



# Good Samaritan

CATHOLIC PRIMARY  
SCHOOL

2019  
ANNUAL  
REPORT

TO THE SCHOOL COMMUNITY

REGISTERED SCHOOL NUMBER: 1951

## Contents

**Contact Details**

**Minimum Standards Attestation**

**Our Vision**

**Our Mission**

**School Overview**

**Principal's Report**

Priority 1: Faith and Mission

Priority 2: Achieve Excellence in Student Learning and Wellbeing

**Child Safe Standards**

Priority 3: Strengthen Relationships

Priority 4: Develop a Culture of Shared Leadership and Responsibility

Priority 5: Create a Contemporary Learning Environment

**Future Directions**

## Contact Details

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## Minimum Standards Attestation

I, PAUL ANTHONY 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

20 JULY 2020

## **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.



## Principal's Report

During 2019 Good Samaritan Catholic Primary School successfully implemented the fourth year of our strategic plan *Lives Fully Lived*.

Throughout the year continued 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.

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 2019 the school achievements included:

1. Conducted sacramental program of Reconciliation for 22 children and their families.
2. Conducted sacramental program of First Eucharist for 27 children and their families.
3. Conducted sacramental program of Confirmation for 30 children and their families.
4. Continued inquiry into the introduction of the new Religious Education Framework.
5. Celebrated numerous feast days and liturgy celebrations throughout the year.
6. Developed school based family learning sessions for sacramental programs



## 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 2019 the school achievements included:

- Continued development of the cycle of Inquiry Curriculum based upon the principles of Catholic Social Justice
- Development of the Good Samaritan Statement of Practice, providing direction to guide decision making and ways of working when designing literacy learning and teaching initiatives.
- Participation of 8 Good Samaritan Kolbe Catholic College staff members (1 Learning Leader and 19 teachers) in the *Teaching ESL Students in Mainstream Classrooms* professional learning program
- Implementation of the EAL Learning and Teaching cycle and Genre as a social process approach in P-6 Literacy learning design.
- Increased use of EAL Continuum to plan for literacy learning.
- Allied health and medical professionals provided through the ASPIRE Project to support teachers and families to design differentiated strategies, targeted to individual students learning and development profiles. .
- Additional diagnosis and referrals for children and families where developmental concerns were identified through the ASPIRE project.
- Disability Standards online professional learning modules completed by all staff
- All staff attended a Two day Learning Diversity Seminar that focussed on meeting students' needs across a wide range of disabilities



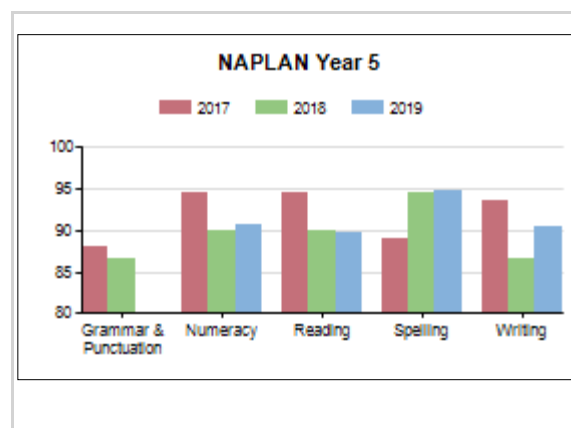
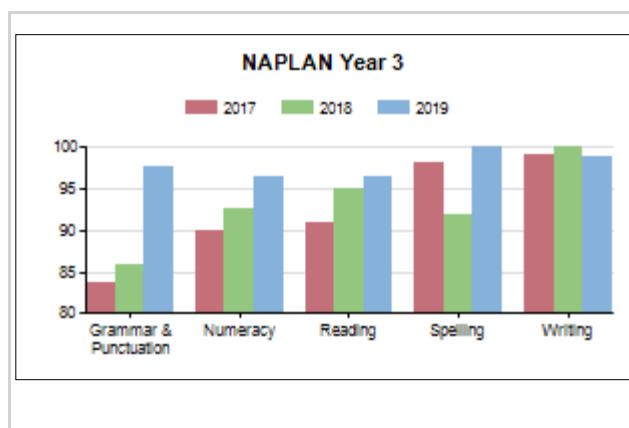


- Upper Years Levelled Literacy Intervention program purchased and implemented in Emmaus for students at risk
- Number of PSGs scheduled increased
- LAS (Learning Adjustment Support) teacher employed to support each Village
- Essential assessment, mathematics data used by teachers to make more informed “on balance” judgements about student progress
- Assessment days scheduled at the beginning of the year so that teachers begin the year with information for planning
- Implementation of the Learning Framework in Number (Mental Maths) sessions consolidated for Prep, Year 1 & 2 and introduced as a strategy in Years 3- 6
- 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.
- 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

