



Galilee Catholic School
Annual Report to the Community
2019

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 295 enrolments with, 0% Indigenous and 21% with disabilities, and 6.0% language background other than English.

The school SES is 91.

The Index of Community Socio-Education Advantage – 1026

GUIDING PRINCIPLES

A positive learning environment will be shaped where every child's needs, interests, capabilities and aspirations are known and incorporated into the learning environment and program. Every child matters and we believe:

- All children are successful, capable and competent learners
- The questions and interests of students, and their voice and agency are critical to student engagement and learning
- High expectations are reinforced for every student so that they can reach beyond and celebrate preconceived expectations
- Students learn best in a physical environment, co-managed by educators, students and families, that nurtures, challenges and inspires a deep process and love of learning

The following principles guide and inform the implementation of this school community's vision and values:

- **Identity** – Each of us carries infinite worth and dignity and is deserving of respect. Each child will have a personalised journey to make sense of their world and realise their important role in shaping it. We celebrate the diverse gifts each student brings to create a welcoming, respectful and constructive world.
- **Wonder** – Students are encouraged to observe, listen, question and to notice the extraordinary in the ordinary. In engaging imagination and curiosity, and in learning about culture, life and tradition, students are encouraged to develop theories about their world and consider how they can make a positive contribution.
- **Communication** – We value the individual ways students learn and express their knowledge and understandings. We are committed to ensuring students develop the necessary literacy and communication skills so they can have access to curriculum and be active participants in

directing their learning. Teacher and student documentation of learning promotes deeper questioning, respect for the learning journey and student agency in directing their learning.

- **Interdependence** – We recognise and value the relational nature of humans and promote social responsibility for one another and all creation. Students learn in relationship with others and their environment while recognising the interdependence of all life.
- **Justice** – Inspired by the life and message of Jesus, an inclusive community is welcoming, responds to need, and takes action for the disadvantaged. Our inclusive education program is committed to ensuring all students can access the curriculum in a way that builds upon their strengths and challenges. Our eco-literacy program promotes active engagement of all students in working for a sustainable environment.

The school's educational programs, pedagogical practices, organisation, structures, and the physical environments will reflect the guiding principles.

OUR VISION

Together We Grow

Together we grow as a learning community grounded in the person and teaching of Jesus to create a world that is welcoming, respecting and constructing.

Our philosophy of learning is inspired by the belief that all children, made in the image of God:

- are successful, capable and competent learners
- learn and grow in relationship with others and in a community
- thrive in an environment which nurtures, challenges and inspires a deep process of learning and engagement

This vision for learning is enacted through our three pedagogical principles ...

Being Curious

“Tell me and I forget, show me and I remember, involve me and I understand.” Benjamin Franklin
Students are Being Curious when they notice, discover, explore, question, use creative thinking skills to make meaning.

Reaching Beyond

Galilee we strive to embed high expectations (an attitude of doing our best) throughout our teaching and learning practices.

Students at Galilee will Reach Beyond by striving for success, extending their skills, taking risks to achieve and embrace new learning.

Learning Together

“We find our identity and true selves in relationship with others.” Thomas Groome
Students at Galilee will learn together through active listening and reflecting, collaborating, thinking critically, valuing difference, valuing self through an ‘I can’ attitude.

OUR VALUES

Welcome

“There is very little more important than welcome. Welcome so people feel expected even if you don’t know they’re coming.” *Carla Rinaldi*. In our words, actions, structures, policies, learning and physical environment we will convey welcome by acknowledging, listening to and inviting in those we encounter.

Respect

“Every creature is a word of God and is a book about God.” *Meister Eckhart*. We will uphold the dignity of each person and of our world by affording them respect through listening, sharing, and appreciating difference.

Construct

“God saw all that God had made and indeed it was very good.” *Genesis 1:31*. We will build relationships, co-construct learning and engage with sustainability issues in ways that appreciate difference, reflect critically, include dialogue, and strive for excellence.

OUR EDUCATIONAL PROGRAM

Galilee’s educational program will empower children to view the world critically, and to think and act independently, cooperatively and responsibly. To authentically develop their knowledge, capabilities, skills and dispositions young people must engage in meaningful inquiry or problem-based learning that has genuine value and relevance for them personally and their communities. Real-world experiences merged with sustained engagement and collaboration offer opportunities for learners to wonder and theorise about, construct, organise and synthesise knowledge and so engage in detailed research, inquiry, analysis and effective communication to audiences. Opportunities for inquiry are limitless and generated from the interests and questions of students in dialogue with Australian Curriculum requirements.

