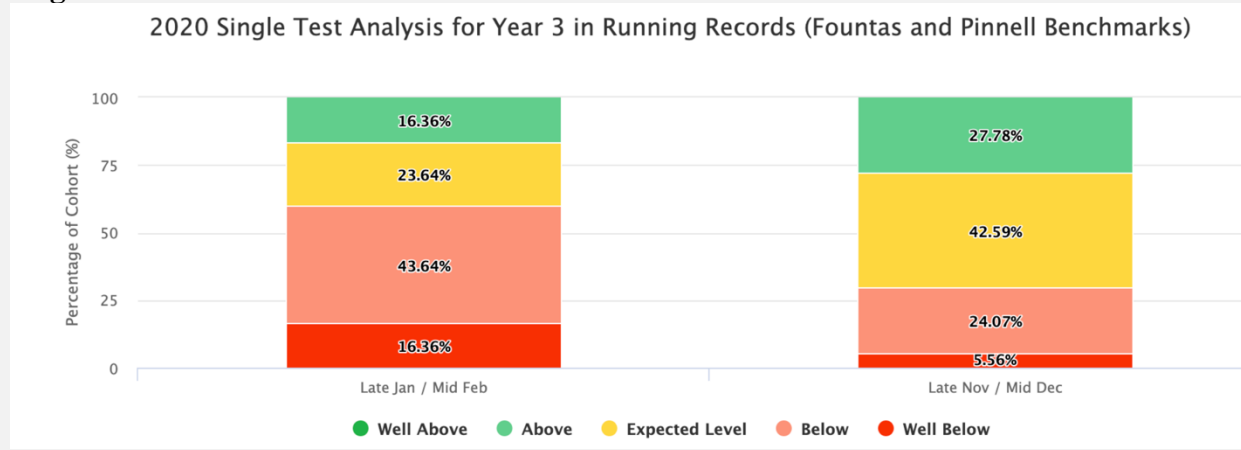
- That rates of learning growth in literacy and numeracy will improve.
- Students more engaged in, and responsible for, their learning.

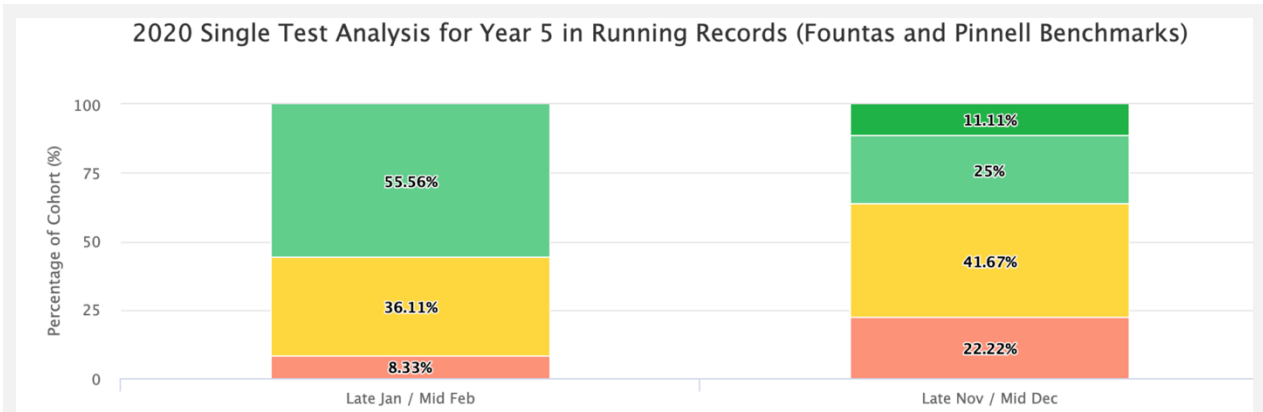
Achievements

- Continued to implement consistent whole school pedagogical approaches in Literacy, including Smart Spelling and the writing process.
- Continued to develop the role of Levelled Leaders to work with classroom teachers.
- Developed teacher capacity to plan and implement Writing Instructional Strategies (Modelled Writing, Guided Writing, Interactive writing) and monitored this with Learning Walks in order to provide constructive feedback.
- Explored benefits of personalised learning and how it assists student growth.
- Sought parent teacher feedback on current Home Learning practices.
- Provided feedback to teachers in relation to Work Programs in Week 7, Terms 1 and 4.
- Analysed and used data in Professional Learning Teams to support personalised learning.
- Communicated the progression of growth points in Semester Two 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 (Nationally Consistent Collection of Data).
- Maintained the use of planning documentation that includes teaching and learning experiences linked to the Victorian Curriculum/ RE Curriculum Framework.
- Utilised specific data to inform practices.
- Adjusted learning experiences to enable and extend students.
- Provided consistent Home Learning planning templates across the school.
- Modified Semester reporting in line with government guidelines.

