



# Good Samaritan

CATHOLIC PRIMARY  
SCHOOL

2018  
ANNUAL  
REPORT

TO THE SCHOOL COMMUNITY

REGISTERED SCHOOL NUMBER: 1951

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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 2017 (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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

10 May 2019

## Our School Vision

### 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. 567 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 98 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: 709		Girls: 343	Boys: 366	Families: 468	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.

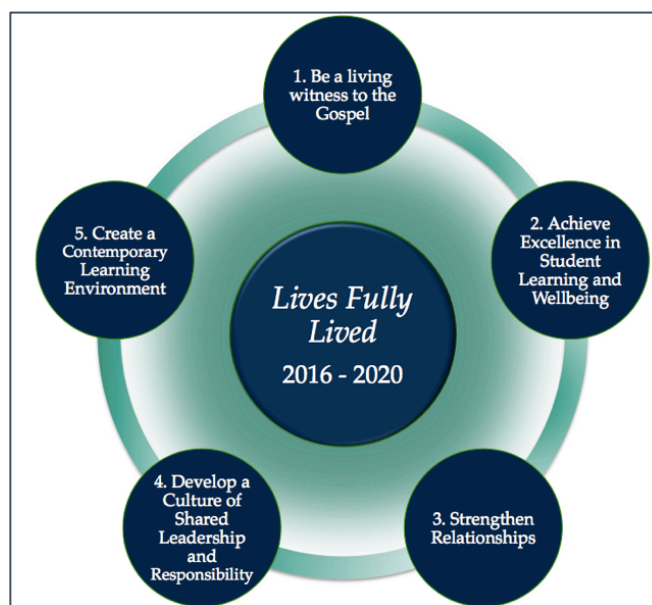
We envisage for each child that their time at Good Samaritan is a pilgrimage of learning and revelation that will have him or her pass through Learning Villages that are developmentally appropriate to his or her age and stage of learning. As such, each child will experience a variety of learning environments 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

During 2018 Good Samaritan Catholic Primary School successfully implemented the third year of our strategic plan *Lives Fully Lived*.

Throughout the year particular emphasis was placed on building the capacity of school staff to respond to the diverse needs of the children in our care.

The school places a high priority on ensuring that teachers identify and address the learning needs of individual students. Our teachers are encouraged and supported to monitor closely the progress of each child, identify learning difficulties and tailor classroom activities to levels of readiness and need.



We have continued to build a professional team of highly able educators, including teachers who take an active leadership role beyond the classroom.

Strong procedures are now in place to encourage a shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

Throughout the year the school actively sought ways to enhance student learning and wellbeing by partnering with parents and families, other education institutions, and community organisations. Partnerships were strategically developed to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school.

## 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

During 2018 the school achievements included, but not limited to:

1. Conducted sacramental program of Reconciliation for 20 children and their families.
2. Conducted sacramental program of First Eucharist for 24 children and their families.



3. Conducted sacramental program of Confirmation for 31 children and their families.
4. Continued inquiry into the introduction of the new Religious Education Framework.
5. Appointed two Religious Education Leaders to coordinate religious education program.
6. Celebrated numerous feast days and liturgy celebrations throughout the year.

