

Good Samaritan Catholic Primary School

Roxburgh Park

2020

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 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 2020 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.

07/05/2021

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

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

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

To love 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. Since 2016 we have warmly welcomed and enrolled 156 children who have a direct refugee experience. Our community has been enriched by the presence of these children and their families.

Our School at a glance:

Total enrolment: 706. Boys: 369 Girls: 337

Language Background other than English: 92%

We envisage that each child's pilgrimage of learning and revelation has him or her pass through Learning Villages that are developmentally appropriate for their age and stage of learning. As such, each student experiences 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.

Learning Villages serve both as the learning and pastoral base for each child. Each village is 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.

Jordan Village: Foundation students

Nazareth Village: Years 1 and 2 students

Bethany Village: Years 3 and 4 students

Emmaus Village: Years 5 and 6 students

Jericho Community Village: Early Years and Adult Learning Programs

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

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.

The following Specialist Learning Programs are provided:

- Visual Art
- Physical Education
- Italian
- Media Arts
- Library

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.

Principal's Report

Despite the enormous challenges faced during 2020 Good Samaritan Catholic Primary School successfully implemented the fifth year of our strategic plan *Lives Fully Lived*.

Throughout 2020 this learning community displayed great resilience and determination to ensure the very best for the children in our care. While there were many interruptions to the school routine, continued emphasis was placed on building the capacity of school staff to respond to the diverse needs of the children in our care. This was an especially daunting task due to the impact of the COVID community lock-downs which resulted in extended periods of remote learning.

To every parent and carer I say thank you. Thank you for the amazing support gave your children while they have completed learning at home. I know that every family had to confront situations that are new and unsettling all the while balancing work, home life and the many stay at home restrictions. Yet, despite this, the children continued to learn and progress. Thank you for your patience, your persistence and determination. Thank you for the trust you place in the school staff and your willingness to seek help from them when you needed it. Thank you for your engagement in your child's learning.

To every member of the school staff I say thank you. Much was asked of the school staff during 2020; expecting them to work harder than ever to ensure that every child progressed. With enormous generosity of spirit the school staff met every challenge faced throughout the year. We have a great team at Good Samaritan! I will repeat this time and time again - we are truly blessed to have this amazing group of professionals committed to the full flourishing of every child in their care.

Of course, I must say thank you to the children. Great job kids! The vast majority of children have continued to learn and progress during this term because of their level of engagement and willingness to complete the assigned learning tasks.

As a School Community we had so much to be grateful for as, despite the challenges that 2020 presented, we continued to thrive. This is testimony to the strong partnerships and sense of unity that exists within our community. We were blessed and energised by the Spirit of Hope and Courage throughout the year.

Education in Faith

Goals & Intended Outcomes

Priority 1: Faith and Mission

Strategic Intent 2016 -2020

Proclaim the Gospel

Goal

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

Achievements

During 2020 the school achievements included:

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

VALUE ADDED

During 2020 the school achievements included:

1. Conducted sacramental program of Reconciliation for 24 children and their families.
2. Conducted sacramental program of Confirmation for 18 children and their families.
3. Continued inquiry into the introduction of the new Religious Education Framework.
4. Celebrated numerous feast days and liturgy celebrations throughout the year.
5. Conducted school based family learning sessions for sacramental programs.

Unfortunately, due to COVID-19 community restrictions, the 2020 First Eucharist sacramental program was cancelled.

Despite the significant disruptions caused by COVID-19 community restrictions, we innovated and introduced online experiences of prayer and liturgy for children and their families.

Learning & Teaching

Goals & Intended Outcomes

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

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

Achievements

During 2020 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 Shared Practice, providing direction to guide decision-making and ways of working when designing literacy learning and teaching initiatives.
- Development of remote learning (hybrid) model
- Development of Learning From Home 'website'
- Teachers and Co-educators conducted more than 4,900 online meets with children
- There were 38,421 posts on SeeSaw
- Each day during the extended lock down there was on average 1200 parent 'visits' on SeeSaw
- Each day during the extended lock down there was on average more than 880 likes of children's posts on SeeSaw
- Each day during the extended lock down there was on average 21 children attending for onsite supervision each day
- 80 families participated daily in our 'virtual playgroup'
- 35 families joined our virtual transition to Prep program
- 2610 learning resource packs were developed, produced and distributed to children
- 305 digital devices were loaned to families for use during the extended lock down.
- Staff developed proficiency in using Google Classroom and Seesaw as L&T delivery platforms.

