



Sydney Catholic Schools

2021

ANNUAL SCHOOL REPORT



Good Samaritan Catholic College

401 Hoxton Park rd, HINCHINBROOK 2168

Principal: Mr James Corcoran

Web: <http://goodsamaritan.nsw.edu.au>

About this report

Good Samaritan Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA), and managed by Sydney Catholic Schools Ltd (SCS) as trustee for the Sydney Catholic Schools Trust, the 'approved authority' for the Registration System formed under Section 39 of the *Education Act 1990* (NSW).

The Annual School Report to the Community provides parents and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the College community and Sydney Catholic Schools. This Report has been approved by Sydney Catholic Schools who monitors that the College has appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation.

This Report complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

Message from key groups in our community

Principal's Message

2022 has seen the Good Samaritan Catholic College Community being animated by the school motto of “Journeying with Compassion.” This phrase is not a hollow catch call, but a lived out reality by a vibrant, authentic Catholic community responding to the context of living in a complex and challenging twenty first century educational setting. It has also been a year in which the Good Samaritan Community has aspired to live out our theme of letting our individual and collective ‘light shine’.

There have been academic challenges, successes, causes for reflection, self evaluation and the need to reapply lessons that may have been hard learnt. There have also been fantastic community building days like the College Athletics Carnival, Valentine’s Day social justice fundraising, Good Samaritan Day, reflection days, retreats and meaningful live-streamed liturgies that have seen the continued development of the intangible, but real, spirit of ‘Good Sam.’ Whilst everyday may not have been as rewarding as we all might hope, we acknowledge that life is about dealing with difficulties and that building resilience is a key component in the care and development of our students.

The support staff, KLA teams and Year Teams all have in obvious, and in some cases unseen, ways committed themselves to giving that little bit extra to make a difference in the lives of our students. I would like to thank and commend each and every member of the College staff for their unstinting efforts in administration, the classroom, trade skills centre, playground, extracurricular activities and care for each other in what has been a significant year in the life of the school. It is indeed striking that despite the aftershocks of the COVID -19 phenomenon and the instability of attendance we have still operated in a near ‘new normal’ way. I would also like to especially note the terrific support of our Parish Priest, Br Pat Hurley for his most generous time commitment to the College.

Parent Body Message

In early 2022 we were lucky enough to be able to stay connected with College Events via livestreams provided by the Media Team. As a result of the Media Team productions, parents and the wider community were able to log on and watch presentations that included:

- Opening School Mass & Commissioning of School Leaders
- High Achievers' Assembly
- Year 7 Orientation Information Night [Part 2]
- Year 12 HSC Information Evening
- Year 10 Information Evening

By Semester Two a number of activities were able to take place in a face to face way with parent and staff partnership able to resume in a far better context. Indeed, most first time parents of children in Years 7 – 9 had not had the opportunity to meet staff since their enrolment interviews. Events that helped develop positive relationships between home and school included:

- Year 7 – 10 Student / Parent / Teacher Interviews [over two days]
- Year 10 Subject Selection Information Evening
- Year 12 Drama Performances
- Music Showcase
- Year 12 Graduation
- Year 12 Formal
- Year 11 Drama Evening
- Year 7 – 10 Awards Evening
- Year 11 Awards afternoon

The use of the COMPASS platform also continued to develop timely communication between home and school via the Newsfeed and email functions. The postponement of the Year 7 Camp due to atrocious weather conditions and localised flooding was an example of where the COMPASS Newsfeed provided a reliable in real time platform to inform students, parents and staff of the unfolding situation. Happily, the Year 7 Camp was also able to be rescheduled. We look forward to a 2023 with less disruption for the students, staff and parents of the College.

Student Body Message

To say the past 6 years have been an unforgettable experience is a complete understatement. Facing floods, COVID - 19 and each other, there's definitely never been a dull day here at Good Samaritan, but we've made it through. In this year alone, we've experienced many 'lasts'; our last athletics carnival, our last 'Good Sam' Day, our last assemblies and now, our last day of school.

Regardless of all these 'lasts', our time here at Good Samaritan has also given us the opportunity to experience so many 'firsts'. As we walked into the school gates for the first time almost six years ago with our oversized uniforms, heavy textbooks and baby faces, we plunged head first into our biggest challenge to date: high school. We also began to learn so many new concepts and skills that served as key foundations for our learning in the future years.

2020 proved to be a challenging but interesting year, not only for us, but also the rest of the world. Doing nothing except staying at home and doing online assignments or sleeping through zoom meetings, it was certainly an unexpected way to spend Year 10. Our first senior year of high school was definitely one to remember. As we also got to spend countless

more weeks in lockdown. Regardless of the restrictions we were faced with, we still managed to stay more connected than ever as a grade.

