



**Galilee**  
Catholic School

welcoming > respecting > constructing

# Annual Report to the Community 2020



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# ABOUT THE SCHOOL

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

Our school shapes a positive learning environment 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 that:

- 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



## OUR VISION AND VALUES

### **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.

We regularly refer to our foundational values to reflect on the efficacy of our learning programs, policies, and everyday interactions with one another and our environments.

### **Welcome**

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**

We will uphold the dignity of each person and of our world by affording them respect through listening, sharing, and appreciating difference.

### **Construct**

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

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**

Students are Being Curious when they notice, discover, explore, question, use creative thinking skills to make meaning and design action.

## **Reaching Beyond**

At 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 and understandings, taking risks to achieve and embrace new learning.

## **Learning Together**

Students at Galilee will learn together through active listening and reflecting, collaborating, thinking critically, valuing difference, valuing self through an 'I can' attitude.

Galilee's educational program empowers 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. Opportunities for inquiry are limitless and generated from the interests and questions of students in dialogue with Australian Curriculum requirements.

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.

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 in the community and work collaboratively to investigate, explore and respond to a problem, challenge, or project to shape a sustainable future.



# OUR CATHOLIC IDENTITY

2020 saw significant changes in the ways we gather as a community to pray due to the impact of the coronavirus and physical distancing requirements. We continued to find creative ways to celebrate Community Prayer whether as one homegroup in the church with video links to homerooms or gathering outside to enable more people to come together. The priority was to continue the practice of whole school, weekly Community Prayer.

The creation of prayer spaces around the school, by students with support from the chaplain or APRIM, was an important focus this year. These spaces provide an opportunity for reflection and engagement with understandings of God and the faith tradition. We further developed our Faith and Spirituality document, *A Grounded Spirituality*, which describes our mission of carrying Jesus in the context of our everyday lives here at Aldinga, through our care for one another and for the environment, and in our listening, learning, and relationships.

In the curriculum area of Religious Education students explore aspects of life and culture in dialogue with the faith tradition. We foster an inquiry approach so that student questions and research are valued in conjunction with the content and skills requirements of the SA Crossways curriculum.

While our Sacramental Program with the parish was interrupted during 2020, we did begin workshops at the beginning of the year for children preparing to celebrate the Sacrament of Reconciliation. The Reconciliation Liturgy was held later in the year and those students and families will continue their sacramental journey in 2021.



# SCHOOL ENROLMENTS

The composition of 300 enrolments with, 1% Indigenous and 16% with disabilities, and 4.0% language background other than English.

The school SES is 91.

The Index of Community Socio-Education Advantage – 1028

# STUDENT ATTENDANCE

The average student attendance rate for Galilee in 2020 was 86.3%.

Attendance rates by year levels were:

Year level	Average Attendance
Reception	85.5%
Year 1	86.5%
Year 2	86.3%
Year 3	85.4%
Year 4	87%
Year 5	86.3%
Year 6	87.9%
Year 7	88.6%

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

## National Assessment Program Literacy and Numeracy

As a result of the COVID pandemic NAPLAN was cancelled in 2020 and thus no data was collected.





# POST SCHOOL DESTINATIONS

## Year 6:

Cardijn College	79%
Tatachilla	11%
Woodcroft	5%
Government	5%

## Year 7:

Government	100%
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# 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	14%
Bachelor Degree	80%
Diploma	14%
Graduate Diploma	4%
Graduate Certificate	8%
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 2020, the workforce composition was as follows:

- Teaching staff | **24**
- Full-time equivalent teaching staff | **16.65**
- Non-teaching staff | **18**
- Full-time equivalent non-teaching staff | **7.55**

\*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 - completion of training for some staff and beginning for new staff
- New Crossways Redesign
- Child Protection Curriculum
- English – Phonological Awareness, Daily Literacy Block
- Literacy and differentiated curriculum – Sandy Russo from SPELD
- Analysing data to improve student learning in Mathematics – Pam Ronan
- National Consistent Collection of Data on School Students with Disability/ Disability Standards
- Classroom Climate Questionnaire and mentoring with LeadLearn – action research project
- Training in SEQTA
- High Impact Learning Strategies – learning intentions and success criteria
- Reggio Emilia Project and Inquiry learning
- Staff Retreat day – the hospitality of Jesus

