



Good Samaritan

CATHOLIC PRIMARY SCHOOL

2017 ANNUAL REPORT TO THE SCHOOL COMMUNITY



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Contact Details

ADDRESS	1-29 Southern Cross Drive Roxburgh Park VIC 3064
PRINCIPAL	Mr Paul Sedunary
PARISH PRIEST	Rev. Varghese Kurisingal
TELEPHONE	(03) 9308 6177
EMAIL	office@gsroxburghpark.catholic.edu.au
WEBSITE	www.gsroxburghpark.catholic.edu.au

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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

25 May 2018

Our Vision

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: 734		Girls: 342	Boys: 392	Families: 473	Total Staff: 103
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

2017 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.

In the second year of implementation of the school's strategic plan, *Lives Fully Lived*, we continued to concentrate our efforts on inquiries that addressed each strategic priority.

At the very heart of our school improvement actions is a desire for the full flourishing of each student, across religious, physical, cognitive, emotional and social domains. Here we support students to grow in virtue and to embrace a view of themselves and the world that leads to peace, justice, and the prospering of the whole of creation. It is a journey that is enlightened by faith, animated by love and leading to hope.



Good Samaritan Catholic Primary School is a vital organisation within the community of Roxburgh Park and surrounding suburbs. Throughout 2017 we demonstrated our capacity to reach out to community members, to engage with people of diverse backgrounds and access the range of resources and opportunities available to improve the learning opportunities for children and their families.

A defining characteristic of 2017 was our ability to capitalise upon the relationship established between families and our school to positively impact upon the delivery of cohesive settlement services for students from a refugee background. Through the establishment of strategic partnerships we sought to build our capacity to weave together a critical mass of resources and strategies to support students and their families engage in learning.

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. Conducted sacramental program of Reconciliation for 23 children and their families.
2. Conducted sacramental program of First Eucharist for 23 children and their families.
3. Conducted sacramental program of Confirmation for 30 children and their families.
4. Commenced inquiry into the introduction of the new Religious Education Framework.
5. Developed Religious Education Statement of Practice
6. Conducted annual parish Religious Education Forum.
7. Conducted Andrew Chin music performance day – *faith and song*.



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 2017 the school achievements included, but not limited to:

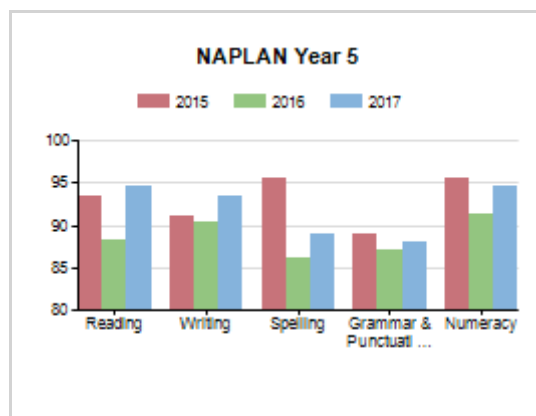
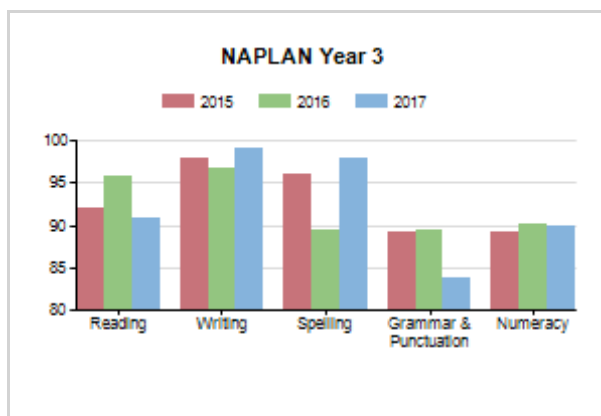
- Implementation of the Learning Framework in Number (Mental Maths) sessions for Prep, Year 1 & 2 to strengthen the capacity of teachers to use contemporary pedagogies to improve student-learning outcomes.
- Professional learning for teachers P-2 in the understanding of the Learning Framework in Number and assessment schedules.
- Investigation of the MFacts121 online resource for teaching and learning multiplication and division in Year 3. These resources developed teacher capacity and improved student outcomes.
- Developed and implemented the Numeracy Assessment Guide.
- Developed and implemented Students With Additional Learning Needs semester meetings with Home Group Teachers
- Continued development of the cycle of Inquiry Curriculum based upon the principles of Catholic Social Justice - cycle A completed.
- Conducted research into pre-school learning programs designed to meet developmental needs of young children.
- Implementation of Students with Additional Learning Needs (SWALN) meetings.
- Development of the Learning and Teaching Design Framework articulating the principles and understandings that direct school wide initiatives.
- Development of the Learning Partnerships Framework articulating the principles and understandings that direct school wide initiatives.
- Commenced the ASPIRE project – formed partnerships with community providers of child development and wellbeing services.
- Development of standardised school wide processes for referral to external learning and wellbeing services.
- Formation of school choir for students in Years 2 -6, including the employment of a qualified singing teacher.
- Introduced specialist learning area of Media Arts in Years Prep – 2.