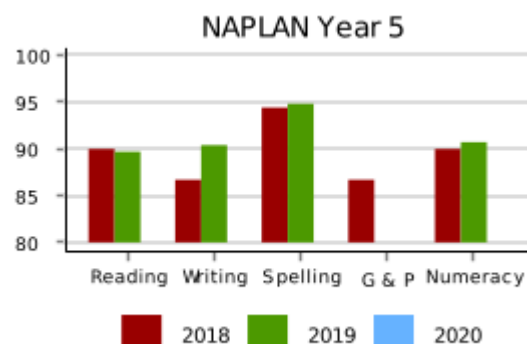
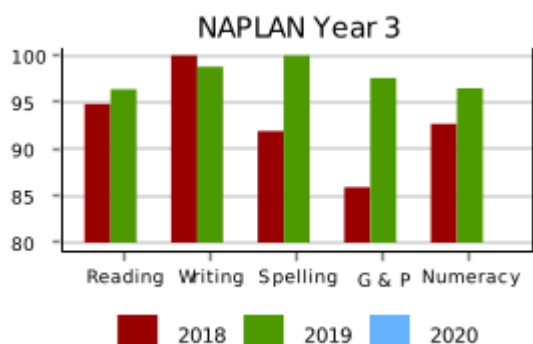
- Daily helpdesk and daily groups and check-ins continued to build our Learning by the Power of Three.
- Our online help desk responded to more than 480 requests for support
- Development of 'how to' for using the new technology and platforms for students and staff
- Refining and repositioning of the Inquiry conceptual framework using Catholic Social teaching as the driver.
- Development of Number Intervention Program for Year 5/6 students.
- Redesigned roles for three Number Intervention Educators.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	85.9	97.6	11.7		
YR 03 Numeracy	92.7	96.5	3.8		
YR 03 Reading	94.8	96.4	1.6		
YR 03 Spelling	91.9	100.0	8.1		
YR 03 Writing	100.0	98.8	-1.2		
YR 05 Grammar & Punctuation	86.7	78.4	-8.3		
YR 05 Numeracy	90.0	90.7	0.7		
YR 05 Reading	90.0	89.7	-0.3		
YR 05 Spelling	94.4	94.8	0.4		
YR 05 Writing	86.7	90.4	3.7		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

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

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

Achievements

During 2019 the school achievements included:

- Design and implement school-wide policies, practices and programs that enable us to effectively respond to the diversity of learner needs.
- Conducted more than 360 PSGs to support all students with substantial and supplementary adjustments
- Implement updated Learning Support Plan process
- 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
- Engaged Catholic Care to conduct additional cognitive assessments for students at risk.
- Continued to implement Positive Behaviours for School

STUDENT SATISFACTION

The Catholic Education Melbourne School Improvement Survey CEMESIS did not take place in 2020 therefore, this data is not available.

STUDENT 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

Y01	88.7%
Y02	91.2%
Y03	93.4%
Y04	94.1%
Y05	91.7%
Y06	90.9%
Overall average attendance	91.7%

Child Safe Standards

Goals & Intended Outcomes

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.

Achievements

In 2020 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.
- Continued to refine our 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

Leadership & Management

Goals & Intended Outcomes

Priority 4: Develop a Culture of Shared Leadership and Responsibility

Strategic Intent 2016 -2020

Promote collective and distributed leadership for learning.

Goals

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

Priority 5: Create a Contemporary Learning Environment

Strategic Intent 2016 - 2020

Develop the school to be a contemporary learning environment.

Goals:

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

Achievements

Priority 4:

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 the school is performing, improvement is always possible.

In 2020 Good Samaritan Catholic Primary School demonstrated that it continues to develop a culture of shared leadership and responsibility through our capacity to rapidly adapt to challenging circumstances brought about by COVID-19.

A range of effective mechanisms were used through 2020 to ensure the school community was safeguarded and united in its efforts to deal with the impact of COVID-19. These included:

- Development and implementation of a COVIDSafe Plan.
- Formation of COVIDSafe Management Team
- Regular and timely communications to the community.

- Development and implementation of Staff Wellbeing Plan.
- Provision of materials and equipment to support staff working from home.
- Provision and loan of over 350 digital devices to families throughout lock down periods.
- Review of lock down period performance via community survey and community conversations.
- Financial assistance to families impacted by employment loss and/or loss of income.