### Student Achievement Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	83.7	85.9	2.2	97.6	11.7
YR 03 Numeracy	89.9	92.7	2.8	96.5	3.8
YR 03 Reading	90.9	94.9	3.9	96.4	1.6
YR 03 Spelling	98.0	91.9	-6.1	100.0	8.1
YR 03 Writing	99.0	100.0	1.0	98.8	-1.2

YR 05 Grammar & Punctuation	88.0	86.7	-1.3	78.4	-8.3
YR 05 Numeracy	94.6	90.0	-4.6	90.7	0.7
YR 05 Reading	94.6	90.0	-4.6	89.7	-0.3
YR 05 Spelling	89.1	94.4	5.3	94.8	0.4
YR 05 Writing	93.5	86.7	-6.8	90.4	3.7



## Student Attendance

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	91.2
Year 2	92.3
Year 3	90.7
Year 4	90.7
Year 5	90.8
Year 6	90.7
Overall average attendance	91.1

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 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 2019 the following were achieved in this priority area:

##### Participation:

- 231 families engaged with Jericho Community Learning Village (JCLV) with adults and children attending 7,675 times.

##### English Language:

- English language and conversation classes were attended more than 1,767 times.

##### Early Years:

- Families accessed playgroups and early years education sessions 3,874 times.
- In addition, children accessed language and literacy learning experiences 856 times.
- 148 children and their families enrolled in Playgroup over the 2019 year.

##### Parent Engagement:

- Families were engaged 801 times through various programs coordinated by JCLV.

##### Vocational Training:

- Adults together with children attended an informal training course or session on 221 occasions.
- JCLV was supported by 2 volunteers.
- JCLV provided 63 volunteering opportunities across 2019.
- The number of jobs found in connection to JCLV was 2.

##### Links With Services

- 85 referrals were made to additional services and support, such as, family support, maternal child health services, pre-school and community health services.
- working partnerships were formed with JCLV in 2019.

#### ASPIRE

Based on a relational model, **ASPIRE** is a place-based initiative that has been operating at Good Samaritan Primary School (GSPS) in Roxburgh Park since early 2017 where GSPS formed partnerships with community providers of child development and wellbeing providers. These organisations include Hume City Council, DPV Health, Foundation House, Community Hubs Australia and members of the Hume Early Years Partnership.

- Intensive play-based assessment undertaken by DPV Health in 2019 further enhanced the knowledge of educators in relation to identified needs of the children prior to commencing Foundation 2019. This enhanced professional awareness and expertise with invaluable insights for Foundation teachers and enhanced their abilities to gain many positive outcomes for the children. It also resulted in increased family awareness of early years services therefore leading to children having an improved level of preparedness to start primary school.
- The **ASPIRE** partnership resulted in improved sharing of information across early years services and improved the capacity and capability of parents/carers. This included enhanced parenting skills; ability to identify and address developmental vulnerabilities displayed by their children; and confidence in their ability to access and participate in appropriate early years services within the local community.
- The school put strategies in place that are informed by the understanding of the experiences of children and their families. The Early Years Transition to school approach is both culturally sensitive and contextually appropriate. **ASPIRE** staff demonstrate expertise in training and education around culturally sensitive care.



Interviews conducted with Early Years parents by Playgroup Victoria and the evaluation of ASPIRE overwhelmingly suggest parents :

- are full of praise for the Playgroups;
- name what their child and themselves have benefited from; and,
- recognise the ease of access to information and parent education due to the cultural proficiency of the staff involved.

The playgroups were extended to include Family Engagement groups

which evolved into Community Conversations with parents and partners learning together. With a focus on family conversations between parents, students and GSPS staff, a holistic enrolment process was developed that included home visits, stronger relationships with kindergartens and early years providers, and a revised prep orientation process. All information from kindergartens, family conversations, play based assessments, therapeutic interventions, referrals and pre-prep activities are shared with the Foundation teaching team so that planned responses and learning programs can be developed prior to the child commencing school.

The ongoing collaboration between Maternal Child Health, Parent Support Worker and playgroup facilitators resulted in a high level of trust between the team and consistent messages to families about learning and development and 100% children being up to date with their key age and stage assessments. The multidisciplinary team worked together to identify patterns and adapt play and learning activities to meet needs of families and children. Consistency of personnel and approaches greatly enhanced the work and supported significant progress.

