



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Good Samaritan Catholic Primary School

1-29 Southern Cross Drive, ROXBURGH PARK 3064

Principal: Paul Sedunary

Web: www.gsroxburghpark.catholic.edu.au

Registration: 1951, E Number: E1367

Principal's Attestation

I, Paul Sedunary, attest that Good Samaritan Catholic Primary School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 30 Apr 2025

About this report

Good Samaritan Catholic Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

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 2024: 635.

Boys: 321. Girls: 313

Language Background other than English: 87%

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 provides 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:

- Digital Technologies
- Italian (Years 3-6)
- Library
- Performing Arts (Years F-2)
- Physical Education
- Visual and Media Arts

Principal's Report

It is with great pride that I present this year's Principal's Report, reflecting on the many successes and continued growth of our school community.

Our staff continue to be the heart of the school's achievements. Their dedication, professionalism, and unwavering commitment to the children's wellbeing and learning have been exceptional. Each staff member brings passion and expertise to their role, creating a safe, inclusive, and engaging learning environment where every child is supported to reach their full potential. Our team consistently strives for excellence, embracing opportunities for professional development and collaboration to improve teaching and learning outcomes.

We are also fortunate to have strong partnerships with our families. The support and involvement of parents and carers have been instrumental in building a positive and connected school culture. Whether volunteering in classrooms, supporting events, participating in the School Advisory Council, or simply maintaining open communication, our families continue to show their deep commitment to their children's education and to the broader school community.

Together, staff and families have created a nurturing environment that fosters student success not only academically but also socially and emotionally. This strong home-school partnership is one of our greatest strengths and is something we are deeply grateful for.

As we look to the future, we remain committed to continuous improvement, student-centred learning, and fostering a school culture built on respect, inclusivity, and high expectations. I would like to thank our staff, families, and wider community for their ongoing support and dedication to making our school a vibrant and inspiring place to learn and grow.

Catholic Identity and Mission

Goals & Intended Outcomes

Improvement Goal 1.1:

The Catholic identity of the school is expressed through the school community's shared experiences of prayer, liturgy and sacrament.

Intended Outcomes

- Staff and children take an active role in the planning and organisation of class and whole-school prayer and liturgies.
- Increased number of liturgies conducted throughout the year that are directly linked to the children's inquiries.
- The whole school community is engaged in designing prayer and liturgies, through which people have the opportunity to encounter the sacred.

Improvement Goal 1.2:

The Catholic identity of the school is enriched through children, families and school staff working in partnership to take action and act for the common good of all.

Intended Outcome

- Children take purposeful social justice actions throughout the course of their learning program.

Improvement Goal 1.3:

The Catholic identity of the school is enriched through children, families and school staff working in partnership to take action and act for the common good of all.

Intended Outcome

- Children take purposeful social justice actions throughout the course of their learning program.

Achievements

During 2024:

- REL's and NRO staff developed and implemented professional learning and formation focused on prayer and liturgy.

- Staff participated in online Professional Learning conducted by NRO Religious Education staff.
- RELS supported staff and children to take an active role in the planning, preparation and conduct of class and whole-school prayer and liturgies.
- School liturgies were held at regular intervals throughout the year, reflecting the liturgical calendar and school events.
- The Sacramental program was reviewed and modified to reflect changes in parish requirements and school priorities.
- A new cohort of altar servers to assist with school liturgies was trained
- Two staff completed online professional learning program for planning Liturgy (Brisbane Archdiocese).
- Learning sequences that enable children to interpret the world through the lens of CST and make decisions that promote a just society, were designed, evaluated and implemented from F-6.
- The Children's Leadership Team identified and led the implementation of social justice activities that engaged children across all year levels to support St Vincent De Paul, Project Compassion and Catholic Mission.
- The Children's Leadership Team worked with REL's to design and lead whole school liturgies and prayer experiences on Year 6 camp.