We completed the following Work Health and Safety units:

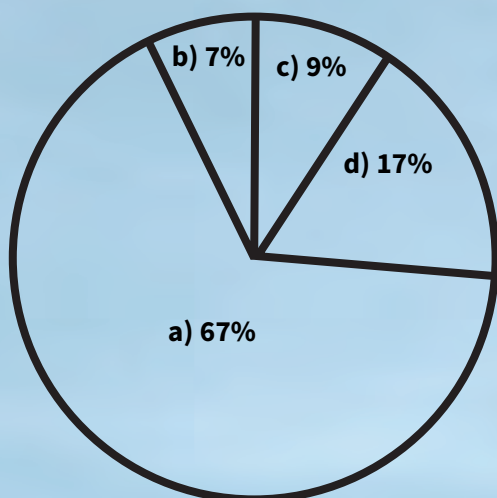
- Information Security Awareness Training
- Work, Health and Safety – Education
- Mental Health and Wellbeing – This was not compulsory but 22 staff completed the training





# FINANCE

2020 School income broken down by funding source



## 2020 Income Breakdown

a) Commonwealth Government Funding	67%
b) Other eg; Trading, LSL, PPL, etc...	7%
c) Fees From Families	9%
d) State Government funding	17%

Fees from Families	\$500,167
State Government funding	\$879,581
Commonwealth Government Funding	\$2,676,460
Other eg; Trading, LSL, PPL etc	\$47,525
Corona Virus Income	\$934,668
Total	\$5,148,284

- Corona Virus income received relates to Jobkeeper, Covid Cashflow Boost and CESA Admin support to purchase extra cleaning items
- A total of \$62,715 was granted in fee remissions to families impacted by COVID19
- Trading accounts also slightly down due to all LSL cancellations, no school sports or P&F fundraising due to Corona Virus.



# STAFF, PARENT AND STUDENT SATISFACTION

During 2020 our school participated in the CESA/ National School Improvement Partnerships, a collaborative project which uses a series of survey data on overall school climate to assist in indicating directions for school improvement. Three separate surveys were distributed seeking responses on school climate (the quality and character of school life expressed through norms, values, expectations) from students, staff and parents/caregivers.

A fourth survey process, called the Classroom Climate Questionnaire, was used by teachers and ESOs to seek feedback from students on their own particular 'classroom climate' and teacher efficacy. Data from this survey provided the basis for an action research project with support from Cardijn College and consulting firm, Lead Learn who provided mentoring support for teachers.

While a small sample of responses from our Parent survey were returned, those received indicate a high level of satisfaction ('often' to 'almost always') with the school as a welcoming environment that affirms diversity. An area for development is improved clarity for parents regarding feedback about criteria used in assessing their child's learning.

Our staff survey results indicate a solid connection with the school's overall mission and the part

all staff play to support this mission, as well as a sense of alignment between faith values and the school's policies and practices. Along with this is a high level of personal and professional satisfaction in working in this school. An area for ongoing development is increased opportunities for shared decision making.

The student survey regarding school climate deals with an extensive range of issues from student sense of control over and support for their learning, to peer relationships and behaviour, to their sense of connectedness and personal resilience. The results indicate high levels of satisfaction with expectations for learning success and confidence in being able to access help when needed. An area which requires continued attention is our whole school development of programs such as Berry St Educational strategies to reduce disruptions and further enhance student engagement.

Important opportunities for student voice continue through our Student Executive which meets fortnightly bringing the celebrations and concerns of each home group to a representative group of students who act as a critical thinking and decision-making body in consultation with the Leadership Team. This leads to high levels of student ownership of school guidelines and practices.





