Galilee Catholic School
Annual Report to the Community
2014

Galilee Catholic School is located 40km south of Adelaide City in the metropolitan suburb of Aldinga. Galilee Catholic School is a R-7 co-ed Non-Government Catholic School.

The composition of 325 enrolments are generally from an anglo-saxon background with a trend of families emigrating from the United Kingdom joining our community, with 1% Indigenous and 5% with disabilities.

The school SES is 0.91.

Galilee Catholic School is a place where families, school, Church and other agencies work together in a learning community. Committed to high quality teaching and learning, the staff at Galilee work in partnership with families to help nurture a love for learning as well as the skills and attitudes to be successful learners.

Learning at Galilee is inspired by the Reggio Emilia approach with learning programs guided by the central themes of caring about learning, caring about self and each other and caring about the environment. At Galilee Catholic School we hold a strong image of each child as full of potential and born with enormous capacity. We believe that learning to be fully ourselves begins with a commitment to encouraging ability, providing opportunities and allowing the potential in each one of us to unfold.

Galilee Catholic School provides opportunities to develop an understanding of the world through an engaging and meaningful curriculum that helps students acquire knowledge and develop the skills, attitudes and confidence to be lifelong learners. Religious Education, Literacy, Numeracy, Art, Music, Science and in particular Environmental Education are the focus of learning at Galilee. Learning is provided inside and outside in spaces and places that are inviting, intriguing and flexible in design, leading to deep learning and supporting student wellbeing. Nature Play, sustainability and developing awareness as people entrusted to care for our world.

Galilee caters for all children, including those with special learning needs, providing supportive programs in reading, writing and speaking as well as nurturing social skills. Student wellbeing is central to our work in caring about each other and ourselves. This is developed through support programs such as 'What's the Buzz, Healthy Eating Policy, support from School Chaplain and encouraging student voice in decision making. On site services include Playgroup, Centacare Family Counselling Services, Op Shop, and Parish Centre Galilee.
Student Attendance
The average student attendance rate for Galilee in 2014 was 92.00%.
Attendance rates by year levels were:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Average Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>98.00%</td>
</tr>
<tr>
<td>Year 1</td>
<td>90.00%</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.00%</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.00%</td>
</tr>
<tr>
<td>Year 4</td>
<td>91.00%</td>
</tr>
<tr>
<td>Year 5</td>
<td>91.00%</td>
</tr>
<tr>
<td>Year 6</td>
<td>90.00%</td>
</tr>
<tr>
<td>Year 7</td>
<td>93.00%</td>
</tr>
<tr>
<td>Average</td>
<td>92.00%</td>
</tr>
</tbody>
</table>

Attendance is managed through regular contact with parents through a new messaging service ensuring all parents/carers are contacted if no reason for absence is provided. In the case of prolonged or continued non-attendance teachers and/or administration staff bring this to the attention of the Principal. Action includes:

- Regular contact from homeroom teacher to continue the learning program and to support student and family Wellbeing
- Contact with the parent/s from principal/deputy to ascertain the reasons and to set goals to support regular attendance
- Support for child and family with counselling service
- Ongoing absence is reported to Catholic Education SA, report to Families SA of neglect, contacting the attendance officer

Student learning outcome
Students in Year 3, 5 and 7 participated in the National Assessment Program - Literacy and Numeracy (NAPLAN) tests in 2014. We have had the opportunity to use the data gained from these tests to compare the progress of students from the 2012 to the 2014 tests to ascertain whether overall improvements had been gained in both literacy and numeracy. The results are provided below.

Table 1 below provides a summary of the overall growth in the average scores of our students at Galilee from Year 3 to Year 5. When compared to other schools in Australia starting at the same score in 2012, the score growth is similar in the domains of reading, persuasive writing and numeracy, reflecting steady growth.

