



**Good
Samaritan**
CATHOLIC PRIMARY
SCHOOL

2016 ANNUAL REPORT

TO THE SCHOOL COMMUNITY



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Contact Details

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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 2006 (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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

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

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

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

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

School Overview

Good Samaritan Primary School has large population of enrolled children from refugee backgrounds. 593 children representing 82% of all enrolled students are of Iraqi heritage with either the children themselves and/or their parents having had a refugee experience. Over the past 7 years we have warmly welcomed and enrolled 156 children who have a direct refugee experience, of this group 90 have arrived since January 2016. Our community has been enriched by the presence of these children and their families.

OUR SCHOOL AT A GLANCE					
Enrolment: 724		Girls: 344	Boys: 380	Families: 490	Total Staff: 92
Number of classes: 28				Av. Class Size: 26	
Learning Villages	Jordan (Prep)			Nazareth (Years 1 and 2)	
	Bethany (Years 3 and 4)			Emmaus (Years 5 and 6)	
	Jericho (Community Learning)				
Specialist Programs:	Physical Education, Visual Arts, Performing Arts, Japanese				

Good Samaritan Catholic Primary School is committed to providing equitable access and opportunity for all children. Awareness of, recognition of, and response to the needs and rights of all individuals are essential to human dignity. These are also essential elements of the Catholic identity of the School. The school's inclusive practices embrace and celebrate diversity, invite belonging and provide opportunities for participation and achievement of appropriate learning outcomes.

At the heart of our learning and teaching process is the child and how he or she may come into the fullness of their own unique self. A fundamental belief at Good Samaritan Catholic Primary School is that Jesus is seen in God's image and likeness in its human expression, and that Jesus' life and teachings show all people 'the way, the truth and the life' (Jn 14:6).

In accordance with this belief, our School's Core Values underpin all that we do:

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.

We envisage for each child that their time at Good Samaritan is a pilgrimage of learning and revelation that will have him or her pass through Learning Villages that are developmentally appropriate to his or her age and stage of learning. As such, each child will experience a variety of learning environments of ever increasing complexity and challenge, fostering creativity, promoting strong interpersonal relationships and stimulating excitement and wonder for the world around them.

Principal's Report

2016 was a very successful year at Good Samaritan Catholic Primary School characterised by significant improvements in the organisation of the school designed to promote effective learning.

Fundamental to these improvements was the publication of a new strategic plan for the period 2016 -2020. The plan, *Lives Fully Lived*, builds upon the School's achievements and distinguishing qualities of the past twenty years and positions our community to best meet the challenges of the future. It is our plan for the future; it describes our aspiration for the school community and what we need to do to accomplish this.

Lives Fully Lived, reflects our priorities for the next five years and establishes the broad directions we will take as we continue our improvement journey.



A great joy of the 2016 school year was that we continued to welcome students and families from refugee backgrounds. Good Samaritan Catholic Primary School has established a whole of school strategic response to supporting children from refugee backgrounds. In 2016 our trauma informed practice supported an emphasis on making the school space – its routines, its relationships and its activities in and around our students – facilitative and flexible to the needs of all children, but in particular those who are affected by the consequences of trauma and stress.

It is anticipated that in 2017 refugees from Syria and Iraq will continue to move into the Roxburgh Park and surrounding region, making it likely that the number of students with refugee backgrounds at the school will continue to rise. In the spirit of compassion and solidarity we at Good Samaritan have embraced the Australian Catholic Bishops Conference Social Justice Statement 2015-2016, *For Those Who've Come Across the Seas*. At Good Samaritan we recognise that the test of solidarity and of commitment to the common good is the care we have for the people who are most disadvantaged.

We are committed to ensuring that we educate every child for a life fully lived.

Priority 1: Faith and Mission

Strategic Intent 2016 -2020

Proclaim the Gospel

Goals & Intended Outcomes

1.1 Make real and present the promise of the Kingdom of God

Achievements

1. Developed Strategic Plan 2016 - 2020: *Lives Fully Lived*
2. Successful conduct of sacramental programs: Reconciliation, First Eucharist and Confirmation
3. Formation of Faith and Mission Innovation Team
4. Commenced development of Faith and Mission Framework
5. Conducted Staff Religious Education Forum: Year of Mercy
6. Introduced school-wide Liturgy planning



Priority 2: Achieve Excellence in Student Learning and Wellbeing

Strategic Intent 2016 -2020

Design learning that enables all our students to become successful learners, confident and creative individuals, active and informed citizens

Goals

- 2.1 Develop pedagogical practice so that all students are intellectually and behaviourally engaged and emotionally invested in learning that is personally meaningful.
- 2.2 Design and implement school-wide policies, practices and programs that enable us to effectively respond to the diversity of learner needs.
- 2.3 Design a rich, relevant and rigorous Catholic school curriculum.