Value Added

- Iconography in classrooms, class prayers in both English and Syrian is led by Co-Educators, and displays in the foyer and staffroom are context for the Catholic identity of the school.
- MACSSIS data for students and Catholic Identity is above the average for MACS schools.
Class liturgies are led by students. School Mass takes place in the adjacent Our Lady's church twice a term.
- Most students have family backgrounds rich in Christian observations and traditions, acknowledged by the school, including in sacramental preparation and celebrations.
- Chaldean and Malabar Catholic Communities access school areas for focussed religious instruction at weekends.
- The sacred is acknowledged and celebrated, providing focus for the mission and vision of Good Samaritan Catholic Primary School.
- With a stated aim for all students of 'a life fully lived', the school focuses on the presence of Christ amongst the community and proclamation of the Gospel through actions. There is a consistent reference point of Catholic Social teaching and social justice, evident visually and in Inquiry units.
- Emphasis on mercy, compassion, respect and justice is embedded in the Positive Behaviours for Learning matrix.

- Students actively seek out school staff to pitch ideas for social justice activities, celebrating liturgical seasons.
- Staff and children initiate, organise and lead engaging prayer experiences to celebrate Holy Week, Stations of the Cross and the Nativity for the school and parish community.

Learning and Teaching

Goals & Intended Outcomes

Improvement Goal 2.1

All teachers have the pedagogical content knowledge required to design and plan learning that targets teaching at children's zones of proximal development.

Intended Outcomes

- Teachers have increased knowledge and understanding of children's developmental progression in reading.
- Teachers collaboratively consider evidence and determine next steps for individual or target groups of children when designing learning.
- Teachers, in partnership with students and families, frequently and continuously adapt learning goals based on evidence of student progress and growth.

Improvement Goal 2.2

All educators differentiate teaching to meet the specific learning needs of children across the full range of abilities.

Intended Outcomes

- Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy.
- All tier 3 PLPs are individually managed
- Adjustments and personalised learning plans are aligned with the child's specific learning needs and documented in a consistent way across year levels.
- Support processes for children requiring Tier 2 & 3 levels of intervention, and their teachers, reflect the RTI model and are applied consistently across the school.
- Teachers, in partnership with students and families, frequently and continuously adapt learning goals based on evidence of student progress and growth.
- Teacher teams plan instruction that challenges all students at different stages on the learning continuum.

Improvement Goal 2.3

The children's learning journey is shaped by a purposeful, meaningful and engaging curriculum that is designed to enable them to respond to issues of personal and global significance.

Intended Outcomes

- Inquiry Portal launched and used by teachers to plan inquiry units.
- F-2 Play Inquiry is implemented as per inquiry cycle.
- Staff build knowledge, skill and confidence to plan for and conduct play based learning.

Achievements

In 2024:

- Teachers' knowledge and understanding of the use of learning progressions in English and Mathematics was enhanced.
- Teachers implemented the processes and strategies included in the Good Samaritan Responding to the Diversity of Children's Learning Pathways.
- The Learning Diversity team supported Home Group teachers to develop, implement and evaluate Personalised Learning Plans.
- Teachers understanding of the process included in the Responding to the Diversity of Children's Learning Pathways site was enhanced.
- PMEL Innovation Team met for 7 days across the year.
- PMEL Innovation Team engaged with Victorian Curriculum 2.0 and began the process of reviewing, updating and adjusting learning sequences
- PMEL Innovation Team engaged in professional learning to build capacity and deepen their understanding of Catholic Social Teaching and Inquiry processes.
- Learning sequences that provide real-life intercultural experiences which deepen students' understanding of the world and their place in it were developed.
- Consistent approaches and processes for curriculum/unit planning were embedded across Learning Villages.
- Digital Technologies specialist area was introduced across Years F-6.
Whole school audit Religious Education Content and Achievement standards was conducted
- Leadership and staff actively engaged in targeted professional learning, including: MACS Flourishing Learners and Vision for Instruction, Teach Well Literacy Masterclass, NRO Maths Leaders Network, and MACS Regional School Improvement Networks.
- Curated Learning Sequence resource boxes to support inquiry learning across Homegroups.
- Expanded and enhanced the school garden to provide engaging, hands-on learning experiences.
- Where possible, specialist classes have aligned with the learning sequences.

Student Learning Outcomes

In 2024 the average Reading, Writing, Spelling, Grammar and Numeracy NAPLAN achievement of children at Good Samaritan is below the Victorian and Australian average.

These outcomes are interpreted with an understanding of the substantial body of research evidence that shows that the background of students has an impact on NAPLAN results. This research shows that the educational performance of students is related to family background factors (parental education, parental non-school education, occupation) as well as other factors (location and socio-economic background) of the children a school serves.

