



ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



**Good
Samaritan**
CATHOLIC PRIMARY
SCHOOL

REGISTERED SCHOOL NUMBER
1951

2015

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Minimum Standards Attestation

I, PAUL SEDUNARY, attest that Good Samaritan 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 2007 (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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

Our Vision

We seek to be a contemporary Catholic learning community in which our students, their families and the school staff journey together with Christ on a pilgrimage of learning and revelation to make real and present the promise of the Kingdom of God.

Our Mission

We walk with Christ - sharing in prayer, word and sacrament, searching to know and love our God;

We walk with Christ - inspired to fully use our abilities for learning and teaching to create an environment of challenge, discovery and innovation;

We walk with Christ - sharing a deep commitment to and responsibility for each other so building an inclusive community that is just and compassionate.

Our Core Values

Mercy

We act with kindness and with a heart full of love.

Compassion

We seek to understand the needs of others and are willing to help them.

Justice

We treat everyone fairly, recognising that each individual has both rights and responsibilities.

Respect

We value the sacredness and dignity of each person.

Excellence

We strive to be the very best we can possibly be.

School Overview

Our Community

Catholic education is intrinsic to the mission of the Church. It is one means by which the parish fulfills its role in assisting young people to discover and embrace the fullness of life in Christ. Good Samaritan Catholic Primary School serves the parish community of Our Lady's Craigieburn by assisting the spiritual, intellectual, physical and psychological growth of young people. As a welcoming school community it seeks to provide an inclusive and safe environment focused on each child's wellbeing, achievement, challenge, creativity and enjoyment.

Cultural Context

Good Samaritan Catholic Primary School continually seeks to be a sacred landscape where faith, culture and life are in dialogue and where learners are empowered to shape and enrich their world with meaning, purpose and hope derived from their encounter with life and the teachings of Jesus.

In this context, our approaches to curriculum and pedagogy are deeply rooted in faith, and empower students with the essential knowledge, skills and capacities for active citizenship and lifelong learning.

It is our intention to create a learning community that is:

1. Learner-centred: highly focused on learning but not as an alternative to the key role for teachers
2. Structured and well-designed: requiring careful design and high professionalism alongside inquiry and autonomous learning
3. Profoundly personalised: acutely sensitive to individual and group differences and offering tailored feedback
4. Inclusive: such sensitivity to individual and group differences means they are fundamentally inclusive
5. Social: learning is most effective in group settings, when learners collaborate, and when there is a connection to community.

At Good Samaritan we believe that a focus on building School Community is essential to the education of children to assist them and their families to become actively engaged in the life of our school. We believe that parents are partners in their child's education and value their input into the life of our school and their children's learning and wellbeing.

We constantly offer assistance to families in our community and from refugee backgrounds who are experiencing trauma or are less fortunate than us. Each person in our school community is valued and we celebrate events such as our Mother's Day Morning Tea and Father's Day Breakfasts as community events which underpin the vision of our school.

Demographic Context

The school is one of three schools within Our Lady's Parish of Craigieburn and Roxburgh Park, the others being Our Lady's Primary School and Mother Teresa Primary School

The School is within the local government area of Hume City Council, which is a growing, urban fringe municipality. The southern parts of the city are well-established urban areas, while the north remains rural in character. Almost 29% of its residents were born overseas. It has a young community with 31% of persons aged under 18.

Our school community is comprised of families from diverse socio-economic and cultural backgrounds. There are a total of 43 different nationalities which culturally enrich our school community. Of these, there

are six main cultural groups: Iraqi (Chaldean/Assyrian), Italian, Filipino, Sri Lankan, Indian and Anglo-Saxon.

The current school enrolment as of the 2014 August census was 736 students and is structured into twenty-eight classes.

Physical Context

Good Samaritan Primary School is approximately 20km north of central Melbourne and resides amongst a typical Australian suburban context, consisting of single and double storey houses on 500m²+ blocks.

The site was created through subdivision of farming land in 1995 and is 3.696 hectares or 36,960m² in area. It is bounded by Southern Cross drive on the south and east sides, Donald Cameron Drive on the west and Bridewater Oval and private houses to the north. The immediate vicinity principally contains housing. Roxburgh Park Shopping Centre is 2.3kms directly to the south of the site.

The site and surrounding landscape is generally flat, with several now established trees on site planted at the commencement of the school in 1996.