Achievements

During 2016 the school:

- Documented and published the following school student learning and wellbeing frameworks or policies:
 - 4.1 Child Safe Policy
 - 4.10 Supervision of Students Policy
 - 4.11 Approved Consequences for Inappropriate Behaviour Policy
 - 4.3 Prevention and Management of Bullying Policy
 - 4.4 Procedure for Responding to Instances of Bullying
 - 4.5 Procedure for Responding to Inappropriate Student Behaviours
 - 4.7 School Uniform Policy
 - 4.9 Student Attendance Policy
 - 5.5 Communicating Student Achievement and Progress
 - F11 Framework for Supporting Children From Refugee Backgrounds
 - F6. Framework for Promoting Student Engagement and Positive Behaviours
- Developed and implemented Students With Additional Learning Needs semester meetings with Home Group Teachers
- Introduced weekly Leadership For Learning Team meeting structure.
- Formed the Curriculum Design Innovation Team – auditing current curriculum against the new Victorian Curriculum.
- Conducted research into pre-school learning programs designed to meet developmental needs of young children.
- Employed Pre-School Programs Assistant.
- Introduced new position and role of bilingual coeducator (4 positions) to support the learning of children from refugee backgrounds
- Introduced new position and role of Teacher Librarian

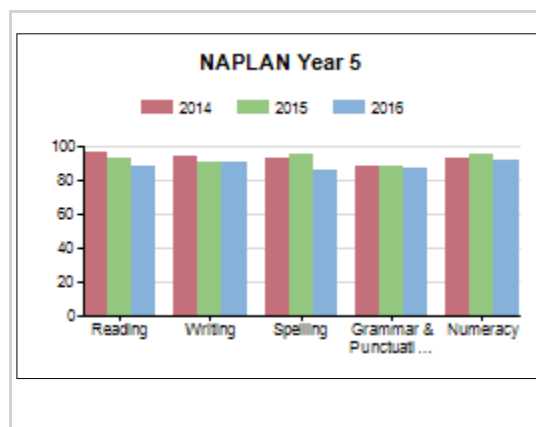
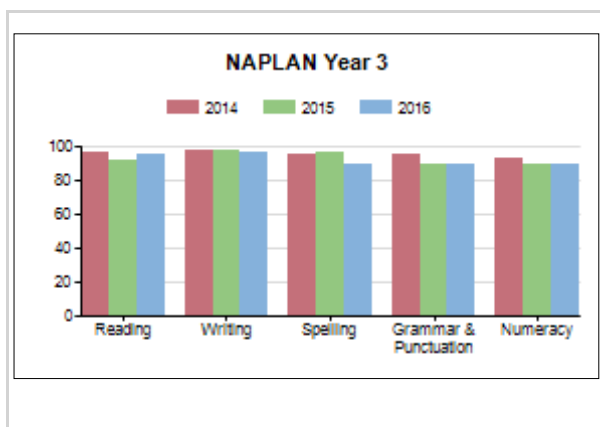
Student Learning Outcomes

PROPORTION OF YEAR 3 STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	96.8	92.1	-4.7	95.7	3.6
YR 03 Writing	97.8	98.0	0.2	96.8	-1.2
YR 03 Spelling	95.7	96.1	0.4	89.4	-6.7
YR 03 Grammar & Punctuation	95.7	89.2	-6.5	89.4	0.2
YR 03 Numeracy	93.5	89.2	-4.3	90.1	0.9

PROPORTION OF YEAR 5 STUDENTS MEETING THE MINIMUM STANDARDS

YR 05 Reading	96.7	93.4	-3.3	88.2	-5.2
YR 05 Writing	94.6	91.2	-3.4	90.4	-0.8
YR 05 Spelling	93.5	95.6	2.1	86.2	-9.4
YR 05 Grammar & Punctuation	88.0	88.9	0.9	87.2	-1.7
YR 05 Numeracy	93.5	95.6	2.1	91.4	-4.2



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 89 on the 100 point scale in the school improvement surveys is a positive result

Student Attendance

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	98.33
Year 2	98.36
Year 3	98.85
Year 4	98.77
Year 5	98.11
Year 6	98.63
Overall average attendance	98.51

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

Child Safe Standards

At Good Samaritan Catholic Primary School (the School) we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.