STUDENT LEARNING OUTCOMES

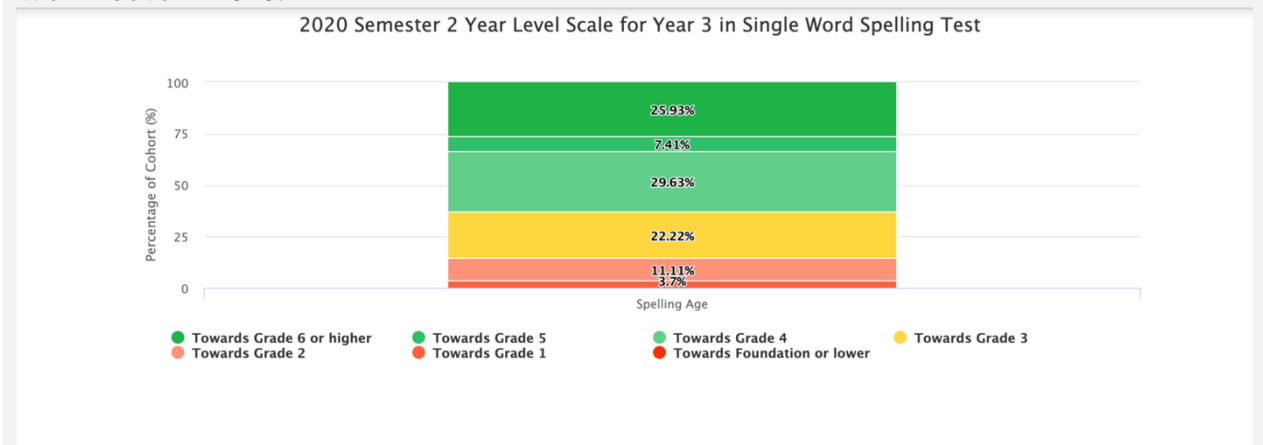
English Data - 2020





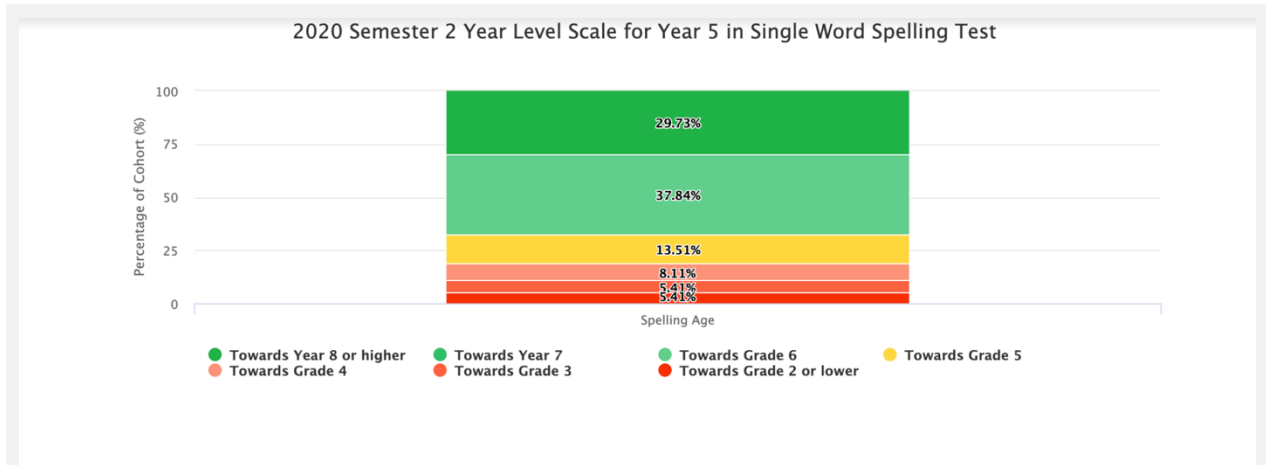
Year 3 have demonstrated significant growth in Reading Levels for Expected Level and Above in 2020.

Year 5 have demonstrated significant growth in Reading Levels for Expected Level, Above and Well Above in 2020.