Priority 5:

During the first term of 2020, the School undertook a significant upgrade of its learning technology with the acquisition of new laptops for all staff. Student access to devices was significantly increased with acquisition of additional laptops and ipads. The student to device ratio was decreased from 5:1 to 2:1.

Site improvement works continued to be conducted during terms 2 and 3. This included:

- Installation of acoustic ceiling panels in Emmaus Village
- Landscaping works to the main courtyard area including the installation of artificial turf, outdoor furniture and increased planting.

In October 2020, the school was awarded an Australian Government Capital Grant totalling \$824,000 for the construction of an additional toilet block and refurbishment of the school hall. Works are scheduled to commence in 2021.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Examples of professional learning activities undertaken by staff in 2020 include, but are not limited to:

- Implementing the Renewed Religious Education Framework
- Masters of Education (Educational Leadership)
- Graduate Certificate in Catholic Studies
- Curriculum Planning for Online Delivery
- Religious Education Network
- Numeracy Intervention (LFIN)
- Positive Behaviours for Learning
- Innovation Team Community Engagement in Learning
- Leadership Development - Leading Learning
- Managing complex behaviours
- Early Childhood Development and Wellbeing
- Occupational Health and Safety: COVIDSafe

- Child Safe Standards and Reportable Conduct Scheme
- Anaphylaxis Management
- Google Suite: Meets, Learning Online
- Learning Diversity Network
- School Finance Officers Network

Number of teachers who participated in PL in 2020	59
Average expenditure per teacher for PL	\$1500

TEACHER SATISFACTION

Throughout 2020 school staff demonstrated an exceptionally strong commitment to meeting the needs of our community. Given the challenges associated with COVID-19 and subsequent periods of extended lock down, school staff went above and beyond their professional responsibilities to ensure ongoing engagement and learning success for the children in our care.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	88.5%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	24.6%
Graduate	21.1%
Graduate Certificate	7.0%
Bachelor Degree	84.2%
Advanced Diploma	15.8%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	61.0
Teaching Staff (FTE)	52.5
Non-Teaching Staff (Headcount)	41.0
Non-Teaching Staff (FTE)	36.3
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Strategic Intent 2016 -2020

Strengthen family and community engagement in learning.

Goal

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.
2. To develop learning partnerships with families to support them at the key transition points of their child's learning journey.
3. To promote connectedness between the School, the Parish, and the wider community of the City of Hume.

Achievements

During 2020 the following were achieved in this priority area:

Community Engagement and Conversations

- We conducted a small group on-line Community Conversations with parents and face to face conversations with groups of children from F - 6. They explored issues about their experience of learning at home during the period of remote learning. The conversations were designed to focus on what worked, the challenges and their learnings from this new experience. Staff contributed to this through conversations in villages and responding to surveys. In the spirit of co-design, the feedback given informed the schools approach to learning at home in the second period of remote learning.
- 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.
- Evidence also indicates that levels of relational trust have increased between families. 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.
- We 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 bilingual playgroup facilitators.

Participation:

- Jericho Community Learning Village (JCLV) maintained relationships with approximately 105 families from school and community involved in adult learning and social groups throughout the year by regular phone calls, messages, what's app groups to ensure wellbeing and support during lockdown.

- 41 families participated at the year-end celebration in a park in December 2020.
- 80 wellbeing packs were provided to families.
- 231 families engaged with Jericho Community Learning Village with adults and children attending 7,675 times.

English Language:

- English language and conversation classes were attended more than 2,300 times.

Early Years:

- Families accessed playgroups and early years education sessions 3,874 times.
- During lock down, families were able to access Playgroup Online
- 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

- 30 families were referred to additional services and support, such as, family support, maternal child health services, pre-school and community health services.
- 5 families were linked to education and training opportunities

PARENT SATISFACTION

- Evidence collected during 2020 indicates that through their participation, parents have enhanced their capacity and capability to support their children's learning and development.
- Evidence also indicates that levels of relational trust have increased with families. 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.
- We witnessed an increased number of families and staff from diverse backgrounds take on positions of leadership at the school. This is particularly demonstrated by those in the roles of bilingual playgroup facilitators.

Future Directions

2020 was the final year of the current strategic period. A new strategic plan will be published in the second semester of 2021 detailing the strategic priorities, goals and expected outcomes for the period 2021 - 2024.

It is anticipated that the following five priorities will direct future improvement planning:

- Encounter the Sacred
- Optimise Learning and Wellbeing
- Strengthen Relationships
- Optimise Professional Growth
- Sustainably Manage Resources

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.