Student interest, curiosity and passion drive student learning and action. Galilee Catholic School uses inquiry methodologies guided by the Kath Murdoch model of inquiry and utilised in all aspects of teaching and learning, including Art investigations, Eco literacy, STEM – through robotics, Maths inquiries, Outside play, Individual inquiry (homeroom based), and Passion Projects in senior years.

At Galilee we speak of 3 forms of inquiry:

- Whole School ‘concept based’ inquiry
- Curriculum based ‘content’ inquiry
- Individual and group ‘creative’ inquiry

The Australian Curriculum, Capabilities and Cross Curricula Priorities inform teaching, learning and decision making. Inquiry methodologies incorporate explicit teaching, strategies to develop metacognition, and the development of high order skills acquisition. In this environment students will transfer knowledge and skills through critical thinking, creative thinking, and intercultural understanding by using disciplinary knowledge for interdisciplinary action. Students learn both within and outside the classroom and into the community and work collaboratively to investigate, explore and respond to a problem, challenge, or project to shape a sustainable future.

STUDENT ATTENDANCE

The average student attendance rate for Galilee in 2019 was 89.84%. Attendance rates by year levels were:

Year level	Average Attendance
Reception	87.83%
Year 1	90.54%
Year 2	89.08%
Year 3	91.38%
Year 4	89.80%
Year 5	91.84%
Year 6	93.06%
Year 7	85.24%

Attendance is managed through regular contact with parents through a 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 the appropriate agencies to be followed up

STUDENT LEARNING OUTCOMES

As a result of the NAPLAN results and data from phonics assessments in 2018 we continued working towards a whole school approach in phonics in 2019. This has included a specific focus on supporting students with disability to access learning and to improve goals. Due to our guiding principle – Reaching Beyond - we are also focusing on how students in higher levels can be challenged to improve. An area for review in 2020 will be considering how we can improve our results in Numeracy.

2019 NAPLAN Results

	Reading		Writing		Spelling		Grammar		Numeracy	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Year 3	401	404	386	430	374	396	362	420	355	391
Year 5	497	474	430	482	472	481	494	471	473	449
Year 7	507	528	479	510	512	547	497	553	513	497

All areas assessed in Year 3, Galilee student results were similar when compared to students from similar backgrounds in Australia.

From 2018 to 2019 we improved in 33 of the 35 NAPLAN tests areas.

POST SCHOOL DESTINATIONS

Due to Catholic Schools moving year 7's to high school settings we have separated the data for school leavers into year 6 and year 7 post school destinations. Many students staying for year 7 this year are planning to attend non-Catholic schools.

Year 6:

Cardijn College	89.50%
Tatachilla	5.25%
Government	5.25%

Year 7:

Cardijn College	56%
Government	44%

We are pleased to see an increase from 70% in 2018 to 89% in 2019 selecting the regional Catholic option Cardijn College. This is an indicator of the great opportunity we have ahead of us in joining with Cardijn College.

STAFF PROFILE

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

Master's Degree	12%
Bachelor Degree	49%
Diploma	16%
Graduate Diploma	3%
Graduate Certificate	7%
Certificate 3 or 4	12%

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

Workforce Composition

In 2019, the workforce composition was as follows:

- Teaching staff 25
- Full-time equivalent teaching staff 17.7
- Non-teaching staff 18
- Full-time equivalent non-teaching staff 10.0

*No staff identified as Aboriginal or Torres Strait Islander

Professional Learning

All staff are supported in working towards their goals in line with the AITLS standards from Graduate to Proficient to Highly Accomplished and Lead. Education Support Offices attend PD to enable them to better support and care for students.