# WELLBEING AND ENGAGEMENT SURVEY

All students in year 4-6 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 Galilee's results indicate a higher average in wellbeing and engagement than that of the state. We did notice a small drop in some of our own averages from 2019

in 'emotional wellbeing' areas. We believe it's important to acknowledge this survey was undertaken in March as decisions were being made across the state about school closures. In fact, some of our students were not attending school and had been involved in forms of home learning. We believe the disruptions and uncertainties of this time had a significant impact on student's overall sense of security and wellbeing. Anecdotal reports from parents received and requests for information about how to speak with their children about COVID19 indicate this had a significant impact on everyone's wellbeing.

We worked to address the evolving situation by recognising the importance of maintaining close contact with families and providing as much updated information as early as we possibly could. We also provided access to quality information on dealing with children's anxiety and questions about COVID. We believe the clarity and contact provided assisted in easing family's anxieties.

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 2020 Annual Improvement Plan:

## **1. To promote and maintain an environment reflective of high and explicit expectations where all students learn successfully**

This goal of high expectations was a continuation of work begun in 2019 with a focus on embedding whole school practice. Again, it was promoted particularly through Maths, English and Wellbeing programs.

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 (e.g. rubrics), Feedback, the Learning Pit and Growth Mindset processes, and direct explicit instruction. Homegroups continued to use the language of 'reaching beyond' and used visual strategies such as 'bump it up' walls to provide examples of learning that demonstrate high achievement. These examples were discussed and created with students. Further professional development in literacy occurred with Sandy Russo from SPELD on how we can support children with special rights with their literacy

learning. Learnings from this session had practical application for all students as teachers developed further strategies for a differentiated homeroom.

This goal of high and explicit expectations 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 'reaching beyond', the Learning Pit and that of Growth Mindsets, and through the collegial sharing of examples of practice among teachers. Our Early Years testing data also shows an improvement in phonemic awareness and phonics skills .....

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

## **2. To implement whole school use of the Crossways Redesign material to provide quality Religious Education teaching and learning**

Small group planning and school-based workshop support was provided for teachers in utilising aspects of the Crossways Redesign (the South Australian Catholic RE curriculum guidelines). In addition to this a core team of teachers participated in workshops run by the Catholic Education RE Team to extend understanding of the new planning template and the 5 strands of the RE Program. With

support from the APRIM (Assistant Principal: Identity and Mission), teachers are planning units of work together with a specific focus on the skills necessary for religious literacy. We have developed a central store of these units and are ensuring every member of the teaching staff has an opportunity to plan with the new Crossways material.

### 3. To initiate a smooth transition period for Galilee as it becomes an R-9 campus of Cardijn College

Since the announcement in February 2020 by the South Australian Commission for Catholic Schools:

- to extend the educational provision at Galilee Catholic School to Reception to Year 9
- and that Galilee will become a campus of Cardijn College with Cardijn officially assuming leadership and governance from Term 1 2021

The Transition Committee and subgroups which included representatives from Galilee, Cardijn and CESA communities continued to meet throughout 2020 and have been integral to ensuring a smooth transition for our community.

Alongside the various Transition Committee subgroups, our Co-Principals, Jodie Higgins and Sharon Doyle, and the Principal of Cardijn College, Dr Paul Rijken met regularly to reflect together on the unfolding project and address needs along the way and acknowledge milestones to celebrate.

The Education subgroup met regularly to develop an exciting integrated middle school curriculum aligned with that of Cardijn College with extensive opportunities for elective choices, sports program, languages, and access to extra-curricular activities. Surveying of parents and students about uniform have been carried out and a range of decisions regarding 1:1 lap top availability, access to specialist Cardijn resources and personnel, and the securing of a bus for ease of transport between the campuses are leading to an increased sense of excitement for 2021.

The Galilee Leadership Team, in conversation with the Education subgroup, initiated a number of ways to support and extend the educational opportunities available to our Yr7 students:

- Each student was provided with an Apple laptop for use at home and school
- A leadership system was developed in acknowledgement of their role as senior leaders
- 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

The Identity and Culture subgroup have explored aspects of our school Vision statements, principles for learning and life as Catholic learning communities, as well as our Faith and Spirituality statements. There are many points of connection and synergy as well as the unique characteristics each community brings and the potential for future growth as a strong and diverse yet unified learning and faith community.