The school is relatively close to the eastern boundary of Roxburgh Park, which is defined by the Craigieburn train Line.

Good Samaritan Primary School commissioned Harrison and White Architects to undertake a master plan to establish the agenda for the short, medium and long term future of the buildings and facilities at the school. Through discussion and several presentations this master plan report has been assembled. A process of consultation with staff, the School Advisory Board and students has occurred. The master plan identifies key issues, constraints and opportunities of the site and proposes a vision for renewal for the site in short, medium and long terms. This document forms part of the school's aspiration to connect the built environment to the teaching and learning methods of the school and will assist the school in making long term decisions, providing a dynamic framework for growth and renewal. The school's future is linked to the effective use of its site. The school has a sense of space, with a large site offering better opportunities for use of space.

The proposed new physical and spatial designs described in the *Good Samaritan School Master Plan*, will function as a provocation for imagining the possibilities of innovative learning and collaboration.

Principal's Report

Our vision of Creating a Culture of Learning Excellence is emerging as students, families and school staff work in partnership to support every child to achieve success.

During 2015, this process of dialogue enabled the articulation of many aspirations around how staff, parents and students would like our young people to be – the kind of person they will become in the future. Parents, staff and students each indicated an aspiration for our young people to know more about their faith and this clearly informs a way of life for learners at Good Samaritan. There is a strong sense of social justice, moral purpose and being faithful to the gospel in our responses.

There is much consistency between parent, staff and student aspiration. We all aspire for our young people to be: confident, honest, good communicators, respected, respectful, team players, friendly, life long learners, risk takers, positive, happy, safe, humble, critical and clear thinkers, self motivated and to learn from their mistakes. Our community conversations have revealed a strong focus on designing an educational environment that includes a focus on both learning and wellbeing dispositions of young people.

There has been generous provision of improved learning technologies in the past year, for students and staff, as part of a long-term plan to provide both fixed and mobile technologies to enable learning anywhere, anytime.

During 2015 an extensive process of evaluation was undertaken by the school as a part of the overall consultation and planning for the future. As a consequence a restructure of leadership and organisational structures has been planned for the 2016 school year.

A number of positive drivers now exist to help Good Samaritan school to break through to a new level of performance and pursuit of learning excellence. These include improved resources, a sense of hope and optimism for the future, an explicit improvement agenda and a developing culture that prioritises and promotes learning.



Parish Priest's Report

Good Samaritan Catholic Primary School serves the parish community by assisting the spiritual, intellectual, physical and psychological growth of young people. As a welcoming school community it provides an inclusive and safe environment focused on each child's wellbeing, achievement, challenge, creativity and enjoyment.

The welcoming nature of the school, the approachability of staff and the community spirit are evidence of the school's success in developing the home school partnership. The school is to be commended on the focus on building the school as a core social centre through the development of a community village on the school site.

This is a time of significant change for Good Samaritan School, with the appointment of a new principal to lead the school in July 2014. I along with the staff and parents share an optimistic view about directions for the future under strong and supportive leadership. During the 2015 School Review process undertaken by the Catholic Education Office Melbourne, there was agreement that there has been an invigoration of school culture in a relatively short time.

I am proud of the efforts of the school community as it continues to strive for an outstanding Catholic education that equips our young people with the knowledge, skills, hope and optimism to live meaningful lives and shape and enrich the world around them.

Education in Faith

Goals & Intended Outcomes

Goal:	To strengthen a Catholic Culture that promotes and reflects the Good Samaritan Vision
Intended Outcomes:	<ul style="list-style-type: none"> • That a culture of celebrating the Catholic faith is enhanced within the community. • That the school community enters into dialogue with each other to develop a shared understanding of Catholic tradition. • That a shared understanding of Social Justice is developed.

Achievements

- Over the last two years there were seven teachers who were engaged in the Catholic Education Office's Professional Development Program in the areas of Sacred Story Telling and Meditation within the classroom.
- Two teachers are currently undertaking a Postgraduate courses in Religious Education at ACU for the purpose of Accreditation, and one teacher is currently undertaking postgraduate study in Religious Education at Catholic Theological College in the field of Meditation
- The connection between the Our Lady's Parish and the Professional Learning community of Good Samaritan has been consistently strong. The Religious Education Leader and the Sacramental Team from the Parish have met throughout the year to improve the Sacramental Life of the Parish.