Our school staff participated in a number of professional learning opportunities, which occurred on Pupil Free Days and during Staff Meetings. These included:

- Berry Street Education
- Crossways Redesign
- Child Protection Curriculum
- English – Phonological Awareness
- Analysing data to improve student learning
- National Consistent Collection of Data on School Students with Disability/ Disability Standards
- Digital Literacies and STEM

A number of staff also accessed the following:

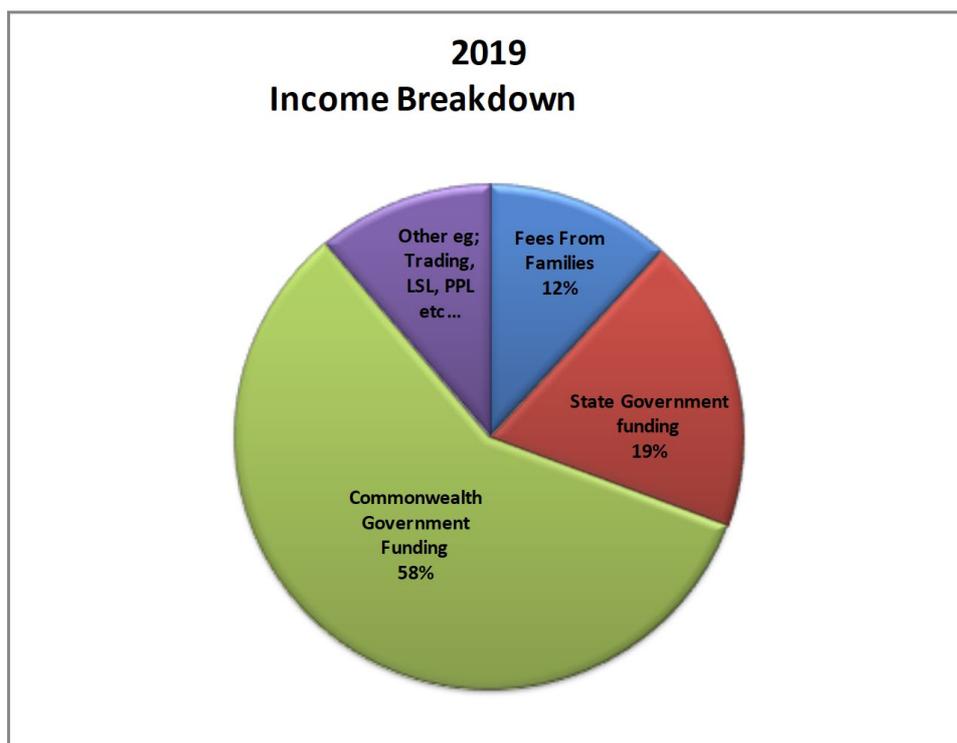
- Understanding Autism and effective strategies in PS
- Development of literacy knowledge
- Phonics Screening training
- Restorative Practice CESA
- Seven Steps to transform writing
- CESA Sector Training
- Aboriginal Ed Focus teacher
- Made in the Image of God training
- Christian Meditation
- Sue Larkey Workshop– ASD
- Nurturing wellbeing
- Be Mentally Healthy Communities
- Duty of Care ESO
- Dare to Lead Workshop – drive performance and navigate change
- Reggio Emilia Conference
- MacLit trainer PD
- NAPLAN Coordinators Workshop
- NAPLAN Data Analysis Tool Training
- Digital Literacies and STEM Project
- Staff Formation/ Ecological Conversion network
- Crossways in a Contemporary Classroom

We completed the following work Health and Safety units:

- Australian Privacy Law
- Preparing for fire and other emergency training
- Responding to discrimination bullying and harassment in the workplace
- Equal employment opportunity

FINANCE

2019 School income broken down by funding source



Fees from Families \$ 507,056

State Government funding \$ 808,637

Commonwealth Government Funding \$ 2,494,397

Other eg; Trading, LSL, PPL etc \$ 477,033

Total \$ 4,287,123

STAFF, PARENT AND STUDENT SATISFACTION

Diagnostic Inventory of School Alignment Survey Summary of the Analysis report 2019

Successes

Outcomes: Overall staff and students trend mean responses are positive.

All three groups indicate that teachers are influential professionals and do a good job. They also agree that the school has a pleasing environment with buildings and grounds maintained in a good condition.

Staff and parents agree that students acquire noticeable self-esteem and a sense of worth from their school experiences. In addition, parents agree that students have learnt how to get on with one another, and there is a general agreement that the school has a reputation for providing a caring and respectful environment. Further, staff agree that there is a clear link between the school's vision, teaching and learning and school resourcing.

Summary

The school should celebrate the overall positive outcomes as reflected in the survey. As indicated earlier, the overall high mean would indicate considerable success in outcomes. In particular, the strong support from the staff in regard to the development of a clearly articulated vision for teaching and learning and high quality, focused professional learning. The strong support from the three stakeholder groups (staff, students and parents) included the statements of the teachers as professionals, the creation of a caring school environment for all, and that the school has a positive image within the school and the broader community.

