

# Good Samaritan Catholic Primary School

## Roxburgh Park

### 2021

## Annual Report to the School Community



# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Governing Authority Report .....3

Our School Vision .....4

School Overview .....5

Principal’s Report .....6

Education in Faith .....7

Learning & Teaching .....8

Student Wellbeing .....11

Child Safe Standards .....13

Leadership & Management .....14

School Community .....17

Future Directions .....19

## Contact Details

ADDRESS	1-29 Southern Cross Drive Roxburgh Park VIC 3064
PRINCIPAL	Paul Sedunary
GOVERNING AUTHORITY	Melbourne Archdiocese Catholic Schools Ltd
TELEPHONE	03 9308 6177
EMAIL	principal@gsroxburghpark.catholic.edu.au
WEBSITE	www.gsroxburghpark.catholic.edu.au
E NUMBER	E1367

## 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 2021 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 Schools.

29/03/2022

**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)

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## 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 merciful, just and compassionate.*

## School Overview

### Our Charism:

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).

**Our Enrolment:** Total enrolment: 706.

Boys: 366.      Girls: 337

Children from Refugee backgrounds:

Language Background other than English: 92%

### Our Structures

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 complex 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

## Principal's Report

Despite the enormous challenges faced during 2021 Good Samaritan Catholic Primary School successfully implemented the fifth year of our strategic plan Lives Fully Lived.

Throughout 2021 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.

I am very grateful for the understanding and commitment shown by all members of our school community in 2021. Much was asked of the school staff; working 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.

As a School Community we had so much to be grateful for as, despite the challenges that 2021 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 2021 the school achievements included:

1. Conducted sacramental programs for children in Years 3 - 6.
2. Continued inquiry into Catholic Social Teaching
3. Celebrated numerous feast days and liturgy celebrations throughout the year.
4. Conducted school based family learning sessions for sacramental programs

#### VALUE ADDED

During 2021 the school:

1. Conducted sacramental program of Reconciliation for 22 children and their families.
2. Conducted sacramental program of Confirmation for 28 children and their families

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

#### 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 2021 the school's achievements included:

- Continued development of the cycle of Inquiry Curriculum based upon the principles of Catholic Social Justice.
- Developed and published online Inquiry Resource Site to support curriculum planning, curriculum mapping and assessment
- Implemented of remote learning (hybrid) model
- Teachers and Co-educators conducted more than 4,500 online meets with children
- There were more than 30,000 posts on SeeSaw
- Each day during the extended lock down there was on average 1000 parent 'visits' on SeeSaw
- Each day during the extended lock down there was on average 40 children attending for onsite supervision each day
- 87 families participated daily in our 'virtual playgroup'
- 33 families joined our virtual transition to Prep program
- More than 2500 learning resource packs were developed, produced and distributed to children
- 215 digital devices were loaned to families for use during the extended lock down.
- Development of 'how to' for using the new technology and platforms for students and staff
- Development of Number Intervention Tutor Program for Year 3-6 students.
- Enhance professional learning for three Number Intervention Educators.

### STUDENT LEARNING OUTCOMES

At Good Samaritan monitoring student learning outcomes in 2020 involved making judgements of student achievement and progress:

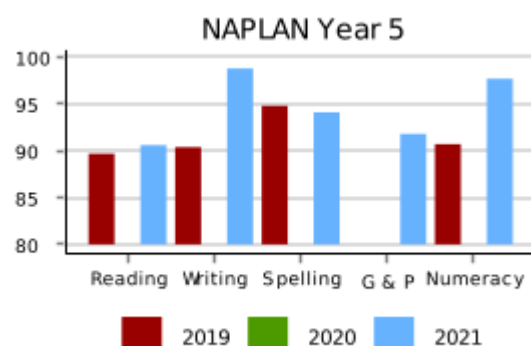
- using PAT R and PATM assessments
- using My Numeracy Essential Assessment
- against Reading Recovery text level standards and targets
- along the Learning Framework in Number Continuum
- along the Fountas & Pinnel Reading Continuum
- monitoring and communicating student achievement against the Victorian Curriculum achievement standards

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	97.6	-	-	97.1	-
YR 03 Numeracy	96.5	-	-	97.1	-
YR 03 Reading	96.4	-	-	98.6	-
YR 03 Spelling	100.0	-	-	88.4	-
YR 03 Writing	98.8	-	-	98.6	-
YR 05 Grammar & Punctuation	78.4	-	-	91.8	-
YR 05 Numeracy	90.7	-	-	97.7	-
YR 05 Reading	89.7	-	-	90.6	-
YR 05 Spelling	94.8	-	-	94.1	-
YR 05 Writing	90.4	-	-	98.8	-

\* 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

#### 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 2021 the school designed and published the *Learning Pathways* online portal: a resource site for teachers.

The purpose of the *Learning Pathways Portal* is to provide direction and to guide decision making, ways of working and learning conversations when responding to the diverse learning pathways of children at Good Samaritan.

The portal is designed to support teachers by providing easy access to evidence based research and practice. It articulates the overall planning and design context within which more detailed and specific actions can be taken..