Value Added

We are faced with the continual challenge to develop approaches to curriculum and pedagogy that invite and support our students to discover God's presence in their daily lives; that challenge students to understand who they are, and to interpret and make sense of the world in which they live through a world-view, found in scriptures, in the traditions of the Catholic Community, its stories, its worship, its experiences and its teachings. Learning experiences in this context are designed for ongoing transformation as a way of creating meaning in life, of developing human potential, and of liberating and empowering our students to be responsible for their own lives and actively contribute to Australian society.[i]

Consequently, our School's curriculum seeks to promote engagement in the contemporary world that is an articulation of a commitment to Christian action. As such the curriculum is developed within the framework of our school's Vision that inspires compassion, justice and service.

Therefore our strategic intent is to:

Create powerful learning experiences that enable students to take responsibility for themselves and commit to authentic action in the spirit of the Good Samaritan

Learning & Teaching

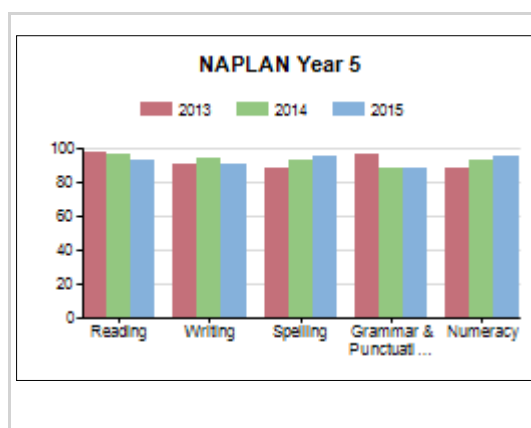
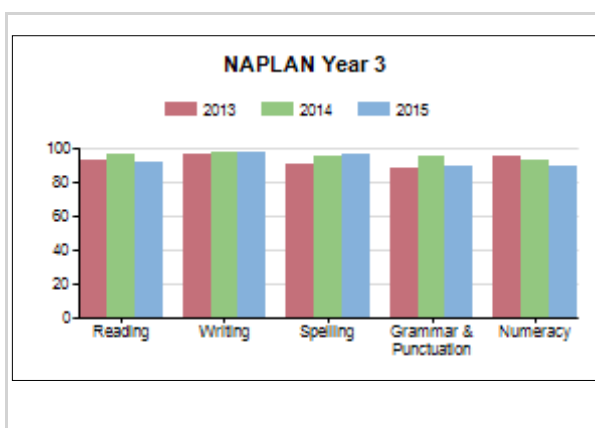
Goals & Intended Outcomes

Goal:	To develop shared beliefs and understandings through an engaging and contemporary learning community
Intended Outcomes:	<ul style="list-style-type: none"> • That a range of units of work including rich assessment tasks are embedded in the curriculum including RE • That our learning community develops knowledge and pedagogy of contemporary learning and teaching practices in a Catholic context to improve student outcomes • That staff and students deep knowledge and skills of numeracy are developed • That staff and students demonstrate teaching & learning of literacy, with a specific emphasis on Reading, and Speaking and Listening

Achievements

- The introduction of Innovation Teams in 2015 has provided our school with a mechanism that encourages initiative, tackles difficult problems directly and is genuinely aspirational. Each team is a source of teacher lead curriculum innovation and inquiry into practice. Our innovation teams have already conducted research into existing school practice and commenced formulating plans for future professional learning. While still in their infancy, these teams have shown what can be achieved when we place value on (a) collective responsibility for improving practice and (b) disciplined collaboration focussed upon specific issues that respond to the learning needs of our students.
- There have been initiatives to improve student learning in Numeracy including professional development and training of teachers in Number Intervention F-4. This program has been implemented in 2015

Student Learning Outcomes



PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2013 %	2014 %	2013–2014 Changes %	2015 %	2014–2015 Changes %
YEAR 03 Reading	93.1	96.8	3.7	92.1	-4.7
YEAR 03 Writing	97.1	97.8	0.7	98.0	0.2
YEAR 03 Spelling	90.2	95.7	5.5	96.1	0.4
YEAR 03 Grammar & Punctuation	88.2	95.7	7.5	89.2	-6.5
YEAR 03 Numeracy	95.1	93.5	-1.6	89.2	-4.3
YEAR 05 Reading	97.5	96.7	-0.8	93.4	-3.3
YEAR 05 Writing	91.3	94.6	3.3	91.2	-3.4
YEAR 05 Spelling	88.6	93.5	4.9	95.6	2.1
YEAR 05 Grammar & Punctuation	96.2	88.0	-8.2	88.9	0.9
YEAR 05 Numeracy	88.8	93.5	4.7	95.6	2.1

Value Added

Personhood is at the heart of the learning and teaching process, as the person of each individual being, is at the heart of Christ's teaching. This challenges us to develop a curriculum and approaches to learning that are reflective and inclusive, that develop interpretative abilities, that 'sit' with difference and plurality, that support and challenge learners to ask 'why', and to discover, experience and live with the good news of Jesus Christ.