Scores ↗
Summary ↗

	Percentages
Towards Grade 6 or higher	25.93 %
Towards Grade 5	7.41 %
Towards Grade 4	29.63 %
Towards Grade 3	22.22 %
Towards Grade 2	11.11 %
Towards Grade 1	3.7 %
Towards Foundation or lower	0 %

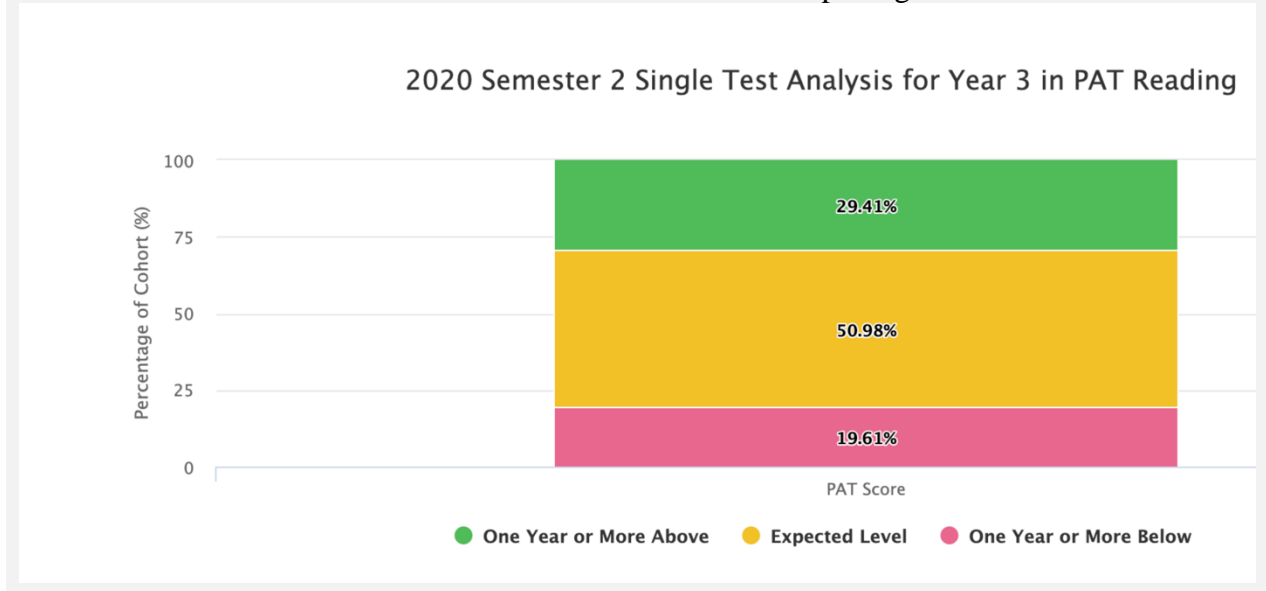


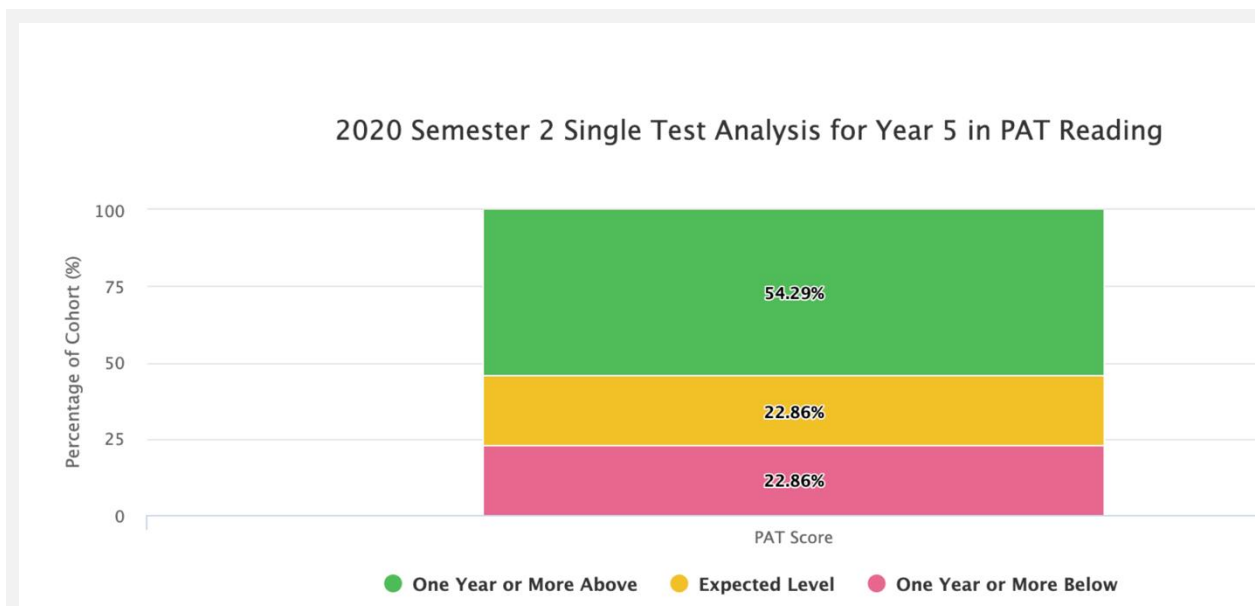
Scores ↗

Summary ↗

	Percentages
Towards Year 8 or higher	29.73 %
Towards Year 7	0 %
Towards Grade 6	37.84 %
Towards Grade 5	13.51 %
Towards Grade 4	8.11 %
Towards Grade 3	5.41 %
Towards Grade 2 or lower	5.41 %

Over 60% of **Year 3** students have tested Above Standard in Spelling in 2020.
 Over 67% of **Year 5** students have tested Above Standard in Spelling in 2020.





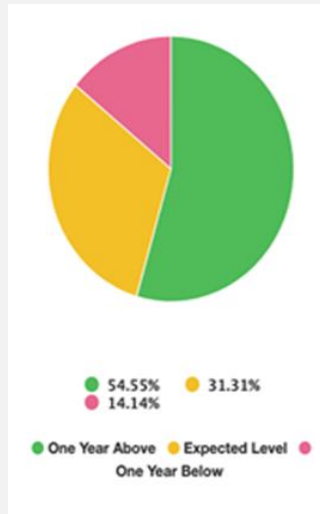
Over 80% of **Year 3** students have tested At or Above Standard in Pat Reading (Comprehension) in 2020.

Over 77% of **Year 5** students have tested At or Above Standard in Pat Reading (Comprehension) in 2020.

Mathematics Data - 2020

85% of All students have tested At or Above Standard in Pat Mathematics in 2020.

Please note that the Pat testing is conducted once per year.



Essential Assessment - whole school

The Number & Algebra General All online assessment is completed twice per year. Please note that the results are so high that we have only commented on the students above the expected level (not included students At Standard).

Prep to Year 2 have demonstrated significant growth with 38% Above Expected Standard.

Years 3 and 4 have demonstrated significant growth with 59% Above Expected Standard.

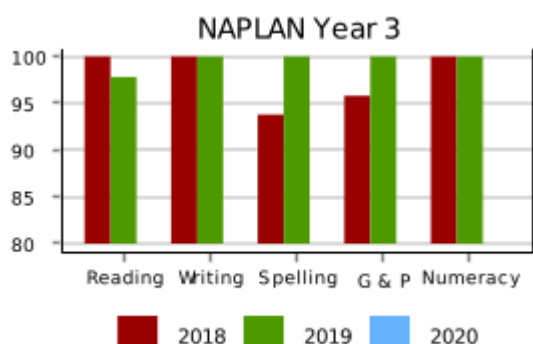
Years 5 and 6 have demonstrated significant growth with 39% Above Expected Standard.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	95.8	100.0	4.2		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	97.8	-2.2		
YR 03 Spelling	93.8	100.0	6.2		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	97.4	100.0	2.6		
YR 05 Numeracy	97.4	100.0	2.6		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	97.4	100.0	2.6		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



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 program is implemented throughout the school.
- Buddy classes participated in various activities such as eating lunch together, reading books together and playing sport/outdoor games together.
- Introduced the 'Purple Folder' for a student needing a short time away from the classroom/social situations.
- 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 Street 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 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.
- 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 the 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, Psych sessions, camps, etc.
- 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, despite COVID, 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 4-6 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.

When students returned to onsite learning in Term 4, there was a particularly strong focus across the school on Student Wellbeing as directed by Catholic Education Melbourne.

STUDENT SATISFACTION

Galilee Student Survey after Lockdown 1.0

When the children were asked what they enjoyed the most about remote learning, they said;

- Google Hangouts with their teacher and classmates,
- Spending more time with their families and,
- Getting the opportunity to be more independent as well as picking and choosing the order in which they tackled their learning tasks each day.

The children were also asked: 'What Strengths did you see in yourself during this time?'

Popular choices included: persistence, patience, organisation and independence.

It was wonderful to see that our children were able to reflect, identify and develop these character strengths and work habits during a time where it was so easy to feel deflated and overwhelmed.

Below is a sample of the student responses that led to changes in our structures for Lockdown 2.0 as well as the Wellbeing initiatives implemented across the school in Term 4.