If an average of 80 points of student growth from Year 3 to Year 5 is established as an acceptable benchmark, then we can see this benchmark was achieved in reading, spelling, grammar and punctuation and numeracy. Below average growth occurred in writing.
Table 1. Student Gain from Year 3 (2012) to Year 5 (2014)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Year 3 (2012)</th>
<th>Year 5 (2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>383</td>
<td>484</td>
</tr>
<tr>
<td>Writing</td>
<td>369</td>
<td>414</td>
</tr>
<tr>
<td>Spelling</td>
<td>373</td>
<td>472</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>359</td>
<td>469</td>
</tr>
<tr>
<td>Numeracy</td>
<td>341</td>
<td>437</td>
</tr>
</tbody>
</table>

The percentage of students at Galilee with NAPLAN results at these two year levels above: 69%

Table 2 below provides a summary of the overall growth in average scores of our students at Galilee from Year 5 to Year 7. When compared to other schools in Australia starting at the same score in 2012, the score growth is similar in reading, reflecting steady growth. The growth is less in persuasive writing and numeracy.

If an average of 50 points of student growth from Year 5 to Year 7 is established as an acceptable benchmark, then we can see this benchmark was achieved in writing, spelling and grammar and punctuation. Below average growth occurred in reading and numeracy.

Table 2. Student Gain from Year 5 (2012) to Year 7 (2014)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Year 5 (2012)</th>
<th>Year 7 (2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>480</td>
<td>515</td>
</tr>
<tr>
<td>Writing</td>
<td>451</td>
<td>503</td>
</tr>
<tr>
<td>Spelling</td>
<td>457</td>
<td>510</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>439</td>
<td>511</td>
</tr>
<tr>
<td>Numeracy</td>
<td>469</td>
<td>515</td>
</tr>
</tbody>
</table>

The percentage of students at Galilee with NAPLAN results at these two year levels above: 75%

In response to our NAPLAN results as well as other sources of assessment data, Galilee has implemented an intervention program to support children experiencing difficulties in literacy from Year 2 to Year 7. In addition to this program, school staff have undertaken regular staff professional development sessions to improve teaching and learning in numeracy, focusing especially on the teaching of counting strategies and worded problem solving. Teachers have extended this professional development in numeracy to engage in action research projects to further improve learning outcomes for targeted children in their homerooms.

A vital aspect to both the literacy and numeracy intervention and professional development strategies is the collection of data to support future teaching and learning goals for improved learning.
**Post School Destinations**

Galilee Catholic School is a growing school, which has been opened for 8 years. Post school destinations include:

- Cardijn College (Non-Government Catholic School) 58%
- Willunga High School 23%
- Other 17%

**Staff Qualifications**

At Galilee we are fortunate enough to have highly dedicated staff that are well qualified to undertake their teaching, administrative and leadership roles. Many of staff have two or more formal qualifications in various areas:

- Master’s Degree: 9 (18% of staff)
- Honours Degree: 1 (2% of staff)
- Bachelor Degree: 33 (68% of staff)
- Post Graduate Diploma: 3 (6% of staff)
- Adv Dip & Diploma: 17 (35% of staff)
- Graduate Certificate: 9 (25% of staff)
- Certificate: 14 (37% of staff)

In addition to this a of staff were undertaking studies including PHD, Master’s, Graduate Certificates and Certificates for their own professional learning.

**Workforce Composition**

In 2014 Galilee Catholic School had 48 staff, 25 Teaching staff and 23 Education Support Officers (ESO’s). This comprised of 40 females and 8 males. No staff identify as Aboriginal or Torres Strait Islander.

Professional Learning undertaken during 2014

- Work Health and Safety and required courses
  - Voice Care training
  - Responding to Abuse and Neglect
  - Basic Emergency Life Support/Senior First aid
- Well-being
  - Restorative Practice PD
  - Connected by Nature: In conversation with Richard Louv – Adelaide
  - Rights of Children in schools – Forum
  - Calmer Classrooms - trauma training
- Education
  - Whole school Numeracy PD and Numeracy Project
  - CESA Re-Imagining Childhood Research Schools - Seminar Program for 2014
  - Southern Hills Ecological Action Project ‘Developing Communities of sustainable practice’ Prof. Paul Clarke and Jacquie Remond
- Leadership
  - Leadership and Discernment Course
  - CEFPI and SACPPA Conference
Finance

2014 School income broken down by funding source

Student, parent and staff satisfaction

Surveys were provided to staff, students and parents.