## 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.

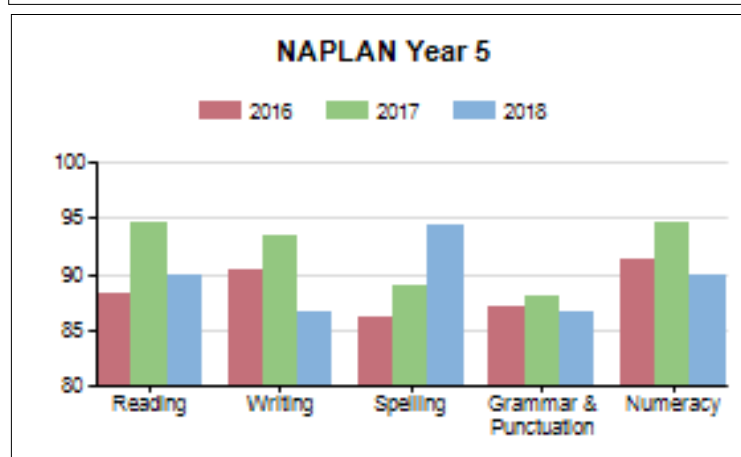
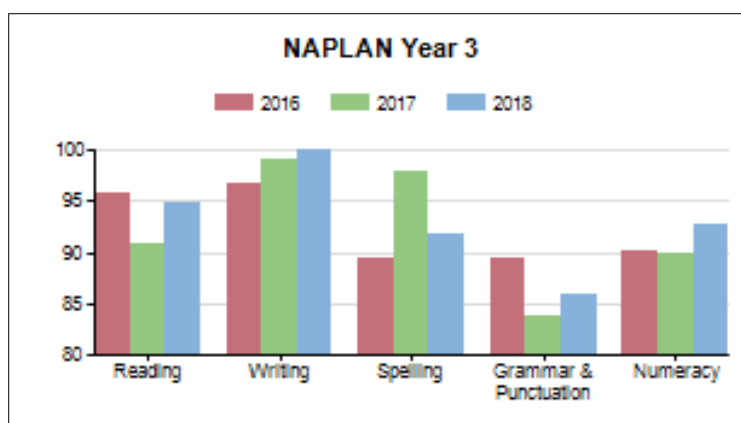
### Achievements

During 2018 the school achievements included, but not limited to:

- Consolidated 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 Prep- 3 in the understanding of the Learning Framework in Number and assessment schedules.
- Implemented the MFacts121 online resource for teaching and learning multiplication and division in years 3 and 4. These resources developed teacher capacity and improved student outcomes.
- 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 – Cycles A and B completed.
- Conducted research into pre-school learning programs designed to meet developmental needs of young children.
- Development of the Learning and Teaching Design Framework articulating the principles and understandings that direct school wide initiatives.
- 13 staff (3 Learning Leaders and 10 teachers) participated in the Teaching ESL students in mainstream classrooms professional learning program
- Implemented enhanced practices to support and monitor new arrival students progress in their first year of schooling in Australia
- Development of standardised school wide processes for referral to external learning and wellbeing services.
- Continued to development of school choir for students from Year 2 to 6. Over 60 students engaged. The choir competed in the Bendigo Eisteddfodd and placed second in their category.

## Student Learning Outcomes

PROPORTION OF YEARS 3 STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	89.4	83.7	-5.7	85.9	2.2
YR 03 Numeracy	90.1	89.9	-0.2	92.7	2.8
YR 03 Reading	95.7	90.9	-4.8	94.8	3.9
YR 03 Spelling	89.4	98.0	8.6	91.9	-6.1
YR 03 Writing	96.8	99.0	2.2	100.0	1.0



PROPORTION OF YEARS 5 STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 05 Grammar & Punctuation	87.2	88.0	0.8	86.7	-1.3
YR 05 Numeracy	91.4	94.6	3.2	90.0	-4.6
YR 05 Reading	88.2	94.6	6.4	90.0	-4.6
YR 05 Spelling	86.2	89.1	2.9	94.4	5.3
YR 05 Writing	90.4	93.5	3.1	86.7	-6.8

### Student Attendance

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	94.3
Y02	94.3
Y03	94.3
Y04	94.3
Y05	94.4
Y06	94.3
Overall average attendance	94.3

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 2018 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.
- Developed and implemented the the statement of practice: LT 6 *Responding to Diversity*. The purpose of this statement is to provide direction, to guide decision making, ways of working and learning conversations when responding to the diverse learning needs of students at Good Samaritan.



## 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 2018 the following were achieved in this priority area:

- Continued to develop the ASPIRE project by strengthening partnerships with community providers of child development and wellbeing services.
- Through playgroup provided access/referral to health services – Maternal and Child Health Nurse
- Through playgroup provided access/referral to family services - Parent Support Worker
- Developed the Learning Partnerships Framework articulating the principles and understandings that direct school wide initiatives
- Increased the provision of preschool programs (0-5 yrs) to meet the demand over 120 families enrolled.
- Expanded the range of adult learning programs provided to the community through Jericho Community Learning Village: English Language, Sewing, Basic Computing, Cooking, Men's Coffee Club
- The Principal and Early Years Leader presented *Lives Fully Lived* at the ACEL Early Years National Conference.
- The Principal presented *Transition Points: Early Years Learning and Wellbeing*, at the Foundation House Regional Transition Seminar;
- The Principal is member of the Hume Early Years Partnership Executive Committee.
- Liaison with 22 kindergartens creating strong links to support children and families through the transition to school process.
- Facilitated 100% enrolment of preschoolers into 4yr old kindergarten
- Family Enrolment Conversation for each child
- Conducted orientation program for children and parents
- Conducted the Step-into-Prep Program
- Conducted home visit(s) for every new family