In 2016 the school:

- Developed and published the Staff Code of Conduct *Go and Do the Same* consistent with the requirements of Standards 1 and 2.
- Developed and published the school policy 4.1 Child Safety consistent with the requirements of Standard 4.
- Developed and published the school policy 4.2 Child Protection and Reporting Policy consistent with the requirements of Standard 5 and 6.
- Developed and implemented staff employment procedures consistent with the requirements of Standard 4.
- Conducted professional learning for all staff on the implementation of the Child Safe Standards consistent with the requirements of Standard 1 and 6.



Priority 3: Strengthen Relationships

Strategic Intent 2016 -2020

Strengthen family and community engagement in learning.

Goal

- 3.1 Build the capacity of the school staff, families and children to work in learning partnerships that enable every child to experience a life fully lived.
- 3.2 To develop learning partnerships with families to support them at the key transition points of their child's learning journey.
- 3.3 To promote connectedness between the School, the Parish, and the wider community of the City of Hume.

Achievements

During 2016 the following were achieved in this priority area:



- Continued to develop and refine the structure and implementation of learning conversations.
 - Conducted learning conversations in each school term
 - Introduced and published termly Level Learning Overviews for families.
 - Prep level conducted inquiry into the use of SeeSaw to facilitate family engagement in learning
 - Introduced the Skoolbag app to facilitate improved communication with families
 - Introduced Parent Portal to facilitate improved communication with families
 - Introduced role of Pre-School Programs Leader
 - Redeveloped Nursery Rhyme Time toddlers program (35 enrolled)
- Introduced Play Group program (65 enrolled preschoolers)
- Commenced partnership with Playgroup Victoria
- Commenced partnership with Banksia Gardens
- Commenced partnership with Roxy United Soccer Club
- Commenced partnership with Hume Refugee Strategy
- Initiated regular transition meetings with Hume Kindergartens
- Joined the Hume Transition to School Network
- Commenced partnership with ARDOCH to facilitate volunteers
- Continued research partnership with Foundation House
- Commenced partnership with Edge Alliance members
- Commenced partnership with Matchworks employment services
- Redesigned school website
- Redesigned and implemented a Transition to School Program for families of children commencing Prep in 2017

Priority 4: Develop a Culture of Shared Leadership and Responsibility

Strategic Intent 2016 -2020

Promote collective and distributed leadership for learning.

Goals

- 4.1 Build a shared commitment to the future development of our school that is hopeful, just and offering fellowship to all.
- 4.2 Build a strong professional community through the development and implementation of an effective performance and development process.
- 4.3 Ensure that the School meets all regulatory and statutory requirements established by governments and the Catholic Education Commission of Victoria.

Achievements

During 2016 the following were achieved in this priority area:

- Restructured organisation and roles of School Leadership Teams: Leadership for Learning and School Management
- Formed the Leadership For Learning Team
- Introduced new position and role of Deputy Principal, Learning and Teaching
- Introduced new position and role of Director of Student Wellbeing and Engagement
- Developed the School Advisory Council Charter
- Developed and mapped the school's Professional Learning Architecture
- Introduced the new position and role of Village Learning Leader to support teacher professional learning and collaboration
- Introduced professional learning inquiries through the Village Learning Teams structure
- Developed and introduced Child Safe Policy and associated procedures
- Developed Staff Code of Conduct
- Conducted staff conference: child safety
- Conducted staff training: OH&S Manual Handling

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	85.06%

STAFF RETENTION RATE	
Staff Retention Rate	82.26%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
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	3
Teaching Staff (Head Count)	64
FTE Teaching Staff	53.900
Non-Teaching Staff (Head Count)	19
FTE Non-Teaching Staff	12.872
Indigenous Teaching Staff	0

Expenditure and Teacher Participation in Professional Learning

DESCRIPTION OF PL UNDERTAKEN IN 2016

Staff Seminar: Achieving Excellence In Student Learning and Wellbeing

Religious Education Conference: Parish Primary Schools

Anaphylaxis Management

Innovation Team Numeracy

Innovation Team Literacy

Innovation Team Student Engagement and Wellbeing

Innovation Team Community Engagement

Leadership Development – Leading Learning

Trauma Informed Practice

Occupational Health and Safety

NUMBER OF TEACHERS WHO PARTICIPATED IN PL 60

AVERAGE EXPENDITURE PER TEACHER FOR PL \$1,800

Priority 5: Create a Contemporary Learning Environment

Strategic Intent 2016 -2020

Develop the school to be a contemporary learning environment.