Student Learning Outcomes

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	89.2	89.4	0.2	83.7	-5.7
YR 03 Numeracy	89.2	90.1	0.9	89.9	-0.2
YR 03 Reading	92.1	95.7	3.6	90.9	-4.8
YR 03 Spelling	96.1	89.4	-6.7	98.0	8.6
YR 03 Writing	98.0	96.8	-1.2	99.0	2.2
YR 05 Grammar & Punctuation	88.9	87.2	-1.7	88.0	0.8
YR 05 Numeracy	95.6	91.4	-4.2	94.6	3.2
YR 05 Reading	93.4	88.2	-5.2	94.6	6.4
YR 05 Spelling	95.6	86.2	-9.4	89.1	2.9
YR 05 Writing	91.2	90.4	-0.8	93.5	3.1



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	%
Y1	92.69
Y2	91.61
Y3	93.75
Y4	92.20
Y5	94.03
Y6	94.49
Overall average attendance	93.13

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 2017 the school:

- Implemented our Staff Code of Conduct: *Go and Do the Same* consistent with the requirements of Standards 1 and 2.
- Implemented the school policy 4.1 Child Safety consistent with the requirements of Standard 4.
- Implemented the school policy 4.2 Child Protection and Reporting Policy consistent with the requirements of Standard 5 and 6.
- 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.



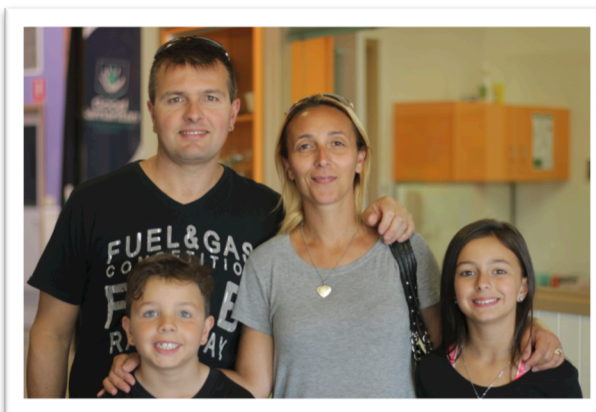
Priority 3: Strengthen Relationships

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 2017 the following were achieved in this priority area:

- Continued to develop and refine the structure and implementation of learning conversations.
- Published termly Level Learning Overviews for families.
- Trained and employed two play group program assistants from within the parent community
- Hosted numerous community conversations
- Commenced research ASPIRE project.
- Conducted parents tours of the school in action
- Commenced partnership with Northern Metro Primary Health Network
- Commenced partnership with Dianella Health Services
- Commenced partnership with Hume Maternal and Child Health Services
- Conducted regular transition meetings with Hume Kindergartens
- Conducted Mother's Day morning tea – over 400 attendees.
- Conducted Fathers Day breakfast – over 350 attendees.
- Conducted Christmas Carols – over 1000 participants
- Entered into a sponsorship arrangement with AGS Prints for the provision of clothing for playgroup kids
- Entered into a sponsorship arrangement with Westfield Shopping Centre for the provision of a



children's playground equipment

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

The achievement of better outcomes for students is a core objective of the school. The outcomes that we seek to improve are not limited to academic outcomes; they include a broad range of intentions, including better student engagement, greater enjoyment of learning and improved student health and wellbeing.

