



Melbourne Archdiocese  
**Catholic Schools**

# 2023

## 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](http://www.gsroxburghpark.catholic.edu.au)

Registration: 1951, E Number: E1367

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## Principal's Attestation

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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 2023 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 03 Jun 2024

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## About this report

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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](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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- **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.

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## School Overview

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### **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 2023: 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 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:

- Visual
- Media Arts
- Digital Technologies
- Physical Education
- Italian
- Library



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## Principal's Report

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In 2023 the school engaged in the MACS school review process. The School Review is used to support deep learning and ongoing monitoring of improvement throughout the four-year continuous improvement process within the MACS School Improvement Framework (SIF).

The review evidenced that:

- The pilgrimage of learning referred to in the Good Samaritan Vision Statement is evidently underway; the school is a learning community where the separate villages with their significant names from Scripture mark multi-dimensional pathways for students and families.
- Praying and celebrating is a unifying characteristic of school life, complementing the strong sense of team and belonging. Continuing to strengthen the capacity of staff to articulate and model the Catholic identity of the school is acknowledged as a priority.
- Student learning poses the greatest challenge, given the high needs of students and families, educationally and emotionally, from linguistic and culturally diverse backgrounds. To support students who are enrolled throughout the year, as families arrive, Good Samaritan Catholic Primary School has in place processes, staff language expertise and diagnostic capacity for creating a foundation for planning and interventions to support each individual.
- 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.
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A shared desire for students to experience a life fully lived means student wellbeing is at the centre of planning, creating, implementing, evaluating and celebrating.

The review also included verification of the minimum standards and other requirements for registration, Child Safe Standards and other State and Commonwealth requirements for Victorian Catholic schools. I am pleased to report that the school met all statutory benchmarks fulfilling all requirements for ongoing registration.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Improvement Goal:

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:

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 Outcomes*

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

### Achievements

During 2023:

- 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
- Bethany and Emmaus teaching staff completed liturgy planning professional learning program (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.

- The Children's Leadership Team identify, plan and lead the implementation of social justice activities that engage children across all year levels.

## Value Added

### Reviewer statements taken from the 2023 School Review Report:

- 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.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Improvement Goal

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

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

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 2023:

- Teachers' understanding of and Implementation of The Professional Learning Team (PLT) Cycle (Griffin) in planning was enhanced.
- Teachers' pedagogical content knowledge and understanding of ways that readers construct meaning and analyse texts in sociocultural contexts was enhanced.
- Teachers' knowledge and understanding of the use of learning progressions in English and Mathematics was enhanced.
- The Learning Diversity team supported Home Group teachers to develop, implement and evaluate Personalised Learning Plans.
- Teachers implemented the processes and strategies included in the Good Samaritan Responding to the Diversity of Children's Learning Pathways.
- Teachers understanding of the process included in the Responding to the Diversity of Children's Learning Pathways site was enhanced.
- PMEL Innovation Team met a minimum of 7 days across the year.
- 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.

## **Student Learning Outcomes**

Across all data sets, it is evident that the average Reading, Writing and Numeracy achievement of children at Good Samaritan is below the Victorian and Australian average. This aspect of the Good Samaritan data is not surprising to us, given that there is a substantial body of research evidence that shows the educational performance of students, is related to family background factors (parental education, parental non-school education, and

occupation) and school factors (location and socio-economic background of the students it serves). It is therefore also not surprising that when Good Samaritan outcomes are compared with children from similar backgrounds, the Good Samaritan children's achievement is predominantly close to, and in some cases above, the average achievement of "like" cohorts.

When interpreting the Good Samaritan student outcome data, our understanding 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. We are however, resolute in not accepting lower than average learning outcomes for our children.

The core objective of the 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 and, at Good Samaritan, we are committed to optimising the growth of 100% of children, 100% of the time. 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.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	330	8%
	Year 5	444	31%
Numeracy	Year 3	349	36%
	Year 5	430	34%
Reading	Year 3	324	31%
	Year 5	445	49%
Spelling	Year 3	313	30%
	Year 5	458	63%
Writing	Year 3	338	32%
	Year 5	450	48%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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.