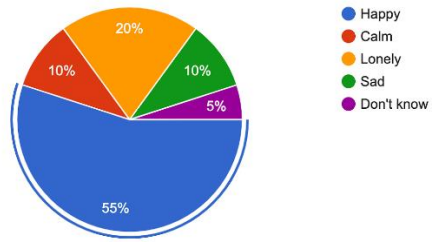
Student Survey: Catholic Education Melbourne

During Home Learning, we sent out our own survey that provided us with invaluable feedback. As well, Catholic Education Melbourne, together with Simon Breakspear, a leading educationalist, developed surveys for parents, students and teachers to better understand some of the successes and challenges of this time. This feedback assisted us as a school to make changes to our practices where needed, and to better cater to children's learning needs.

The student surveys revealed to us that the children gained a number of positives from the experience, such as improved technological and organisational skills, as well as some negatives: feelings of isolation and loneliness, and difficulty focussing on learning within the home environment.

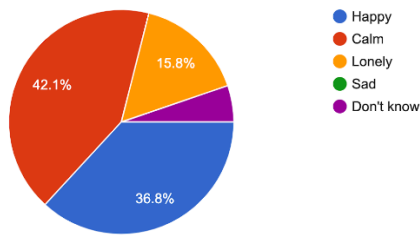
On the whole, the children's feedback displayed appreciation for their teachers and the support provided by the school during remote learning. The children were almost unanimously happy with the way that remote learning was conducted by Galilee, the platforms utilised and the consistent support provided by staff throughout.

How are you feeling working learning from home?
20 responses



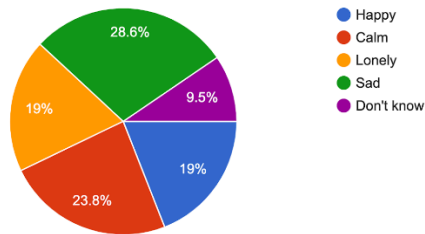
Year 1

How are you feeling working learning from home?
19 responses



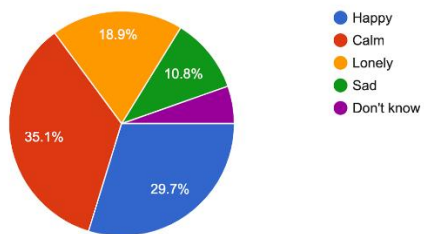
Year 2

How are you feeling working learning from home?
21 responses



Year 3

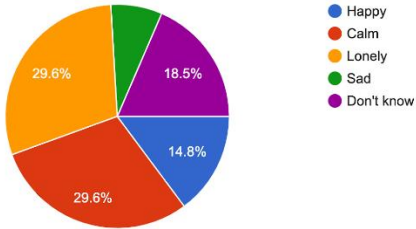
How are you feeling working learning from home?
37 responses



Year 4

How are you feeling working learning from home?

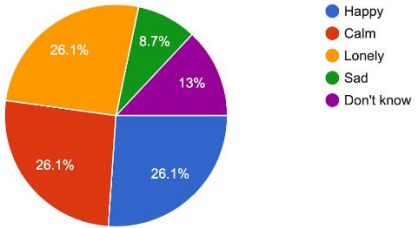
27 responses



Year 5

How are you feeling working learning from home?

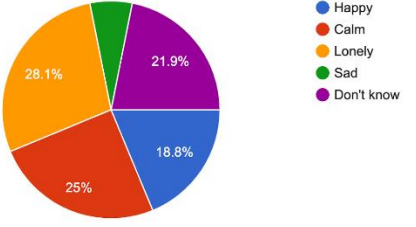
23 responses



Year 6

How are you feeling working learning from home?

32 responses



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	95.0%
Y02	94.5%
Y03	96.4%
Y04	95.9%
Y05	93.4%
Y06	94.6%
Overall average attendance	95.0%

Child Safe Standards

Goals & 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 the Mandatory Reporting online module.
- 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.
- New staff were thoroughly introduced to the school policies regarding Child Safety and Mandatory Reporting.
- Evacuation and Lock down 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 track student behaviour and injury.
- Ensured that Risk Management checks are completed for all off site activities.
- Provided onsite supervision for vulnerable children during Remote Learning.