Therefore our strategic intent is to:

Create a climate that promotes inquiry and creative exploration of ideas so that our students are supported to engage in deep and powerful learning.

It is our intent to create learning spaces that enable our students to connect to a learning community not only within, but also 'beyond the school gate' so as to provide opportunities to engage with diverse perspectives and collaborate with others. As such, access to learning technologies, both fixed and mobile, will need to be ubiquitous so as to enable learning anywhere, anytime.

Therefore our strategic intent is to:

Provide teachers and students with access to learning technologies to: (i) support collaboration and content creation, (ii) enable tracking, assessment and reporting of student learning and (iii) provide parents with timely access to student learning information.



Student Wellbeing

Goals & Intended Outcomes

Goal:	To improve Student Wellbeing and connectedness through authentic engagement
Intended Outcomes:	<ul style="list-style-type: none"> • That genuine relationships are developed between staff, students and families to improve student engagement and learning outcomes • That the Social and Emotional Learning levels of all students are improved • That teacher's understanding of EAL and New Arrival Students learning is deepened • That teaching strategies are effective in meeting students individual needs

Achievements

- The school strives to know each child and each family deeply in order to understand their aspirations and cater for their needs. There is no doubt that each child is valued at Good Samaritan. Considerable support is provided for students with language and learning needs. The school has undertaken a process of community discussions to help the staff to know all families and all students more closely and to better cater for the wellbeing of all members of the community. Further developing a whole school proactive approach to student wellbeing which closely involves families will further enable the words of the vision to be realised.
- Interviews with the families of prospective prep students and new students were held with the Principal and other nominated staff. These were complimented by home visits to prospective Prep and New Arrival families. These have enhanced parent-teacher relationships, provided better awareness of the needs of students and a positive transition to school.

School Attendance

The School manages non-attendance in a number of ways including:

- Families are required to notify the school of all absences. Where a student demonstrates a pattern of absenteeism the child's family is contacted to (i) inquire as to the reason(s) behind the absences, (ii) provide support to the family if required to redress the situation.
- Procedure for monitoring and supporting children who are regularly arriving late to school

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Year 1	92.18%
Year 2	91.71%
Year 3	93.35%
Year 4	93.44%
Year 5	92.13%
Year 6	93.77%
Overall average attendance	92.76%

Value Added

Insight SRC data Indicates that our students continue to be highly motivated. They have both a connectedness to their peers and the school. Students also have a growing learning confidence and area enthusiasm about learning.

Student Satisfaction

Student focus groups were conducted and illustrated that our students are positive about their learning and articulated reasons why it was important for them to do well at school. They spoke of the ways that teachers help them to learn. Actual score for *Student Motivation* of 88 on the 100 point scale in the school improvement surveys is a positive result

Leadership & Management

Goals & Intended Outcomes

Goal:	<p>To promote a leadership structure that extends and personalises a professional and contemporary learning culture.</p> <p>To allocate personnel and resources to respond to the needs of all learners.</p>
Intended Outcomes:	<ul style="list-style-type: none"> • That personalised learning plans are developed for all staff (TILP – Teacher Individual Learning Plan) • That collegiate feedback based on reflective teaching is developed. • That capacity of all members of our learning community to lead is enhanced. • That the school ensures the appropriate and targeted allocation of resources.

Achievements

As previously stated, this has been a time of change. Over the past 12 months some visible and symbolic changes have been made which have helped to develop a stated optimism about future directions. Removal of a wall in the staffroom has created a large working space which brings leaders and staff together for planning and professional dialogue. The two review days were conducted in this space in a spirit of openness and transparency. Improving resources for staff has also had a positive impact on morale. Reviewing structures has also begun.