At Good Samaritan Catholic Primary School we understand that improved practices and improved outcomes will only be achieved through collaborative, systematic, school-wide efforts to learn how to improve. In other words, the school functions as a learning community underpinned by a belief that, no matter how well or how poorly the school is performing, improvement is always possible.

In 2017 Good Samaritan Catholic Primary School demonstrated that it is a learning organisation by:

- School leaders modelin learning leadership, distribute leadership and help grow other leaders, including students
- School leaders ensuring that the organisation's actions are consistent with its vision, goals and values
- School staff promoting and participating in strong collaboration with other schools, parents, the community, higher education institutions and other partners
- Ensuring an integrated approach to responding to students' learning and other needs

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	84.16%

STAFF RETENTION RATE	
Staff Retention Rate	81.67%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	19.23%
Graduate	17.31%
Certificate Graduate	7.69%
Degree Bachelor	86.54%
Diploma Advanced	19.23%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	78
FTE Teaching Staff	66.200
Non-Teaching Staff (Head Count)	37
FTE Non-Teaching Staff	32.147
Indigenous Teaching Staff	0

Expenditure and Teacher Participation in Professional Learning

At Good Samaritan our model of the school as a learning organisation comprises seven action-oriented dimensions which, when viewed as both independent and interdependent characteristics, are greater than the sum of the parts. All seven dimensions are essential for the sustainable transformation of the school so that all within the school community have the best opportunities for learning for a life fully lived.

The seven dimensions of the school's learning organisation model are:

1. Developing and sharing a vision centred on the learning of students
2. Creating and supporting continuous learning opportunities for all school staff
3. Promoting team learning and collaboration among all school staff
4. Establishing a culture of inquiry, innovation and exploration
5. Embedding systems for collecting and exchanging knowledge and learning
6. Learning with and from the external environment and larger learning system
7. Modelling and growing learning leadership.

DESCRIPTION OF PL UNDERTAKEN IN 2017

Examples of professional learning opportunities experienced in 2017 include, but are not limited to:

- Religious Education Conference: Parish Primary Schools
- Implementing the Renewed Religious Education Framework
- Religious Education Network
- Innovation Team Numeracy
- Innovation Team Literacy
- Innovation Team Community Engagement
- Innovation Team Learning Diversity
- Innovation Team Community Engagement in Learning
- Leadership Development – Leading Learning
- Trauma Informed Practice
- Occupational Health and Safety
- Child Safe Standards
- Anaphylaxis Management
- Reportable Conduct Scheme
- Learning Framework in Number
- Inquiry Curriculum – planning for engaging and meaningful learning.
- eSmart Program
- Learning Diversity Network
- School Finance Officers Network
- Partnerships for Learning – Maggie Farrar
- ACSA National Conference

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	78
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$3,200

Priority 5: Create a Contemporary Learning Environment

Strategic Intent 2016 -2020

Develop the school to be a contemporary learning environment.

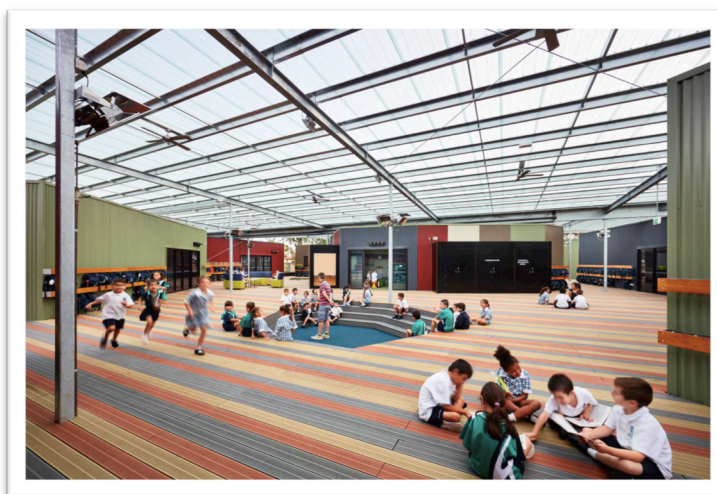
Goals:

- 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 2017 the following were achieved in this priority area:

- Commenced and completed the *Emmaus Learning Village* building refurbishment.
- Replacement of all student furniture in Years 5 and 6.
- Completed stage 2 landscape works.
- Continued to restock and remodel school library for improved access and functionality.
- Provision of additional iPads and carts to support years 1 and 2.



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

:

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](#)