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

- Whole staff inducted to 2020 with expectations and non-negotiables.
- Updated Staff Handbook.
- Reviewed policies and updated school website.
- Reviewed and then created School Fees Policies and associated proformas which were implemented to assist families during COVID-19.
- Introduced English and Maths nights for families.
- Reviewed and changed morning and afternoon routines (staggered) in line with Government regulations.
- Reviewed and increased Prep Transition sessions for Term Four.
- Increased whole school transition sessions to allow for students to transition to 2021.
- Collaborated over stability of class composition to assist students' transition into 2021.
- Detailed collaboration in placing teachers in roles for 2021.
- Preparation, completion of documentation and decision-making for migration to ICON in 2021.
- Employment of LSOs, teachers and new Deputy Principal in Term Four.
- Organised specific programming for Prep and Year 6 transitioning due to limited preparation prior to Term 4.
- Over twenty written communication letters sent to families regarding information about COVID-19.
- Videos developed by the Principal as a form of communication to the school community.
- Building Committee met weekly and achieved the following: completed architectural plans, Building Permit, Local Planning Permit, associated investigations and reports, tender process and appointment of builder.
- The Architectural firm collaborated with the school community in the development of a building plan via online meetings for staff, students and parents.
- Introduced a new school uniform for mid 2020.
- Developed and communicated a transition timeline for full implementation of the new uniform.
- Empowered all staff to build capacity to lead and communicate through the successful implementation of teams.
- Met regularly with new staff in Term 1.
- Leadership Team met fortnightly over Zoom while working off site.
- Set defined purposes for Curriculum and Interest Team Meetings and created a timetable.
- Staff Pilates lessons introduced for wellbeing.
- Shared meeting minutes from all groups with whole staff.
- Staff facilitated sessions for Literacy (SMART Spelling and Writing Models).
- Planned Staff Retreat with a focus on Staff Wellbeing and VCOP/Big Write.
- Devised non-negotiables for Remote Learning.
- Increased school communication to a weekly Bulletin.

- Introduced family evenings in Wellbeing for a transition back to school.
- NCCD - intervention groups were present in planning for small group focus (online and onsite learning).
- Continued Goal-Setting meetings each term with staff, except for Term 2.
- Wellbeing surveys created during home learning for parents and students.
- Consultative Committee provided recommendations for combining two Year 5 classes into one and creation of 3 Prep classes.
- Created a COVID-19 Response Team to: develop school policy and communication around Government announcements (weekly); playground, staff and student protocols, communication to families, communication to parents about students that could attend onsite during home learning, restrictions to parents onsite, staggered starts and pick-ups, staggered breaks, assemblies online, wellbeing checks and gifts for staff, signage around school to communicate the restrictions to the number of people, temperature checks and health declaration forms.
- Designed and completed a refurbishment of new contemporary classroom spaces during COVID-19 school closure.
- Revised playground timetable in line with COVID-19 restrictions.
- Conducted staff briefings online and onsite.
- Prep interviews conducted virtually and onsite as restrictions changed.
- Staff were given the opportunity to lead an online club during remote learning.
- Numerous letters sent home to families.
- Prepared for change of school governance (RFI).
- Welcomed Pre-service teachers from ACU in Term Four.
- Leaders attended network days online.
- Hiring and placing new staff.
- Rearranging staffing for 2021.
- Collaboration with CoPP local council with building project and Healthy Tracks.
- School Fees Policy implemented with strong involvement from the SEB.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

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, SMART Spelling, Learning Sprints, NAPLAN Online Training and Analysis of results, Learning Framework in Number, RE accreditation, 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.

The staff spent two days learning about Big Write, VCOP and Wellbeing in Term One.

Professional learning was also conducted during weekly meetings, staff briefings and professional learning teams. Weekly briefings focussed greatly upon the Wellbeing of Students, Staff and Parents. We followed some of the training outlined on our Annual Action Plan but we adapted our approach to changing circumstances.

Number of teachers who participated in PL in 2020	36
Average expenditure per teacher for PL	\$600

TEACHER SATISFACTION

Staff Survey: Catholic Education Melbourne

During Home Learning, we sent out our own survey that provided us with invaluable feedback. As well, Catholic Education Melbourne, together with Simon Breakspear, a leading educationalist, developed surveys for parents, students and teachers to understand better some of the successes and challenges of this time. This feedback assisted us as a school to make changes to our practices where needed, and to better cater to children's learning needs.

The staff surveys revealed the following aspects of our remote learning program which were almost unanimously noted, and many ideas have been maintained in our onsite learning programs: Staff-student-parent relationships are very important, as is a holistic understanding of each student; varying lesson structures allow the students who are more hands-on in the class to complete their work as well as develop their interests; the children developed a high level of maturity and independence as a result of learning independently at home.

Positive practices which emerged during the lockdown and have been retained in the school are: Weekly level meetings which help teachers to maintain consistency across levels and provide opportunities to discuss shared practices; a stronger focus on English and Maths; and providing lessons which allow students to go deeper with their thinking.