## 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

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 2018 Good Samaritan Catholic Primary School demonstrated that it continues to develop a culture of shared leadership and responsibility as it:

- Developed school design framework *DF4 Designing a Learning Organisation*. The purpose of this Design Framework is to describe the key principles and understandings that inform and guide our school wide approaches to developing the school as a learning organisation.
- Conducted coaching program for school leaders in conjunction with Dr. Helen Goode.
- Developed new student leadership model incorporating a Student Leadership Team and SRC. Student leaders were invited members and participated in the statewide *Students Leaders for Equity* forum in November.
- The principal represented Catholic Education Melbourne as a member for the State Government's *School Leaders for Gender Equality* working Group.
- Conducted eight community conversations with families



**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	86.80%
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**STAFF RETENTION RATE**

Staff Retention Rate	76.60%
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**TEACHER QUALIFICATIONS**

Doctorate	0.00%
Masters	22.23%
Graduate	24.40%
Certificate Graduate	6.7 %
Degree Bachelor	82.20%
Diploma Advanced	24.4%
No Qualifications Listed	0.00%

**STAFF COMPOSITION**

Principal Class (Headcount)	3
Teaching Staff (Headcount)	73
Teaching Staff (FTE)	60.7
Non-Teaching Staff (Headcount)	41
Non-Teaching Staff (FTE)	35.1
Indigenous Teaching Staff (Headcount)	0

## Expenditure and Teacher Participation in Professional Learning

### DESCRIPTION OF PL UNDERTAKEN IN 2018

Examples of professional learning opportunities undertaken by staff in 2018 include, but are not limited to:

- Religious Education Conference: Parish Primary Schools
- Implementing the Renewed Religious Education Framework
- Engaging in Sacrament
- Teaching ESL Students in Mainstream Classroom (TESMC)
- Masters of Education (Educational Leadership)
- Graduate Certificate in Catholic Studies
- Religious Education Network
- Innovation Team Numeracy
- Innovation Team Literacy
- Innovation Team Learning Diversity
- Innovation Team Community Engagement in Learning
- Leadership Development – Leading Learning
- Responding to Diversity – differentiated instruction
- Positive Behaviours for Learning
- Words in Context: Orthographic Inquiry in the Early Years
- Reading Recovery Tutor Training Course
- Early Childhood Development and Wellbeing
- Occupational Health and Safety
- Child Safe Standards and Reportable Conduct Scheme
- Anaphylaxis Management
- Learning Framework in Number
- Google Suite
- Inquiry Curriculum – planning for engaging and meaningful learning.
- Learning Diversity Network
- School Finance Officers Network
- Partnerships for Learning – Maggie Farrar
- ACEL Early Years National Conference

% OF STAFF WHO PARTICIPATED IN PL	100 %
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AVERAGE EXPENDITURE PER STAFF FOR PL	\$3,200
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## 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 2018 the following were achieved in this priority area:

- Replacement of all student furniture in Years 3 and 4.
- Completed stage 2a landscape works: front entrance
- Completed construction of Early Years Playground.
- Continued to restock and remodel school library for improved access and functionality.
- Implemented new library asset management and borrowing system.
- Revised school maintenance plan to reflect changes to site layout and structures.
- Completed grounds maintenance and rectification works: leveling of concrete paths.
- Provision of additional iPads and carts to support years 3-6
- Completed architectural designs for refurbishment of school hall and chapel and surrounding grounds.
- Refurbished year 3 learning area: internal refit of classrooms to increase learning spaces, new front verandah/landing areas, new student bag storage



## Future Directions

Over the next two years, the Learning Villages will continue to 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 are:

Learner Centred	We 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 design for learning that offers broad, rich and relevant experiences that students value and that support the development of the whole person.
Personalised	We ensure students are intellectually and behaviourally engaged, and also emotionally invested in learning that is personally meaningful.
Inclusive	Our teaching practices 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 enable our learners to collaborate and connect strongly with communities and practice beyond the classroom

**NOTE:** *The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)*