#### VALUE ADDED

- Implemented school-wide policies, practices and programs that enable us to effectively respond to the diversity of learner needs.
- Conducted more than 330 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
- Provided counselling services for 29 children.

- Engaged an educational psychologist, one day per week, to conduct cognitive assessments for students at risk.
- Continued to implement Positive Behaviours for School

### STUDENT SATISFACTION

The children responded well to the challenges of lock downs and interruptions to their school routine. This was evidenced by the high level of engagement in online meets and high levels of attendance upon their routine to face-to-face learning. Communal events such as the school sports day enabled the children to experience a strong sense of connectedness.

### 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	94.6%
Y02	94.7%
Y03	96.0%
Y04	96.3%
Y05	95.7%
Y06	95.4%
Overall average attendance	95.5%

## Child Safe Standards

### Goals & Intended Outcomes

At Good Samaritan Catholic Primary 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 2021 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.
- Updated all child safety policies consistent with Melbourne Archdiocese Catholic Schools.

## 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

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 2021 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 2021 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.
- 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 200 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

In 2021 the school undertook capital improvement works which included:

- Construction of a new toilet block for students in F-2
- Major refurbishment of the school hall
- Installation of furniture to facilitate outdoor learning in various sites across the school
- Landscaping works in various sites across the school

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2021

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
- Graduate Certificate in Catholic Studies
- Curriculum Planning for Online Delivery
- Religious Education Network
- Numeracy Intervention (LFIN)
- Assessment for differentiating learning
- Positive Behaviours for Learning
- Innovation Team Community Engagement in Learning
- Managing complex behaviours
- First Aid
- Early Childhood Development and Wellbeing
- Occupational Health and Safety: COVIDSafe

Number of teachers who participated in PL in 2021

55

Average expenditure per teacher for PL

\$850



### TEACHER SATISFACTION

Throughout 2021 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	84.9%
--------------------------------	-------

### ALL STAFF RETENTION RATE

Staff Retention Rate	87.8%
----------------------	-------

### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	25.5%
Graduate	19.6%
Graduate Certificate	7.8%
Bachelor Degree	82.4%
Advanced Diploma	21.6%
No Qualifications Listed	2.0%

### STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	69.0
Teaching Staff (FTE)	58.8
Non-Teaching Staff (Headcount)	42.0
Non-Teaching Staff (FTE)	42.7
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

The Step into Foundation program at Good Samaritan previously consisted of four on-site sessions with newly enrolled children and their parents and then four on-site sessions for the children without their parents. On-site sessions were conducted in the playgroup room, were designed around play and engaged with the Foundation teachers.

The Step into Foundation and Orientation program was redesigned to take account of COVID restrictions. This resulted in 3 weeks of Step into Foundation and 3 sessions of Orientation on-site at Good Samaritan.

Allied Health (Speech Pathologist, Occupational Therapy and Learning Specialist) support was included in all sessions through an arrangement with Big Therapies.

A Step into Foundation Facebook group was established for these children and families and targeted learning packs distributed

Staff met with the HCC Enrolment and Engagement Officer to discuss strategies for improving the enrolment process for families.

The Early Years Leader coordinates the local Transition Network which includes representatives from Roxburgh Park primary schools, kindergartens and other staff engaged in the early years related work. This network endeavours to coordinate enrolment and transition activities between the kindergartens and schools in the area.

The focus of these meetings was to follow up on actions identified during the "Linking Schools and Early Years" PD conducted by the Murdoch Institute in 2020 and plan Social Stories PD.

The work of ASPIRE is designed to explore a Person Centred Approach and how practice changes can continue to evolve into high impact, sustainable ways of working. The key to this strategy is to identify ENABLERS and BARRIERS to responding to the education, health and wellbeing needs of children and their families.

### PARENT SATISFACTION

Evidence collected during 2021 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.

## Future Directions

In 2016 our school community embarked on a journey of learning and revelation seeking to realise a shared dream for every child - a life fully lived.

Since then the world has not stood still - the environment in which our children live, learn and grow continues to change around them, often in unpredictable and uncertain ways. These changing demands have driven the need for new learning designs, a focus on personal and social capabilities and a renewed educational model beside that traditionally followed. Our school has not stood still and we have responded full of hope and vigour.

There are many great things about Good Samaritan Catholic Primary School and over the past six years every effort has been made to develop as a faith filled learning community.

We have embraced the children and families who are the heart of our school community. We have listened and responded to their story - broadening the scope of our educational functions, becoming more attuned to need and specialised in our learning and care. We have celebrated the faith stories that enrich the charism of the school and provide a constant reminder that our school community can be a life-giving source of mercy, compassion, respect, and justice.

Despite our successes we cannot rest - there is more to be done to shape a future that delivers equitable and excellent outcomes for every child and their family.

This calls for courageous renewal - a deliberate and purposeful focus on continuously developing the our school community as an inclusive place of faith and learning.

Over the course of the next four years, 2022 - 2025, we will seek to realise our vision and mission through focusing on the following three strategic intents:

1. Proclaim the Gospel
2. Optimise Learning and Wellbeing
3. Engage the Community