

# Good Samaritan Catholic Primary School

## Roxburgh Park

### 2022

## Annual Report to the School Community



# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Governing Authority Report .....3

Vision and Mission.....4

School Overview.....5

Principal’s Report .....6

Catholic Identity and Mission.....7

Learning and Teaching.....8

Student Wellbeing .....11

Child Safe Standards.....13

Leadership .....14

Community Engagement .....17

Future Directions .....19

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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

30/03/2023

**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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

### **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 as at 28 August 2022: 706.

Boys: 366. Girls: 337

Children from Refugee backgrounds: 181

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. 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
- Media Arts
- Physical Education
- Italian
- Library

## Principal's Report

2022 was a challenging year at Good Samaritan as the impacts of COVID continued to impact upon our community.

Despite the challenges we continued to embrace the children and families who are the heart of our school community. We 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 celebrated the faith stories that enrich the charism of the school. We engaged with our community and provided a constant reminder that our school can be a life-giving source of mercy, compassion, respect, and justice.

We were deeply saddened by the death of a beloved staff member who passed away after a period of illness late in the year. We have lost a wonderful friend and colleague. In our sadness we experienced the depth of care and compassion within our school community. We were privileged to be so loved and for this are very grateful.

In 2022 we did what we do best: proclaim the Gospel, optimise the learning and wellbeing of children and engage in community.

## Catholic Identity and Mission

### Goals & Intended Outcomes

Priority 1: Faith and Mission

#### Strategic Intent

Proclaim the Gospel

#### Goal

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

### Achievements

During 2022 the school achievements included:

1. Appointment of two Religious Education Leaders
2. Conducted sacramental programs for children in Years 3 - 6.
3. Continued inquiry into Catholic Social Teaching
4. Catholic Social Teaching embedded into new Inquiry Units
5. Celebrated numerous feast days and liturgy celebrations throughout the year.
6. Conducted school based family learning sessions for sacramental programs.
7. Installation of Statue of Mary.

### VALUE ADDED

During 2022 the school:

1. Conducted sacramental program of Reconciliation for 27 children and their families.
2. Conducted sacramental program of Eucharist for 18 children and their families.
3. Conducted sacramental program of Confirmation for 9 children and their families.
4. Conducted a range of social justice activities.
5. Hosted a school visit and engagement with year 6 children: Bishop Curtain
6. Hosted a school Visit including the dedication and blessing of Statue of Mary: Archbishop Comensoli



## Learning and Teaching

### Goals & Intended Outcomes

#### Strategic Intent

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 2022 the school's achievements included:

1. Development of the use of learning progressions to monitor and plan for children's learning progress
2. Increased application of play based pedagogy in the Early Years.
3. Continued development of the cycle of Inquiry Curriculum based on the principles of Catholic Social Justice
  - Increased emphasis on STEM Learning
  - appointment of STEM Mentor Teacher
  - Learning Showcase days, aligned with the cycle of Inquiry, when children shared their learning with families
  - Held Recipe for Change Sustainability Summit, when children shared actions they can take to care for our common home
  - Over 118,000 posts on seesaw to communicate children's progress and over 180,000 visits to seesaw by Family members
  - 215 children participated in playgroup
  - over 90 families joined the Step into Foundation, transition to prep program
  - increased access to technology with a ratio of one device between two children across the school
4. Increased support for children with additional learning needs
  - Implementation of the Number Intervention program for Year 3 - 6 children
  - Teachers completed the Monash University Course: Understanding and Managing Challenging behaviours
  - Developed and published Good Samaritan Intervention Pathways site
  - Over 280 Parent Support Group Meetings held across the Year

- A Speech Pathologist employed for one day week to support children in the early years
- An Educational Psychologist employed for one day week to administer assessments for children with additional learning needs
- Increased staffing in the Learning Diversity Team

## STUDENT LEARNING OUTCOMES

At Good Samaritan monitoring student learning outcomes in 2022 involved making judgements of student achievement and progress:

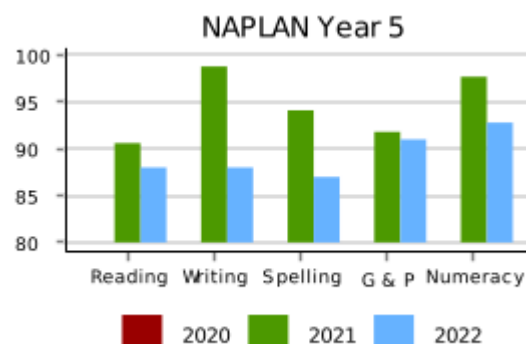
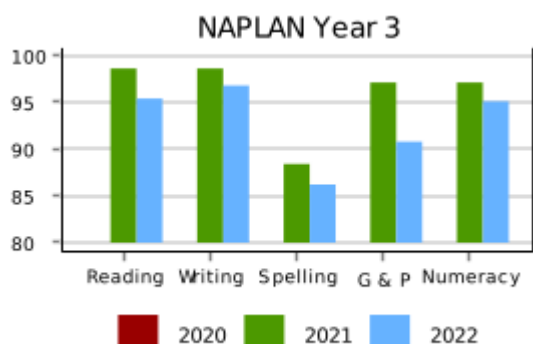
- Using PAT R and PATM assessments.
- Using My Numeracy Essential Assessment.
- Against Reading Recovery text level standards and targets.
- Along the Learning Framework in Number Continuum.
- Along the Fountas & Pinnel Reading Continuum.
- Monitoring and communicating student achievement against the Victorian Curriculum achievement standards.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	97.1	-	90.8	-6.3
YR 03 Numeracy	-	97.1	-	95.1	-2.0
YR 03 Reading	-	98.6	-	95.4	-3.2
YR 03 Spelling	-	88.4	-	86.2	-2.2
YR 03 Writing	-	98.6	-	96.8	-1.8
YR 05 Grammar & Punctuation	-	91.8	-	91.0	-0.8
YR 05 Numeracy	-	97.7	-	92.8	-4.9
YR 05 Reading	-	90.6	-	88.0	-2.6
YR 05 Spelling	-	94.1	-	87.0	-7.1
YR 05 Writing	-	98.8	-	88.0	-10.8