This work will continue and evolve over time as we explore tangible expressions of our school charisms (grounded in Jesus of Galilee; the Cardijn movement and See, Judge, Act; and the Marist Association) in nurturing life and faith as a unified community with clear character and direction. In particular, we look forward to exploring the ways our community can utilise and further bring to life our Galilee logo/symbol which is so closely linked to both our faith and learning principles.

The Governance and Community subgroup are developing, in consultation with the Galilee Catholic Community Council, new understandings of the purpose and structure for the council beyond 2020, recognising the significance of this council as inclusive of a wide range of community members, including parish and local community. This subgroup, with Marketing, has initiated a number of formal and informal opportunities for listening to and information sharing with the community.

The Marketing and Enrolments subgroup have worked to communicate the vision for Galilee as a campus of Cardijn College by incorporating ideas and decisions from each of the subgroups, in consultation with the school principals. Their extensive work has focused on partnerships and pathways, facilities and opportunities, grounded in our school and college values. Their work has also included enrolments and being a welcoming, collaborative connection for parents entering our school communities.

During the year, our application for status with the Educational Standards Board was successful.



## 4. To further develop and embed a whole school approach to well-being issues and behaviour

Since assigning a Wellbeing Co-ordination role in 2018 we have continued to see a reduction in reports of bullying and growing teacher confidence in following restorative practices.

We have introduced a shared set of expectations across the school to help create and maintain a peaceful community. This list of expectations became our learning community agreement, and this is a working document that serves as a guide towards our goals and ideals. At Galilee our practices are based upon an agreed understanding of respect. The 5 dimensions of respect are:

1. Respect for self
2. Respect for children
3. Respect for adults
4. Respect for learning
5. Respect for environment

We have also introduced Peer Mediators in the yard. Peer mediation adds to a climate of care and cooperation during outside learning. Peer mediators increases awareness about the need we all have to take care of one another. Peer mediators work with students to help fix problems by asking restorative questions. As with restorative practices at Galilee, the goal is to empower children to take responsibility for their actions and to problem solve constructively. Peer mediation has had a proven positive affect on school climate and student well-being, with reduced negative incidents at outside learning.

All teaching staff are using Berry St resources and have timetabled morning greeting routine, and end of day reflection using WWW (What Went Well) and was reaffirmed throughout the year. A number of teachers have incorporated other Berry St strategies including brain breaks and 'ready to learn' scales which provide students with motivation for and understanding of their learning needs.

All homerooms incorporate Circle Time at least once a week and as needed to help address issues. Teaching staff are trained in using restorative practices, and where training has been interrupted, have been supported by our Well-being Co-ordinator. Completion of training for those new to Galilee will be a priority in 2021. Time is also allocated for review and practice of restorative practices including affective statements, restorative conversation script, developing consequences, communicating with parents, and understanding levels of behaviour.

Staff reflection on the Wellbeing and Engagement survey as well as the CESA Classroom Pulse surveys, while impacted by routine and structural changes due to COVID, lead to a renewed awareness of possible incidences of verbal bullying and an emphasis on the need to reinforce with students appropriate ways of speaking with one another.





# VALUE ADDED PROGRAMS

Galilee Catholic School offers many educational experiences, special events and celebrations throughout the year which meet specific needs and help build community and our vision of growing and learning together.