However, the data also present some challenges in regards literacy and numeracy outcomes and student relationships and well-being. The seemingly disconnect in regards student, teachers and parent expectations about school strategic direction, teaching and learning, and student achievement expectations provide the context for ongoing school value adding conversations. Given the capacity the school has developed for respectful and quality conversations, addressing these issues should result in a positive outcome for all members of the school community.

Engagement and Well Being Survey

All students in year 4-7 took part in a SA Department of Education survey. This survey gathers data about young people's views about their social and emotional wellbeing, their engagement at school and their experiences outside of school.

These wellbeing indicators represent potential levers for school improvement and may provide educators with information about the Personal and Social Capabilities described in the Australian Curriculum (i.e., self-awareness, social awareness, social management and self-management).

The results shown in the report can be used to reflect on:

1. What young people think about their wellbeing and engagement at school
2. The strengths of students and how these might be built upon
3. Issues or challenges that may warrant further investigation and responses

In all areas of the survey our results indicate a higher average in wellbeing and engagement than that of the state. As a staff we have begun to unpack this data and reflect on it and consider what we need to introduce and celebrate what we are doing well. Some reflections by staff:



Our students are above the state average with learning readiness.

A high percentage of students struggle with regular sleep and breakfast.

Our students are better than state average with emotional well-being and overall health.

We are eager to build on the strengths of this data and acknowledge the importance of parents, carers, staff, all community members, working together in ways that promote the very best learning for our students. Please don't hesitate to share your questions, concerns, ideas with one another, and with staff at the school.

SCHOOL IMPROVEMENT

There are 4 main areas of progress to report from our 2019 Annual Improvement Plan:

- 1. To promote and maintain an environment reflective of high and explicit expectations where all students learn successfully**
CIF 4: High Expectations of All

This goal of high expectations was promoted particularly through Maths, English and Wellbeing programs, and also formed the basis of our whole school inquiry for 2019 on the pedagogical principle of 'Reaching Beyond'.

Teachers used specific high impact strategies to engage students in both extending their motivation for success and helping them to reflect on their learning progress and future goals. These strategies included the use of Learning intentions, Success criteria (eg rubrics), Feedback, The Learning Pit and Growth Mindset processes.

This was achieved across the school with some teachers beginning the implementation, others becoming more proficient. This was evident in talking to students who were able to use the language of the Learning Pit and that of Growth Mindsets, and through the collegial sharing of examples of practice among teachers.

Achievements were celebrated via acknowledgement on Seesaw, at Galilee Gathers, through certificates and other incidental methods with all staff focused on giving 'meaningful feedback'.

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In all areas of the survey Galilee's results indicate a higher average in wellbeing and engagement than that of the state. As a staff we have begun to reflect on this data and consider what we need to introduce and celebrate what we are doing well. Some reflections by staff:

Our students are above the state average with learning readiness.

A high percentage of students struggle with regular sleep and breakfast.

Our students are better than state average with emotional wellbeing and overall health.

We worked to build on the strengths of this data and acknowledge the importance of parents, carers, staff, all community members, working together in ways that promote the very best learning for our students.

- 2. To align pedagogy to the principles of integral ecology – including ecological awareness and issues of justice**
CIF 9: Effective administration and resourcing

Having a dedicated Eco-literacy teacher, enabled support of environmental initiatives of homegroups and accessing outside agency support through grants and advisory personnel. A key focus was on promoting strategies for outside learning that enhance ecological awareness and sustainable practices. Examples of this include the gradual and mindful 'opening' of the sheoak forest area for student play and engagement, and the opportunity for small group play in the Secret Garden, productive garden and outdoor lounge during outside learning times.

During the year we saw extensive student engagement in a variety of environmental projects including an upgrade to the mud kitchen; Youth Environment Forum with NRM; World Environment

Day planting; excursions to local places of importance including the washpool; and support of Galilee's War on Waste Warriors.

3. To implement whole school use of the Crossways Redesign material currently available to plan Religious Education

CIF 1: Catholic Identity

Planning and school-based workshop support was provided for teachers in utilising aspects of the Crossways Redesign (the South Australian Catholic RE curriculum guidelines). While progress was challenged by the draft nature of the Guidelines, learning about the importance of inquiry in RE and the skills for developing religious literacy has been extensive among teachers. We look forward to a common template for use into the future. This is an ongoing goal, especially given the recent employment of new staff members and the opportunity for engagement in CESA-led workshops during 2020.