Student Satisfaction

Collated are the results of the online survey of years 5-7 students. As a result of the survey Galilee is proud that teachers are expecting students to do their best and looking for ways to improve. This we believe is reflective of a school committed to improvement and learning. Further, our aim is to achieve a higher standard of behaviour management that is a goal for 2015 year.
Parent Satisfaction Survey

The overall results of the survey demonstrate that parents agree or strongly agree to the questions in the survey about the school.

Areas of achievement:
- I can talk to my teachers about my concerns.
- Teachers at this school motivate my child to learn.
- Teachers at this school expect my child to do his or her best.

Areas for improvement were not clear however it is interesting to note that students agreed the school looks for ways to improve, but overall this did not rate as high with parents.

Staff Satisfaction

Overall the satisfaction of Staff (teaching and non-teaching) at Galilee Catholic School is high. As a school, although most staff feel valued and that they receive feedback, this area could be improved.
School Improvement

2014 School Improvement Plan

During 2012, the community reviewed the Galilee Catholic Council developed a Strategic Plan. From this and a self-assessment process and review in 2013 a 2014 School Improvement Plan was developed, based on the domains specified in the Continuous Improvement Framework for Catholic Schools (CESA).

Attached is the principal report to the community and the 2014 School Improvement Plan listing achievements and further goals for 2015.

I am pleased to report on the progress of our School Development Plan for 2014.

A Community of Learners

Improve outcomes in Mathematics - We began our focus on developing whole school approach to teaching math and developing numeracy skills. Professional Development in Numeracy, with a focus on counting and calculating strategies which are essential in being numerate. This professional Development continues in 2015.

Be ecologically aware and build a sustainable community – SHEAP (Southern Hills Ecological Action Project 2014/2015) This project has been a highlight working with Professor Paul Clarke from UK based Pop-Up farms on a number of days throughout the year to support staff and students to realise and discover ways to reduce waste, water, energy and food that will make a difference to our environment. SHEAP continues with 6 Catholic schools in the southern hills region in 2015. The project has been supported through a grant promoting regional projects.
Further learning projects have included:
• Implementation of the Australian Curriculum in Mathematics, English, Geography, History and Science
• Development and implementation of new Student Report format
• Healthy Eating Policy

**Student Well-being**
Since 2011, developing a culture where WELCOMING, RESPECTING and CONSTRUCTING is embedded in all actions and decisions to build a safe, positive, resilient and just community with members who respect the rights of the child, our environment and each other. Many steps have been made to change culture, which takes time. In 2014, staff undertook Professional Development in Restorative Practice and began implementing and trialing strategies. 2015 will see further implementation, significantly the collaboration with families to strengthen our community to work, live and play together.

**Communication**
Communication was a focus for 2014 to help keep families informed and abreast of events. Our new Website has had great compliments from perspective families. We will continue to add more documents such as policies, calendars and guidelines, so it is useful to existing families. The highlight has been the Text Messaging Service and email contacts, to provide timely information and reduce paper usage to support our environmental focus.

**Achievement and Recognition**
In 2014, I was asked to consider an external, independent review of Indigenous Education at Galilee. The review is conducted by ‘Dare to Lead’, a project run by Principals Australia Institute. The process was a snap shot of our school through a series of interviews including parents, students and staff. Our commendations were very positive and was summed up in one phrase:

‘The way the school has deconstructed its Catholic Mission, ecological Principles and Reggio Emilia Principles to clearly set out the crucial actions that must be put in place by the school and staff, coupled with the fact that it is clear that these crucial actions are consistently enacted, is a exemplar for all schools that wish to develop a safe, constructive, collaborative and stimulating community of learners.’ R Richards - Dare to Lead

Jodie Higgins
Principal
February 2015
Religious Dimension: A Catholic Community Called to Love