Consultants were engaged by the school to lead a process of collaborative inquiry into practice and to help in the development of a strategic plan for improvement. A staff conference was held in May/June. Following that, all stakeholders were interviewed and aspirations mapped

A discussion paper has been written and shared with staff as a suggested way forward:

- *To inform the consultation and decision making processes regarding the design of the school's organisational structures for the period 2016-2018*
- *To propose a school organisational structure for the period 2016-2018*
- *To inform the development of a new school Strategic plan for the period 2016-2020*

Expenditure and Teacher Participation in Professional Learning

DESCRIPTION OF PL UNDERTAKEN IN 2015

Staff Conference: Creating a Culture of Learning Excellence

Religious Education Conference: Parish Primary Schools

Anaphylaxis Management

Innovation Team Research Numeracy

Innovation Team Research Literacy

Innovation Team Research Student Wellbeing

Innovation Team Research Community Engagement

Leadership Development

Restructure for Learning Consultation Process

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	60
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AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1,800
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Teacher Satisfaction

New leadership has begun the process of setting a clear vision for the school and has put in place a carefully considered process to involve all stakeholders in collaborative decision making. Part of this process will be revisiting the current school vision statement and ensuring that the words of the vision are known and owned by all members of the community.

TEACHING STAFF ATTENDANCE RATE:	85.06%
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STAFF RETENTION RATE:	93.22%
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TEACHER QUALIFICATIONS

Masters	22.64%
Graduate	18.87%
Certificate Graduate	5.66%
Degree Bachelor	86.79%
Diploma Advanced	24.53%
No Qualifications Listed	1.89%

STAFF COMPOSITION

Principal Class	2
Teaching Staff (Head Count)	71
FTE Teaching Staff	57.100

Non-Teaching Staff (Head Count)	22
FTE Non-Teaching Staff	24.750
Indigenous Teaching Staff	0

The creation of an effective learning environment is dependent upon the best pedagogical use of the available learning spaces. This is achieved by changing the everyday practices of leaders, teachers and students in ways that focus on engagement with learning and how this can be enhanced by the learning spaces.

The precondition to maximising these possibilities and improving student learning is influencing the habits of the mind and hearts of teachers to focus on student learning. In 2016 this will mean focusing on the purpose and rationale for change, the social practices of teaching and leading, relationships with colleagues, and organisational structures and cultures that support collaborative inquiry.

Therefore our strategic intent is to:

Build greater internal stability and professional peer accountability through professional support and learning.



School Community

Goals & Intended Outcomes

Goal:	To actively engage parents in building genuine partnerships with the school community
Intended Outcomes:	<ul style="list-style-type: none"> • That strong relationships exist between the school and its families • That parents are well aware of the student learning process. • That increased parental participation in organised school events is evident. • That parents feel they have an input into the life of the school and their children's learning and wellbeing. • That the relationship between the school and parish is strengthened.

Achievements

During 2015 we have sought to nurture a sacred landscape where all are invited into dialogue with each other and with God. We are striving to create a culture of learning excellence where faith, culture and life are in dialogue and where learners are empowered to shape and enrich their world with meaning, purpose and hope derived from their encounter with life and the teachings of Jesus.

Our vision of learning and revelation is emerging as students, families and school staff work in partnership to support every child to achieve success. This learning partnership we call Learning to the Power of Three.

A process of dialogue has enabled the articulation of many aspirations around how staff, parents and students would like our young people to be – the kind of person they will become in the future.

Parents, staff and students each indicated that we wanted our young people to know more about their faith and this clearly informs a way of life for learners at Good Samaritan. There is a strong sense of social justice, moral purpose and being faithful to the gospel in our responses.

There is much consistency between parent, staff and student aspiration. We all aspire for our young people to be: confident, honest, good communicators, respected, respectful, team players, friendly, life long learners, risk takers, positive, happy, safe, humble, critical and clear thinkers, self motivated and to learn from their mistakes

Our community conversations have revealed a strong focus on designing an educational environment that includes a focus on both learning and wellbeing dispositions of young people.

Insights from the 2015 Family Learning Conversations:

Our school community is very diverse. But there are as many 'exceptions' to the rule as there are rules.

- ❑ *"They each have a story to tell, different from each other and that they are willing to share this."*
- ❑ *"The community is varied. They have a wide set of needs and they are a resource to draw upon."*

The family learning conversations highlighted the importance of building relationships with families.