4. To facilitate community consultation and planning towards the preparation of a Business Case for Galilee's expansion as an R-9 school, campus of Cardijn

CIF 9: Effective administration and resourcing

This initiative became a focus for our leadership, to ensure the future of Galilee Catholic School as a thriving school. It became a CESA project to make the final decision so our commitment was to be a strong voice for our community, through listening and sharing our identity and vision. Our work during the latter half of 2019 included a focus on the Educational Plan for a 7-9 component of Galilee and how this would utilise the best of Galilee's educational principles to also align with Cardijn's Yr 7-9 curriculum. We have found many points of convergence, especially in terms of value given to inquiry learning. Since the announcement that Galilee Catholic School will become a campus of Cardijn College in 2021, with the middle school opening in 2022, this current year (2020) will see further consultation and planning to bring our communities together – **Together We Grow**. It is a wonderful opportunity for our community, finally realising a dream to extend the school beyond year 7.

Further key areas of improvement including:

English: Further professional learning for staff was engaged in to support Galilee's school wide approach to the Phonics/spelling program. This has resulted in a more systematic approach to ensure students are explicitly taught phonics sequentially at Galilee. To support students at risk in literacy we continued Minilit and Macqlit programs which cater for small focussed groups to receive support 4 times a week.

Digital Literacies and STEM: During 2019 two teachers, participated in a regional Digital Literacies inquiry to develop a deeper understanding of the Digital Technologies curriculum, the ICT capabilities and the ways these connect with all subject areas. They led in-service workshops for all teachers and worked with some to plan exciting units of work.

Mathematics: Since 2014 staff have questioned how the Reggio principles are present in the teaching and learning of mathematics and how to build on it to support students to think like mathematicians. The outcome has been to produce a school-based resource to support ongoing reflection on mathematical teaching and learning. During 2019 this resource has been completed, reflected upon and used to direct future focus topics in mathematics learning. We acknowledge the work of key educators in developing this resource that can benefit staff and enable students to see themselves as mathematicians.

Wellbeing: This is a key area of work to ensure our vision 'Together we grow'. Work has included further development of policies and practices including; continued appointment of a wellbeing coordinator; staff and student training in restorative practices; continuing to develop and utilise the Wellbeing room as a space to support students and extending this to the creation of wellbeing spaces in each stage. We have also developed a family flyer regarding Restorative Practices and how this approach is used in the school with the aim of assisting parental understanding of the approach.

Of particular importance during 2019 was the beginning of our whole staff training in the Berry Street Education Model (being completed this year). This training has complimented our overall approach to well-being, delivery of a differentiated curriculum to ensure learning engagement for all students and development of restorative practices and personal responsibility. We developed a whole school agreement to introduce the morning greeting process and the '*What Went Well*' process across all year levels. A number of teachers have incorporated multiple strategies including brain breaks and 'ready to learn' scales which provide students with motivation for and understanding of their learning needs.

Supporting and extending learning for Yr7 students:

To support and extend the educational opportunities available to our Yr7 students, we provided each with an Apple laptop for use at home and school and developed a leadership system which acknowledged their role as senior leaders. Further to this, senior students were engaged in a range of elective curriculum areas once a week including areas such as drama, arts, music, robotics, technology, Healthy (food), Physical Education. This enabled the students to focus on areas of interest or try new learning areas as well as having 'specialist' educators to inspire and engage them.

Whole school vision, guiding principles and pedagogy:

During 2019 we have refined the articulation of a number of our guiding principles for learning and life as a Catholic learning community. This articulation of principles and ideas that guides the educational work of Galilee Catholic School is drawn from key directions since our beginnings, namely:

- the wisdom of the Catholic tradition
- the commitment to ecological principles and sustainable practices
- our exploration of the principles of the Reggio Emilia educational philosophy

From the merging of these three priorities, we've described important guiding principles which underpin all we do: justice, communication, interdependence, wonder, and identity.

An associated document which describes Galilee's Catholic ethos and identity was also developed in 2019. This draft paper reflects on Galilee's vision statement of being **grounded** in the person and teaching of **Jesus** and guides the ways we live out our Catholic identity and sense of belonging to a faith community here at Galilee. This paper is available for comment and question.