Teacher Satisfaction:

- A strong focus was upon teacher wellbeing during 2020.
- Staff were provided with professional learning opportunities.
- Staff Retreat held in Portsea in March which included professional learning and staff wellbeing.
- During Remote Learning, Specialist classes were held on one day (Friday) so that teachers could plan and film lessons for the following week.
- Student and Staff Wellbeing day - mental health day for both staff and students.
- Leadership checked in regularly with staff which assisted with wellbeing.
- Weekly Staff Pilates sessions held during and post Lockdown.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	84.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	84.9%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	9.1%
Graduate	9.1%
Graduate Certificate	0.0%
Bachelor Degree	63.6%
Advanced Diploma	22.7%
No Qualifications Listed	9.1%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	23.2
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	8.1
Indigenous Teaching Staff (Headcount)	0.0

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.
- Open mornings every Friday prior to COVID restrictions.
- Participated in whole school Athletics and Swimming Carnival.
- Participated in whole school Swimming Lessons.
- Assemblies were regularly held online to involve families.
- Principal and Deputies continued networking with Principals from other schools in the local area via online format.
- Utilised local leisure centre (MSAC) for various sporting events.
- Formed relationships with Albert Park Golf Club, City of Port Phillip.
- Continued family events such as Welcome evening (in person) and Prep Information Night (online).
- Communicated weekly information regarding school matters to parents via the newsletter prior, during and after COVID.
- Staff and parents used DOJO as a form of communication and as a teaching tool throughout COVID.
- Held online sessions for 2021 Prep Transition Program whilst COVID restrictions prevented onsite sessions.
- Held onsite sessions for 2021 Prep Transition Program when COVID restrictions relaxed.
- Carmen Carnovale, Community Partnerships Leader, kept in regular contact with the GPA.
- Wellbeing Session for parents was held via online platform during COVID restrictions.
- Visited local primary schools to promote and strengthen community relationships.
- Many events were planned by Galilee Parents Association (GPA) that were unable to be held due to restrictions.
- Healthy Tracks association with the CoPP created walking pathways to Galilee via our local neighbourhood.

PARENT SATISFACTION

Parents and guardians, when asked 'What was helpful in keeping your child/family connected to the school?' We had a multitude of responses that included;

- Communication with staff and our office, so this included the use of DOJO for direct teacher contact, frequent updates and key information shared by Mr. Millar as well as contact with Wendy and Tegan via phone and email,
- The daily Google Hangouts for children to see their teachers and friends on a regular basis was also a popular response and,

- As well as the weekly Bulletin that provided updates, news, student work and helpful links and support.

Home Learning Surveys

Thank you to both parents and students for taking the time to provide us with feedback on how Home Learning has been going for you. The results have been overwhelmingly positive and supportive of the actions and methods undertaken by Galilee to ensure learning and teaching continues in the best possible way for everyone. Below is a summary of the Parent Survey.

The majority of parents/guardians agree that:

- the level of support from teachers is adequate;
- classroom work is clear;
- the set amount of classroom work is adequate and engaging;
- students have enough time to complete specialist activities;
- it has been easy to obtain individual or small group support;
- technical issues sometimes disrupt learning;
- parents are coping and confident with supporting their child's learning;
- admin communication from the school is excellent;
- it has been easy to connect with individual teachers;
- still feel connected to the school community;
- one Class Google Hangout with classroom teacher is preferred to two;
- overall students' wellbeing is good.

Other results show: students are spending 3-4 hours per day on learning with similar time spent on support from parents.

Parent Survey: Catholic Education Melbourne

During Home Learning, we sent out our own survey that provided us with invaluable feedback. As well, Catholic Education Melbourne, together with Simon Breakspear, a leading educationalist, developed surveys for parents, students and teachers to understand better some of the successes and challenges of this time. This feedback assisted us as a school to make changes to our practices where needed, and to better cater to children's learning needs.

The parent surveys revealed the following positive aspects of our remote learning program which were almost unanimously noted: regular communication with staff; a good balance of online learning and other activities; and receiving regular and timely feedback. Other positive outcomes were the opportunity for families to enjoy time together and the overall improvement in organisation within families.

Various comments from parents resulted in an increase in the number of teacher-directed sessions during the second lockdown, replacing the fortnightly school newsletter with a weekly bulletin, and an increased focus on student and family wellbeing.