- ❑ *"Engaging parents is extremely important in their child's learning."*
- ❑ *"I had positive feedback and families thought it was a great idea to learn more about them."*

Our children are generally engaged in a variety of activities outside school. Maybe more so boys than girls.

- ❑ *"Big focus on boys playing sport (soccer) but not the girls so much."*
- ❑ *"Children do more after school things than I assumed."*
- ❑ *"Students enjoy learning and have interests out of school in which they learn."*

Families want the best for their children and have high aspirations.

- ❑ *"Families want the best for their children and feel that our school can provide that. Church is a vital part of their learning."*
- ❑ *"Families are willing to give their children great opportunities to succeed."*

Families generally trust and respect the school and they have high expectations of them.

- ❑ *"Parents have a high level of respect for the school."*
- ❑ *"They are very loving and grateful to staff."*

Our families are generally very social and they seek connections through church, family relatives and cultural groups.

- ❑ *"Children spend a lot of time with extended family outside of school, take a lot of responsibility for family translation to English."*
- ❑ *"Many families attend church and spend time as family there."*

Our children have a global view of the world informed by their family stories.

- ❑ *"They have very strong family bonds both here in Australia and overseas and use social media to maintain many of these."*
- ❑ *"Now understand that many families are situated all over the world not just in Iraq and here."*

The work patterns of our families are generally not 9 to 5. Many are self-employed and do not work in their area of training or experience.

- ❑ *"I am a science teacher in Iraq. I used to be a supervisor (principal)." (parent)*
- ❑ *"We work shifts and always make sure there is one parent at home at all times." (parent)*

Families appreciated the idea that their children 'learn everywhere, all the time' but still rely heavily on the school.

- ❑ *"Most parents already seemed to know and detect that learning occurs everywhere."*
- ❑ *"People learn from all areas of the community."*

The engagement of the children in the family learning conversations varied greatly, from minimal to significant and leading. Often they were quite different to 'at school'.

- ❑ *"They (students) act differently around parents, some relied on parents to prompt them."*
- ❑ *"Many (students) became shy when their parents were there."*

Knowing our children, their families and their family context helps teachers to understand them and how they learn.

- ❑ *"Meeting all the family and the siblings teachers, getting to know the siblings and how they learn together as a family."*
- ❑ *"They got to know there are lots of places they can learn from."*

Community partnerships give our school community the capacity to connect young people and their families to role models and life options. These partnerships provide opportunities that enhance our students' social, emotional and physical development. They can also offer our students a source of social capital – the network and relationships that create a sense of belonging and communicate the importance of education and belief in the future.

Therefore our strategic intent is to

Build social capital and connect young people and their families within the community, so everyone experiences a sense of belonging and hope for the future.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	
Other fee income	214725
Private income	98851
State government recurrent grants	1711380
Australian government recurrent grants	5779020
Total recurrent income	7803975
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	5596025
Non salary expenses	113085
Total recurrent expenditure	6709110
Capital income and expenditure	Tuition
Government capital grants	
Capital fees and levies	483326
Other capital income	91
Total capital income	483417
Total capital expenditure	728425
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	797261
Total closing balance	700000

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

Future Directions

Over the past twenty years our School has been constantly evolving to meet the needs of the Catholic community of Roxburgh Park. Valuing the rich traditions of the past we must now respond to the challenges of the future. So now, as we enter into third decade of operation and having reviewed how the school is meeting the needs of its community, we recognise that there are opportunities for continued growth and development.

Therefore during the period 2016-2018 the School will seek to achieve its mission through focusing on the following five strategic priorities

1. Be a living witness to the Gospel

Goal: Inspired by the example of the Good Samaritan, we strive to be an inclusive community where all members of our school community have the opportunity to share in a living relationship with God.

2. Achieve Excellence in Student Learning and Wellbeing

Goal: Create a climate of inquiry and creative exploration of ideas so that students are supported and feel confident to engage in deep and powerful learning.

3. Strengthen Community with Relationships

Goal: Work in genuine partnership with our students, parents and caregivers, school staff, parish, and the wider community.

4. Develop a Culture of Shared Leadership and Responsibility

Goal: Promote collective and distributed leadership that builds a strong sense of community and shared responsibility for the future development of our school.

5. Create a Contemporary Learning Environment

Goal: Utilise our facilities and resources to the best possible effect and in the best possible combination to support improved student outcomes.