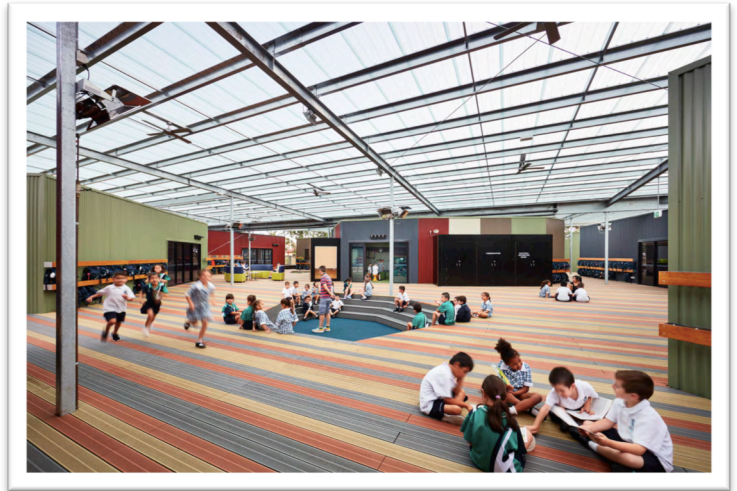
Goals:

- 5.1 Utilise our facilities and resources to the best possible effect and in the best possible combination to support improved student outcomes.
- 5.2 Manage the School's financial resources to meet the needs of the school both into the short to long-term.

Achievements

During 2016 the following were achieved in this priority area:

- Commenced and completed the *Nazareth Learning Village* building project including eight new learning studios, learning hub, village commons and amphitheater.
- Commenced and completed construction of the *Adventures in the Sand Playground*.
- Commenced and completed construction of overflow carpark (32 new spaces)
- Commenced and completed stage 1 landscape works.
- Redesigned school library for improved access and functionality.
- Employed two crossing supervisors for morning drop-off and afternoon pick-up
- Introduced 30 MacBooks: purchased and rolled out for student use in year 6
- Introduced an additional 60 iPads purchased and rolled out for student use in years 2 – 4
- Engaged new cleaning contractors for site maintenance
- Improved site security with new southern and eastern boundary fencing.
- Improved site security with installation of CCTV system throughout school site.
- Improved site security with installation of digital visitor sign-in kiosk.
- Established Learning Village structure.
- Redesigned and rebuilt school wide computer network infrastructure: installation of fibre cabling, installation of 11 POE switches.
- Developed and documented School Financial Policy and Procedures
- Conducted audit of procurement of student requisites to identify areas of cost saving
- Developed and documented school maintenance plan



Future Directions

Over the next five years, Learning Villages will be developed to serve both as the learning and pastoral base for each child. Each village will be the focal point of our improvement initiatives as we work to ensure quality teaching and deep learning for every child.

The Learning Villages have been named after an important geographical setting that Christ visited during his pilgrimage on earth.

Prep: Jordan Village Years 5 & 6: Emmaus Village

Years 1 & 2: Nazareth Village Community Hub: Jericho Village

Years 3 & 4: Bethany Village

Within each village we hope to establish a unique personality that, inspired by the example of Christ, confidently articulates a vibrant expression of faith, life and culture.

We envisage that each child's pilgrimage of learning and revelation will have him or her pass through Learning Villages that are developmentally appropriate for their age and stage of learning. As such, each student will experience a variety of learning environments of ever increasing complexity and challenge, fostering creativity, promoting strong interpersonal relationships and stimulating excitement and wonder for the world around them.

Each village will provide a safe, caring and stimulating environment and educational experience that enables students to be active learners, to communicate effectively, to solve authentic problems, to think critically, to work in teams and to act responsibly.

Our Learning Villages will be:

Learner Centred

We will encourage and equip our students with the skills to become active, engaged participants in their own learning with the learning process guided by, rather than centred on, the teacher.

Structured and Designed for Learning

We will design for learning that offers broad, rich and relevant experiences that students value and that support the development of the whole person.

Personalised

We will ensure students are intellectually and behaviourally engaged, and also emotionally invested in learning that is personally meaningful.

Inclusive

Our teaching practices will reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support.

Social and Connected:

We will enable our learners to collaborate and connect strongly with communities and practice beyond the classroom

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VRQA Compliance Data

NOTE:

The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

[Victorian Registration and Qualifications Authority](#)