Future Directions

Education in Faith Sphere

- Make links with the Middle Park St. Vincent De Paul through Michael at OLMC in the Parish.
- Continue with Ss Peter & Paul food donation.
- Continue priest/parent involvement (Sacrament planning, reflection days, faith nights etc).
- Sacred space in each classroom created and established.
- Items in Newsletter informing families of the Scripture of the week, sacraments and school masses/liturgies.
- Social Justice leaders meeting weekly with RE Leader to read prayers on Monday Mornings and inform the school of Social Justice initiatives.
- Embed the revised RE framework through PLTs and facilitated planning with Amerall from CEM.
- Faith team to continue meeting twice a term.
- Train interested staff to be Eucharistic Minister Training with Fr. John.
- Participate in cluster with other schools.

Learning and Teaching

- Increase professional learning opportunities with more curriculum-based PLTs in meeting times.
- Focus on improving data analysis to improve student outcomes.
- Continue with Classroom Support Teachers in the area of Writing and Maths for P-6.
- Embed personalised learning in planning.
- Continue embedding SMART Spelling program.
- Continue using Learning Sprints and Peer Observations with all staff as a tool for improving pedagogical practices.
- Purchase more devices for classrooms for 2021 (P-2 classes).
- Engage in professional development in Big Write and VCOP.
- To begin to embed VCOP writing practises into our teaching practises to increase student outcomes in writing.
- English and Maths leaders working with Year 3 and 5 teachers in preparation for NAPLAN.
- Re-define teaching of STEM with establishment of two-year cycle.
- To continue facilitated planning sessions to help with targeted and meaningful teaching.
- Increase engagement from parents in the learning of their children.
- Literacy and Maths in class support to again be scheduled regularly.
- Schedule Parent Night for English and Maths.

Leadership and Management

- Purchase more Chromebooks to allow Year 4-6 students to receive 1:1 and P-3 to receive 1:1 iPads.
- Continue to transition new uniform.
- Continue to work through stages of Building Program and to establish facilities management roles and procedures.
- Manage the school finances, particularly with school fees, to ensure affordability of building project.
- Work on strategies to re-engage families with the school community.
- Continue planning Staff Retreat with a focus on Writing.
- Continue Classroom Support Teachers in Writing.
- Continue using Peer Observations in Writing.

- Continue Induction Program for new staff.
- Greater focus on student leadership with Hour of Power and staff-student mentoring.
- Deal with potential changes to regulations due to COVID.
- Follow child safety regulations in the employment of new staff.
- Conduct School Education Board (SEB) Meetings via Zoom during work hours to increase availability and participation.
- Work with SEB and school leadership to update and adopt policies from MACS (Melbourne Archdiocese of Catholic Schools).
- Work with administration staff to implement Shared Services and ICON.
- Establish Aspiring Deputy and principal program to further develop leaders at Galilee.

School Community

- Run whole school events: Book Week, Maths Week, Science Day, Italian Day, Harmony Day, Athletics Day, Cross-Country, Swimming Carnival, Footy Fun Day,
- Run extra school events: Interschool Sport, Hooptime, Community Sport, Friday Sport, Bike Education, PMP,
- Organise updated promotional photos.
- Organise updated website.
- Organise new promotional video.
- Continue transition sessions from Preps (increasing sessions in 2021).
- Continue Open Mornings and School Tours (increasing sessions in 2021).
- Continue seeking grants for the school.
- Reconnect with parent community.
- Continue twice-yearly Instrumental Soirees.
- Establish levelled programs incorporating the community.
- Establish a partnership with another school. in a different part of Australia.
- Continue to create opportunities for Community Conversations with the school community.
- Continue to establish relationships with local community and local council.
- Continue family events such as: Welcome and End of Year picnics, Prep Information/Social night, Grandparents Day, Mother's and Father's Day celebrations.
- Continue to organise activities that are student led (e.g. Sustainability Market).
- Continue with: Parent helpers, excursions, incursions, running club, basketball teams, sporting teams.
- Continue communicating the newsletter and explore other types of communication.
- Classroom teacher and parents connecting through Class DOJO with increased sharing of student work.

Student Wellbeing

- Quiet space for students during recess and lunchtime (Park Street entrance).
- Playground spaces better utilised and organised during construction.
- Continue liaising with City of Port Phillip advisors.
- Continue and update student surveys.
- Continue Resilient Youth Surveys with the City of Port Phillip.
- Strengthen the Buddy System and ensure that it is being implemented throughout the school.
- Buddy Bears for new prep students.
- Peaceful Kids in the Classroom to be introduced from Prep-Year 6.
- Introduction of a Kitchen Garden to be utilised for STEM activities.
- Incursion focussing on Child Safety Standard 7 - Protective Behaviours.
- Continue work to become an E-Smart school.
- Organise Professional Development for staff on the effect of trauma on children.

- Continue with Digital Licence for students in Year 4 and 6.
- Continue to monitor and develop Child Safe Standards and Policies.