\* 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

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 2022 the school implemented *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

- Restructured the Learning Diversity Team increasing personnel and resources.
- Implemented school-wide policies, practices and programs that enable us to effectively respond to the diversity of learner needs.
- Conducted more than 400 PSGs to support all students with substantial and supplementary adjustments
- 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.
- Disability Standards online professional learning modules completed by all staff
- Provided counselling services for 33 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 interruptions to their school routine due to staff absences. This was evidenced by the high level of engagement. Communal events such as the school sports day, liturgies and learning showcase days 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	86.3%
Y02	88.3%
Y03	87.2%
Y04	89.2%
Y05	87.7%
Y06	88.3%
Overall average attendance	87.8%

## 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 2022 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

### Goals & Intended Outcomes

#### Priority 4: Develop a Culture of Shared Leadership and Responsibility

##### Strategic Intent

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 2022 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:

- Regular and timely communications to the community.
- Implementation of Staff Wellbeing Plan.

- Financial assistance to families impacted by employment loss and/or loss of income.

**PRIORITY 5**

In 2022 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.
- Completed stage 1 of Junior Outdoor Learning Space Project - landscape design.
- Completed architectural design works for the Jericho Village Extension Project

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2022

Examples of professional learning activities undertaken by staff in 2022 include, but are not limited to:

- Sponsored Post Graduate Studies: Masters of Education
- Sponsored Post Graduate Studies: Graduate Certificate in Catholic Studies
- Curriculum Design
- Numeracy Intervention (LFIN)
- Religious Education Network
- Liturgy Planning
- Catholic Identity
- Assessment for differentiating learning
- Positive Behaviours for Learning
- Community Engagement in Learning
- Managing complex behaviours
- First Aid
- Child Safe Standards
- Business administration - ICON
- English - Writing
- Autism

Number of teachers who participated in PL in 2022	55
Average expenditure per teacher for PL	\$850



### TEACHER SATISFACTION

Throughout 2022 school staff demonstrated an exceptionally strong commitment to meeting the needs of our community. Given the challenges associated with COVID-19 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	68.0%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	86.0%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	19.6%
Graduate	15.7%
Graduate Certificate	7.8%
Bachelor Degree	78.4%
Advanced Diploma	21.6%
No Qualifications Listed	7.8%

### STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	63.0
Teaching Staff (FTE)	54.7
Non-Teaching Staff (Headcount)	41.0
Non-Teaching Staff (FTE)	34.8
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

#### Strategic Intent

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 2022 the School engaged with community across a broad range of areas:

- conducted 22 home visits to newly arrived refugee families.
- conducted learning conversations in each semester.
- conducted 7 weekly sessions of Playgroup for 160 children aged 0-5 years of age.
- conducted community health sessions for families.
- engaged with the City of Hume to provide Maternal and Child Health assessments.
- engaged with the City of Hume to provide onsite access to a Parent Support Worker.
- conducted weekly English classes for adults.
- conducted weekly cooking class for adults.
- conducted weekly 'coffee club' for families.
- conducted weekly computer class for adults.
- engaged with AMES to strengthen processes for communication and information sharing.
- continued to implement and strengthen ASPIRE in conjunction with community partners.

The school was recognised by the Multicultural Commission of Victoria for our work in supporting families through our *Hopeful Futures* initiative. The school was highly commended in the Annual Multicultural Commission Education Awards .

### PARENT SATISFACTION

Evidence collected during 2022 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

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 Community

We will do this by:

- Providing opportunities for faith formation for all staff.
- Developing leadership capacity of all educators and support staff.
- Building pedagogical content knowledge of teachers.
- Developing the capacity of educators to use evidence-based targeted high impact teaching practices.
- Developing the assessment capability of educators.
- Engaging staff in professional learning designed to stimulate their thinking and professional knowledge and to ensure that their practice is critically informed and up-to-date.
- Maintaining positive and caring relationships between staff, children and families grounded in the understanding of the sacred dignity of the human person.
- Promoting team learning and collaboration.
- Developing educators' capacities for learning leadership
- Developing an environment of religious formation that celebrates and engages both the Catholic tradition and relationship with the wider Church
- Developing a culture of courageous renewal characterised by inquiry, innovation and exploration.
- Developing processes and structures that allow the school to learn and react effectively in uncertain and dynamic environments.