This includes:

- Reception Transition Curious Friends Program – a 7 week program of visits and exploration prior to students starting in Reception
- Buddy homegroups
- Peer Mediation Program
- Inclusive Education Support – for students requiring additional support
- Lunchtime clubs including Frog Pond; Secret Garden; Chaplain led activities
- Literacy support – R-2 and 3-7
- Catholic Schools Music Festival Choir
- Middle Primary Choir
- Robotics Club – an after-school program which also involved participation in regional days and competitions
- Premier's Reading Challenge
- Gross Motor and Large movement skills program – for students requiring additional support
- Out of school sports program
- Sports Carnivals and competitions
- Youth Environment Forum
- Outreach programs including Project Compassion, Mini-Vinnies, Catholic Charities Market Day and Galilee Great Book Swap supporting Aboriginal and Torres Strait Islander literacy programs
- Camps and Aquatics





# ECO-LITERACY AND WELLBEING

We acknowledge a continued emphasis on the support for learning, wellbeing and ethical, moral and spiritual development provided through our Eco-Literacy program. During 2020 we have considered how our Eco-literacy Scope and Sequence can be extended to include our Middle School students into the future. We have been successful in securing further grants including \$4400 from Green Adelaide for our Horticultural project which will provide local indigenous, native plants for revegetation projects within our school grounds as well as the local community.

With the introduction of our middle school next year we look forward to increased senior student involvement in decision-making about our grounds and applications for supporting grants.

During the year we saw extensive student engagement in a variety of environmental needs including:

- A group of students attending the Southern Youth Environment Forum run by Green Adelaide
- The establishment of a lunchtime Frog pond group – students from our younger year levels requested the frog pond to be opened during outside learning times for further inquiry learning
- Student requests for a lunchtime Garden Group, involvement with local Council initiatives e.g. Port Willunga Linear Park, the Magic Harvest Schools Pilot Program, and a range of extra-curricular groups aimed especially for senior students
- Further discussion through our Transition Committee about the possibilities for developing Galilee's wetlands to include, in the future, an outdoor classroom, boardwalk and Middle school programs that promote new pathways for students

Our students remain passionate about care for the natural environment and know this is a critical issue for our world. Their involvement in a range of eco-literacy learning activities provides a relevant and vital way to nurture their faith development and understanding of integral ecology as described by our church and through the writings of Pope Francis (e.g. Laudato Si: On Care for our Common Home).

Student enthusiasm for direct involvement and desire for increased understanding of issues associated with sustainability make this area a vital one to advance at the Galilee campus.