In light of this research, it is more illuminating to compare our school's NAPLAN outcomes with the outcomes of students with a similar background.

When Good Samaritan outcomes are compared with children from similar backgrounds, the Good Samaritan children's average achievement is not statistically significantly different from the average achievement of children with similar backgrounds.

In 2024 the average Reading, Writing, Spelling, Grammar and Numeracy NAPLAN achievement of children at Good Samaritan was predominantly close to, and in some cases below the average achievement of children with similar backgrounds.

A core objective of Good Samaritan school is the full flourishing of every child, so that they may have a life fully lived. To have a life fully lived, our children must have equal access to education, employment and citizenship. Strong literacy and numeracy proficiency is essential to this access. We are therefore committed to optimising the growth of 100% of children, 100% of the time committed.

At Good Samaritan we are resolute in pursuing not accepting lower than average learning outcomes for our children.

Although, an appreciation of the influence of family background factors cautions us not to equate the lower average achievement of our students with the quality of teaching that they receive, at Good Samaritan we are resolute in not accepting lower than average learning outcomes for our children.

We understand that improved outcomes will only be achieved through collaborative, systematic and school-wide improvement efforts that are focussed on the quality of learning, teaching and leading in the school.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	350	18%
	Year 5	427	29%
Numeracy	Year 3	351	31%
	Year 5	435	40%
Reading	Year 3	338	37%
	Year 5	438	43%
Spelling	Year 3	344	31%
	Year 5	450	52%
Writing	Year 3	367	53%
	Year 5	436	37%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Improvement Goal 2.5:

Strategies to promote positive behaviours for learning and wellbeing are in place and consistently implemented.

Intended Outcomes:

- All children have and express an obvious sense of belonging.
- The school has clear strategies to promote appropriate behaviour - including agreed responses and consequences for inappropriate student behaviour.

Improvement Goal 3.1:

Structures and processes have been established to listen and respond to the agency and voice of parents and families.

Intended Outcome

- Parents have multiple opportunities to express their voice and agency across a range of school operations.

Improvement Goal 3.2:

Structures and processes have been established that facilitate the Learning by the Power of Three relationship.

Intended Outcomes:

- Learning Walks are an established practice across F-6.
- Learning Showcases are an established practice across F-6.
- Parents have a number of opportunities to engage in children's learning program
- Parents' understanding of and capacity to support their child's learning is strengthened.
- More families and children have access to playgroup sessions.

Achievements

In 2024 we:

- Employed a fulltime child and family clinical psychologist to support wellbeing initiatives.
- Reflected on the Learning Super Powers, Learner Profile, and Learning Conversations considering how content and process support meaningful student voice and agency.
- Provided ongoing learning/mentoring support for staff.
- The PBLW Children's Leaders Team met throughout each term.
- The CLT can initiate and lead activities that promote the common good of the school community.
- Collaboratively reviewed the PBLW Workgroup's responsibilities to enhance its effectiveness in leading wellbeing development.
- Reviewed the PBLW Matrix to ensure clarity, consistency, and alignment with current wellbeing priorities.
- Reviewed and refined school policy - Approved Consequences for Behaviour Collaboratively developed a behaviour tracking system behaviour to streamline data collection for improved behavioural monitoring and support.
- Collaboratively developed a school yard timetable aimed at enhancing supervision and supporting positive behaviour during break times.
- The Resilience, Rights and Respectful Relationships program was implemented fostering inclusive, values-based education and strengthening students' social and emotional development.
- Implemented the Mental Health in Primary Schools (MHiPS) program, supporting a proactive, whole-school approach to mental health and wellbeing.
- Collaborated with the school psychologist, counselor and other external agencies to support student wellbeing and develop resilience through targeted strategies and interventions.
- Implemented an indoor play structure to provide alternative play options to support student engagement and wellbeing during unstructured times.

Value Added

Structures, staff and relationships align in a positive and enabling environment within which students flourish. Student wellbeing and growth are central.

Good Samaritan Catholic Primary School creates explicit opportunities to improve social and emotional competencies to support students with diverse cultural, educational linguistic and literacy backgrounds.

Early identification and intervention inform responses which are flexible and individual. Students may begin their early years in Foundation through the established Transition to

Good Samaritan process. Others, including some of whom have experienced trauma as refugees may enter throughout the year and join classes from Foundation to Year 6.