Good Samaritan was awarded a 2019 Victorian Early Years finalist award for Promoting Children's Health and Wellbeing in partnership with Hume City Council, DPV Health,

Foundation House, Community Hubs Australia and North West Melbourne Primary Health Network.

### **Community Conversations**

In 2019, **ASPIRE** moved from meetings with the Parent Engagement Group to Community Conversations focussing on specific issues. Each term **ASPIRE** conducted a number of Community Conversations. They explored a range of issues about awareness of, and access to community, health and education services. The conversations were designed to focus on issues, the challenges and build the capacity of families to understand what is available and how they can access these services. In the spirit of codesign, the feedback given informs **ASPIRE**'s work and strengthens parents' capacity to solve their own issues and access services directly.

Evidence indicates that through participation at **ASPIRE**, parents have enhanced their capacity and capability to support their children's learning and development. They demonstrate knowledge of the developmental stages they should expect in their child's early years and have the confidence to request an assessment or referral for their child if they have concerns. They also increased their own resource kits with activities which can be used at home to enhance their child's learning.

Evidence also indicates that levels of relational trust have increased between families, **ASPIRE** and school staff, as have parent-to-parent networks and connections increased. Families and children are familiar with the school and understand their roles in the educational partnership.

Families and staff have increased their connections to community agencies and services with both indicating an increase in their comfort level and sense of self-efficacy when engaging in home-school partnership events and activities. **ASPIRE** has witnessed an increased number of families and staff from diverse backgrounds take on positions of leadership at the school or in the local community. This is particularly demonstrated by those in the roles of bi lingual playgroup facilitators.

A whole of family practice has been implemented with family centred and strength-based practice provided by all partners. This resulted in enhanced ability for all participants to navigate the early years system and prepare children and family with skills and expertise to embrace their learning journey.

## 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 2019 Good Samaritan Catholic Primary School demonstrated that it continues to develop a culture of shared leadership and responsibility as it.

### Professional Learning

The *Mentor Teacher Pathway* (MTP), a professional inquiry process, with the purpose of identifying and supporting teachers who demonstrate highly effective teaching practices, was introduced in 2019. The MTP is designed to enhance the school's capacity to ensure equity and excellence in learning.

Examples of professional learning opportunities undertaken by staff in 2019 include, but are not limited to:

- Implementing the Renewed Religious Education Framework
- Sacramental Theology
- 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 Positive Behaviours for Learning
- Innovation Team Community Engagement in Learning
- Leadership Development – Leading Learning
- Learning Diversity Staff Seminar Program
- Managing complex behaviours
- Early Childhood Development and Wellbeing

- Occupational Health and Safety
- Child Safe Standards and Reportable Conduct Scheme
- Anaphylaxis Management
- Learning Framework in Number
- Google Suite
- Learning Diversity Network
- School Finance Officers Network
- ACEL Early Years National Conference Learning
- Leaders trained to administer the YARK assessment as a screening tool to identify students at risk
- Autism Spectrum Disorder
- Community Partnerships in Education Study Tour, London, England

% OF STAFF WHO PARTICIPATED IN PL 100 %

AVERAGE EXPENDITURE PER STAFF FOR PL \$3,200

### School Staff

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.5%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	87.5%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	25.0%
Graduate	21.4%
Graduate Certificate	5.4%
Bachelor Degree	83.9%
Advanced Diploma	16.1%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	63
Teaching Staff (FTE)	53.1
Non-Teaching Staff (Headcount)	39
Non-Teaching Staff (FTE)	34.1
Indigenous Teaching Staff (Headcount)	0

### Financial Information

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)



## 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 2019 the following were achieved in this priority area:

- Continued upgrade of playgrounds
- Continued grounds maintenance and rectification works
- Continued buildings maintenance and rectification works
- Ongoing upgrade of the school's IT network systems
- Completed architectural designs for construction of new student toilet block



## Future Directions

2020 will be the final year of the current strategic period. 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 1 & 2:	Nazareth Village
Years 3 & 4:	Bethany Village
Years 5 & 6:	Emmaus Village
Community Hub:	Jericho Village

Within each village we are working 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:

<b>Learner Centred</b>	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.
<b>Structured and Designed for Learning</b>	We design for learning that offers broad, rich and relevant experiences that students value and that support the development of the whole person.
<b>Personalised</b>	We ensure students are intellectually and behaviourally engaged, and also emotionally invested in learning that is personally meaningful.
<b>Inclusive</b>	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.
<b>Social and Connected:</b>	We enable our learners to collaborate and connect strongly with communities and practice beyond the classroom