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## Student Wellbeing

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### Goals & Intended Outcomes

#### **Improvement Goal:**

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:**

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.

#### **Improvement Goal:**

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 2023 we:

- Reviewed the Learning Super Powers, Learner Profile and the Learning Conversations: content, process, opportunities for voice and agency.
- Established the PBLW Children's Leaders Team.
- Identified opportunities where the CLT can initiate and lead activities that promote the common good of the local community.
- PBLW workgroup reestablished to lead development work.
- Provided ongoing learning/mentoring support for staff.
- Reviewed and refined school policy - Approved Consequences for Behaviour
- Publish PBLW matrix.
- Implemented *Mental Health In Primary Schools* initiative.

## Value Added

### **Reviewer statements taken from the 2023 School Review Report:**

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.

## 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	83.3%
Y02	87.3%
Y03	88.2%
Y04	88.6%
Y05	88.6%
Y06	88.5%
Overall average attendance	87.4%

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## Leadership

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### Goals & Intended Outcomes

#### School Improvement Goal

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

##### *Intended Outcomes:*

- Stage 1 of the LFL Pathway is developed and documented.
- 6 teachers complete stage 1 of the LFL Pathway .
- 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

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

## **Achievements**

In 2023 we:

- Established the role of STEM Mentor Teacher (0.4FTE).
- Established the role of Learning Diversity Mentor Teacher (1.6FTE).
- Established REL Team F-2/Yrs3-6 Structure.
- Established PMEL Innovation Team which lead professional inquiry across the curriculum.
- 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 leadership coaching program (Dr. Helen Goode) for all members of the Leadership For Learning Team

### **Statements taken from the 2023 MACS School Review Report:**

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. The development of individual learning plans, already begun for Pathways teachers, will be extended, fostering a culture of learning that enables teachers to meet the needs of students across the full range of abilities.

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 and were similarly endorsed by staff during the review.

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.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
<p>Examples of professional learning activities undertaken by staff in 2023 include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Sponsored Post Graduate Studies: Graduate Certificate in Catholic Studies</li> <li>• Curriculum Design</li> <li>• Numeracy Intervention (LFIN)</li> <li>• Religious Education Network</li> <li>• Liturgy Planning</li> <li>• Catholic Identity</li> <li>• Assessment for differentiating learning</li> <li>• Positive Behaviours for Learning</li> <li>• Community Engagement in Learning</li> <li>• Managing complex behaviours</li> <li>• First Aid</li> <li>• Child Safe Standards</li> <li>• Business administration - ICON</li> <li>• English - Writing</li> <li>• Leadership and coaching</li> </ul>	
Number of teachers who participated in PL in 2023	55
Average expenditure per teacher for PL	\$920.00

### 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 and were similarly endorsed by staff during the review.

<b>Teacher Qualifications</b>	
Doctorate	1.4%
Masters	12.9%
Graduate	10.0%
Graduate Certificate	4.3%
Bachelor Degree	47.1%
Advanced Diploma	14.3%
No Qualifications Listed	10.0%

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	59
Teaching Staff (FTE)	48.1
Non-Teaching Staff (Headcount)	47
Non-Teaching Staff (FTE)	40.4
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

#### School Improvement Goal:

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:

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:

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 2023 we:

- Continued the formation of School Advisory Council (SAC) based on MACS Ltd governance guidelines and SAC terms of reference.
- Conducted regular community conversations throughout the year so that parents can give testimony to their aspiration.
- Implemented the Walk, Talk & Learn initiative across all year levels.
- Built 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.
- Increased the number of playgroup sessions offered to families from 5 to 7.
- Conducted an evaluation of the transition to school program.
- Reviewed school enrolment and orientation processes to ensure that children from refugee backgrounds are supported in their transition to school.
- Conducted Learning Showcases at the end of each Inquiry Unit.
- Expanded contracted service provision with Catholic Care Victoria with the engagement of Child Psychologist
- 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

### Reviewer statements taken from the 2023 School Review Report:

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 at Bethlehem 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.





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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.gsroxburghpark.catholic.edu.au](http://www.gsroxburghpark.catholic.edu.au)