The Year 6 Student Leadership group expressed confidence in their teachers and their learning. They spoke about the opportunities for all students to learn at their own pace and be supported. Students are confident in approaching staff, including the principal and leaders, to share ideas and comments and contribute their ideas to their school.

There is a strong sense of ownership, a positive basis for the school's intention to further investigate and develop student voice, agency and co-design in planning for wellbeing and learning.

All learning areas observed were well organised and stimulating, creating safe and positive learning environments, with respectful, cordial and engaged relationships. Students were able to self-manage their learning, stay on task and work cooperatively.

Student Satisfaction

The children have demonstrated high levels 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.

We will continue to focus on building the capacity of boys, particularly those in years 5 and 6, to more effectively identify causes and effects of conflict and utilise different strategies to defuse or resolve conflict situations.

Student Attendance

The School manages non-attendance in a number of ways including:

1. Families are required to notify the school of all absences.
2. 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.
3. Regular monitoring and supporting families where their child(ren) are regularly arriving late to school.

Average Student Attendance Rate by Year Level	
Y01	88.2
Y02	86.9
Y03	88.5
Y04	89.1
Y05	89.1
Y06	87.8
Overall average attendance	88.3

Leadership

Goals & Intended Outcomes

School Improvement Goal 4.1:

School structures and ways of working generate and support shared leadership, team learning and collaboration among all school staff.

Intended Outcomes:

- The Leadership For Learning Pathway (cohort 2) is developed and documented.
- Members of LFLT receive personalised support through leadership coaching
- PMEL Innovation Team is established.
- PBLW Team is established.
- REL Team structure and work schedule is established.
- Middle leadership positions of responsibility are established in RE, STEM, Learning Diversity and Wellbeing.

School Improvement Goal 4.2:

School structures and ways of working generate and support continuous professional inquiry for all school staff.

Intended Outcomes:

- Staff can identify and access the range of professional learning opportunities open to them.
- Opportunities for professional learning and inquiry are made available to all staff across a broad range of dimensions of practice.
- Team planning, Village and staff meetings are planned and conducted as sites of professional learning.

School Improvement Goal

School structures and ways of working generate organisationally aligned and effective approaches to improving the learning and wellbeing outcomes of children.

Intended Outcomes:

- The strategic intents and priorities of the school are explicitly expressed, communicated and accessible to all members of the school community.
- Multiage structure is operating in Nazareth and Bethany Village.

- Implementation of Responding to Learning Diversity Framework is supported across all classes.

Achievements

In 2024:

- Expanded the POL role of Learning Leader, STEM (0.4FTE).
- Established the role of Learning Diversity Mentor Teacher, three positions (1.6FTE).
- Conducted Leadership For Learning Team meetings three times per term to monitor school improvement initiatives.
- The PMEL Innovation Team, which lead professional inquiry across the curriculum, reviewed and revised the learning sequences, updateing as required.
- Number Intervention Tutors engaged in ongoing professional inquiry to support their practice.
- Conducted Leadership for Learning Pathway (second Semester) for STEM, Learning Diversity, PBLW and RE Teacher Leaders
- Conducted a leadership coaching program for all members of the Leadership For Learning Team
- Leadership team members engaged in targeted professional learning, including: MACS Flourishing Learners and Vision for Instruction, Teach Well Literacy Masterclass, NRO Maths Leaders Network, and MACS Regional School Improvement Networks.

Ourr Leadership and management is strategic, focussed, clear in evaluation of progress towards specific goals and effective processes to achieve them.

Formation and facilitation of teams and programs to build leadership capacity are in place. Teams are connected, engaged and focussed fostering a culture of learning that enables teachers to meet the needs of students across the full range of abilities. Teams directly identify and respond to needs of students. Staff Leadership and particularly Instructional Leadership are above MACS averages.

A climate of purpose and confidence is evident in all Villages, each of which operates as a professional learning community. Contributions of LFLT members, effective collegial meetings of Village teams and staff meetings contribute to a working climate that's constructive and supportive.