CIF: 1 Catholic Identity

1.2 Catholic Social teaching – The school demonstrates a commitment to ecological conversion and sustainability

<table>
<thead>
<tr>
<th>Goals</th>
<th>Strategies</th>
<th>Responsibility</th>
<th>Resources</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 To foster faith development through ecological principles and</td>
<td>1. <strong>Engage</strong> Southern Hills Region staff and students with the concept of</td>
<td>Leadership School contact Teacher</td>
<td>Grant Regional project 2014-2015 Southern Hills Ecological Action Project</td>
<td>This project continues in 2015</td>
</tr>
<tr>
<td>partnership with parish.</td>
<td>communities of sustainable practice:</td>
<td>Regional Contact Person</td>
<td>Staff Meetings 1 per term</td>
<td>So far..</td>
</tr>
<tr>
<td></td>
<td>• Leadership development for principals, and key school contact people on</td>
<td></td>
<td>Pupil Free Day x 1</td>
<td>Appointed Key teacher</td>
</tr>
<tr>
<td></td>
<td>communities of sustainable practice.</td>
<td></td>
<td></td>
<td>Held Regional Day – developed common understanding in the region and school of ecological conversional and sustainability with an enthusiasm for learning.</td>
</tr>
<tr>
<td></td>
<td>• Develop regional project of sustainable practice which work with wider</td>
<td></td>
<td></td>
<td>Abandoned ‘Hitchhikers Guide to Galaxy’ project due to technical difficult in connecting to regional schools</td>
</tr>
<tr>
<td></td>
<td>local community</td>
<td></td>
<td></td>
<td>Developed Regional Project – Window Sill Project</td>
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</table>
Professor Paul Clark and Earth Care

- Set project for regional schools collecting data through ‘environmental attitudes’

3. **Align** project activities and global connections: (2015)

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<tbody>
<tr>
<td>2.2 To incorporate the Australian Curriculum across all learning areas, incorporating pedagogy that reflects the core principles. (Continuation 2013 Maths, Science, English and History)</td>
<td>Policy approval: Maths, Science, English and History&lt;br&gt;Policy focus: Geography, Technologies, Arts, HPE, Languages&lt;br&gt;Align staff to areas for focus and sharing.</td>
<td>Leadership team Specialist teachers in Arts and Languages&lt;br&gt;Professional Development funding. $300 per staff member and 3 days TRT&lt;br&gt;Pupil free day x1.5&lt;br&gt;Budget for areas: Technology Geography&lt;br&gt;Professional Development funding.</td>
<td>Policy approval:&lt;br&gt;Maths – Completed&lt;br&gt;Science - Written&lt;br&gt;English – Written&lt;br&gt;*History – Draft&lt;br&gt;*Geography – Written Technologies – not completed&lt;br&gt;Arts – Draft&lt;br&gt;HPE - Draft&lt;br&gt;Languages – Draft&lt;br&gt;*Geography and History – waiting approval of</td>
<td></td>
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</tbody>
</table>
Policy development – Pupil Free Day

Term 1-2 – Trial
Term 3-4 - Implantation

|-------|------------|----------------|-----------|-------------------|
| 2.1 To incorporate the rights of the child in decision making process | Review current student voice strategies including:
- Students
- Teachers
Consider strategies used by other schools
Design strategy, which will enable student voice as the school enrolments increase. Term 1 | Leadership
Staff member - Student Executive | Release time for staff member each fortnight
Staff meeting discussion | New strategy implemented in term 1. This was successful for the first few terms. More students' voices were heard but noticed lack of enthusiasm for students, particularly in early years and senior years. Executive meeting was effective in making decisions for the school and represented the student population. |
Implement a strategy. Term 2
Review the strategy with students and teachers

Challenged by the timeline for decision-making process.
Galilee Gathers was effective in sharing decisions from Executive Meeting. Audience was broad and space not conducive. Would like more parental attendance
Review for 2015

Administration and Resourcing
CIF: Effective Administration and Resourcing
9.2 Finance

|-------|------------|----------------|-----------|------------------|
| 4.3 To update the financial 5 year plan | Review  
- Enrolment figures  
- Align to school Strategic Plan  
- Update asset register  
- School Council for approval for recommend to approval to CESA  
- CESA to approval | Finance Committee  
School Council  
Leadership Team | CESA Support | Completed |