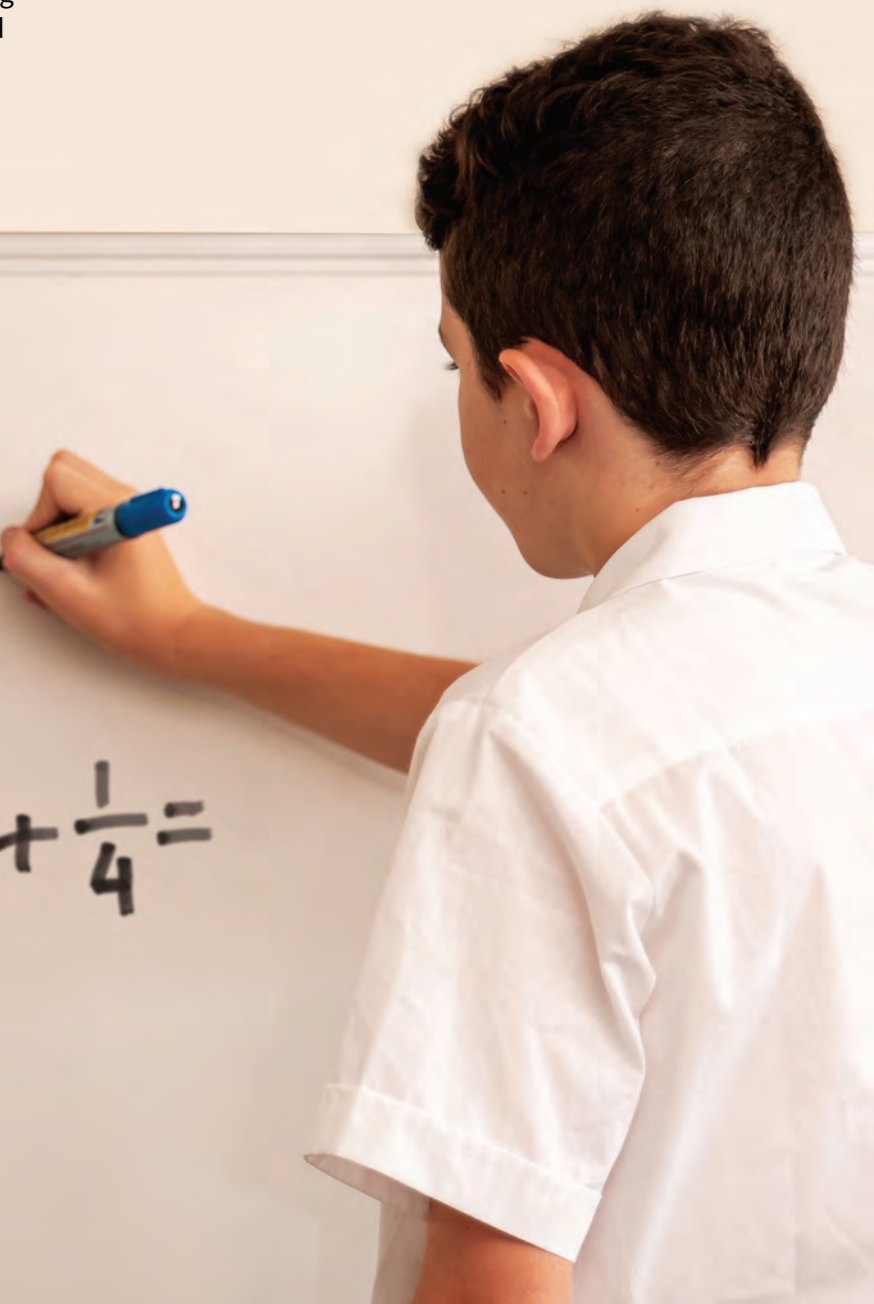
# CHAPLAINCY PROGRAM

Our chaplaincy program continues to be an important part of our overall approach to wellbeing and engagement with faith opportunities. Our chaplain works with small groups of students for pastoral support, opportunities to develop social and emotional skills, and an informal sharing of Catholic faith and values. This occurs through gardening and cooking activities, crafts, games and preparing community prayer spaces. Our chaplain also provides support for families through referrals to local organisations and pastoral meals; and supports celebrations within the life of the school. Our chaplain is in high demand with referrals coming from staff, families and students themselves.

# OSHC

Our OSHC service continued to provide a quality play-based learning environment for students offering a variety of activities including craft, sport, cooking, technology, music and social experiences. Hollie McGregor continued in the role of Acting Director with program lead assistance from Lisa Brown. During 2020 OSHC staff reflected extensively on the program and made a number of changes to deliver interesting activities, smooth transitions and a streamlined means of documenting learning.

Staff utilised student requests and interest to plan the Vacation Care programs which proved to be particularly popular. Enrolment through the FullyBooked software with Ezidebit has continued to ensure a user-friendly booking and invoicing process.



The image shows a young boy with dark hair, wearing a white short-sleeved shirt, standing in front of a whiteboard. He is holding a blue marker and has just finished writing the equation  $\frac{1}{5} + \frac{2}{10} = \frac{2}{5}$ . Below this, he has written two more equations:  $\frac{1}{3} + \frac{2}{9} =$  and  $\frac{3}{8} + \frac{1}{4} =$ . The whiteboard is mounted on a wall, and the background is a plain, light-colored wall.

$$\frac{1}{5} + \frac{2}{10} = \frac{2}{5}$$
$$\frac{1}{3} + \frac{2}{9} = \quad \quad \frac{3}{8} + \frac{1}{4} =$$









**Galilee**  
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welcoming › respecting › constructing

Galilee Catholic School  
Cnr Quinliven and How Roads, Aldinga  
South Australia, Australia 5173

08 8557 9000

[www.galilee.catholic.edu.au](http://www.galilee.catholic.edu.au)  
[info@galilee.catholic.edu.au](mailto:info@galilee.catholic.edu.au)