Good Samaritan Catholic Primary School is focussed on supporting staff and building leadership capacity to optimise learning and wellbeing and enable the school to flourish as a learning community (Strategic Plan 2020-2025). Coaching and mentoring are in place for

new graduates and other staff, with a gradual increase in individual learning plans for mentors.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Examples of professional learning activities undertaken by staff in 2024 include, but are not limited to:</p> <ul style="list-style-type: none"> • Sponsored Post Graduate Studies: Graduate Certificate in Catholic Studies • Flourishing Learners: NRO Networks • Flourishing Learners: Teachwell Literacy/Numeracy leaders networks • Numeracy Intervention (LFIN) • Religious Education Network • Liturgy Planning (Brisbane) • CHA conference - community hub leadership • MCRI - Child and Family Hubs Network • Praying with Children • Assessment for differentiating learning • Positive Behaviours for Learning - Managing complex behaviours • Community Engagement in Learning • First Aid • Managing diabetes • Managing Anaphylaxis • Child Safe Standards • Business administration - ICON • English - Writing • Leadership and coaching • Consultative Committee Training 	
Number of teachers who participated in PL in 2024	58
Average expenditure per teacher for PL	\$1300.00

Teacher Satisfaction

MACSSIS Staff data indicates Collaboration in Teams as above the MACS average, and it had improved from while Collective Efficacy had declined. The latter is not congruent with other data.

Discussion with teachers in classrooms, specialist teams in focus groups and observation of staff planning demonstrate the centrality, strength and effectiveness of teams. Teams directly identify and respond to needs of students.

Staff Leadership and particularly Instructional Leadership are above MACS averages.

Teacher Qualifications	
Doctorate	0
Masters	10
Graduate	9
Graduate Certificate	4
Bachelor Degree	33
Advanced Diploma	9
No Qualifications Listed	18

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	69
Teaching Staff (FTE)	58.8
Non-Teaching Staff (Headcount)	46
Non-Teaching Staff (FTE)	38.93
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

School Improvement Goal 3.1:

Structures and processes have been established to listen and respond to the agency and voice of parents and families.

Intended Outcomes:

- SAC is an established school structure.
- Parents have multiple opportunities to express their voice and agency across a range of school operations.

School Improvement Goal 3.2:

Structures and processes have been established that facilitate the Learning by the Power of Three relationship.

Intended Outcomes:

- Learning Walks are an established practice across F-6.
- Learning Showcases are an established practice across F-6.
- Parents have a number of opportunities to engage in children's learning program
- Parents' understanding of and capacity to support their child's learning is strengthened.
- More families and children have access to playgroup sessions.

School Improvement Goal 3.3:

Partnerships with a range of government, health and community organisations have been established to deliver learning and wellbeing services otherwise not available within the School.

Intended Outcomes:

- Early intervention pathways are established for children in the early years stages of learning.
- Teachers are provided with needs based PL to respond to children in their classes.
- Increased onsite availability of allied health services to families and children.
- Increased number of families accessing the OHSC program.

Achievements

In 2024 we:

- Conducted the School Advisory Council (SAC) based on MACS Ltd governance guidelines and SAC terms of reference.
- Conducted regular community conversations enabling families to give testimony to their aspiration.
- Implemented the Walk, Talk & Learn initiative across all year levels.
- Conducted a new arrival families welcome morning tea each term.
- Conducted 107 home visits.
- Continued to develop parents' understanding of and capacity to advocate on behalf of their children.
- Strengthened parents' capacity to access education and wellbeing services and advocate for their children.
- Enrolled 190 children in playgroup across 7 sessions.
- Strengthened our transition to school program through additional sessions.
- Conducted Learning Showcases at the end of each Inquiry Unit.
- Engaged Big Therapies and other providers to provide allied health services to children and families in the early years.
- Strengthened partnership with Extend OSHC to expand program and increase participation rates.
- Met regularly local federal and state parliamentarians, Ms Maria Vamvakinou MP and Mr Iwan Walters MP.

Parent Satisfaction

Parents see Good Samaritan as 'family', it is welcoming, inclusive, active in listening and in addressing all aspects of the lives of students and parents.

The school understands culture and helps parents understand how their children learn. This includes the Jericho playgroup which also builds parenting skills in their current culture; 30% of these children go on to Foundation in Jordan Village.

Learning walks are seen as a parent induction/familiarisation on a significant level- going into classrooms, so parents can see and have explained in their own language what learning is happening, how and why. Parents see they are part of an active partnership.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.gsroxburghpark.catholic.edu.au