Now fast forward a few months and suddenly we've arrived at the end of Year 12. With retreat and so many fond memories behind us, we're finally here and ready to graduate as the senior class of 2022. We want to give a heartfelt thank you to our Pastoral Care team, the Year 12 class teachers and Year 12 mentors for supporting each and every one of us in what has undoubtedly been the most demanding and exhilarating part of our entire high school journey. We truly wouldn't be here right now if it weren't for all of you.

As well as that, we would like to thank our parents and guardians on behalf of all of Year 12 for supporting us through what has been an incredibly challenging 13 year journey. Having been there for us through all our ups and downs, we owe the biggest thanks to you.

And to our Year 12 cohort, we would like to say that we are so incredibly proud to have been the leaders of such a talented, unique and enthusiastic group of individuals. We hope we represented you well and with justice because you all deserve nothing less than the best. We're amazed by the growth that we've seen, not only in all of you as individuals, but as a cohort. We can confidently say that this is a year group that's going change the world, the universe rather, and we're proud that we are able to witness the beginnings of the future generation of leaders, doctors, teachers, tradespeople and whatever else you may decide to do in life.

We've come a long way but we know that this only marks the beginning of a path of success because hard work leads to great reward and Year 12, you are definitely deserving of the rewards your paths entail. So congratulations to each and every one of you, we all made it here together, as the GSCC Class of 2022.

School Features

The College provides a secondary education for Catholic families from the parishes of Hoxton Park, Sadleir-Miller, Bonnyrigg, Mount Pritchard, Lurnea and the wider South - West network. Good Samaritan was established in 1999 and caters for students in Years 7 - 12.

The College motto, 'Journeying with Compassion', derived directly from the Parable of the Good Samaritan, is the basis of the College's Mission Statement and provides its foundational ethos. The College community believes that we give witness to our Mission Statement through 'Encountering God', 'Promoting Educational Excellence', 'Nurturing Individual Growth' and 'Being a Samaritan'.

"Journeying with Compassion", is the Gospel message of Good Samaritan Catholic College. Our context in this journey is threefold:

We live in the Land of the Southern Cross. Therefore, we are able to journey with our neighbours who come from so many backgrounds; the Australian Aboriginal peoples as well as peoples from all over the world.

Our second context is The Journey of the Cross. Our baptism calls us to walk in the footsteps of Jesus in our daily living and learning. As a faith community, we believe not only in the power of the Cross, but also in the victory of the resurrection which awaits us all.

The hands reaching out provide our third context. They call to mind St. Luke's Parable of the Good Samaritan in which the good Samaritan was "moved with compassion", acted as a real neighbour to the traveller who was left for dead. We always journey with others, and often with people who need a helping hand. Our situation at Good Samaritan Catholic College as a faith community, places us in a position to reach out to all, especially those within our locale.

Students attending this College come from a variety of backgrounds and nationalities. The College caters for students from a large range of socio-economic and cultural backgrounds. Teachers are committed to providing a holistic education for students, recognising the diversity of their needs, and the importance of students achieving to their potential.

The College is also able to offer Vocational Education courses at the St Joseph's Trades Skill Centre (TSC) that is proudly a part of Good Samaritan community. Along with Good Samaritan students the St Joseph's TSC caters for students in surrounding local Catholic and Independent schools. Courses offered include Automotive, Electrotechnology, Human Services, Construction and Hospitality. In 2022 the College initiated a Specialist Support Class for students with moderate intellectual and complex disabilities in Years 7 and 8. Students enrolled in these classes will benefit from highly skilled Special Education teachers,

contemporary technology and quality resources whilst being active and valued members of our school community.

There are clear expectations for students in respect to academic performance, behaviour and presentation. The staff emphasise that each student has both the right and responsibility to learn in a safe and positive environment, and to strive for personal excellence. The wellbeing structures of the College are designed to ensure that this happens.

Student Profile

Student Enrolment

The College caters for students in Years 7 – 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022:

Girls	Boys	LBOTE*	Total Students
675	625	1209	1300

* Language Background Other than English

Enrolment Policy

Sydney Catholic Schools has established and monitors the implementation of the [Enrolment Policy](#). The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the school building levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Sydney Catholic Schools website](#).

Student Attendance Rates

The average student attendance rate for 2022 was 89.24%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
90.89	88.71	86.74	88.77	87.94	92.38

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from College are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the designated Sydney Catholic Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

Student Retention Rate

Of the students who completed Year 10 in 2020, 91% completed Year 12 in 2022.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2022	
% of students undertaking vocational training or training in a trade during the senior years of schooling	60 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

The 2022 post school destinations for the Year 12 cohort are generally indicative of the typical configuration for Good Samaritan Graduands. The following, rounded percentages, point to the conveyed categories that the Year 12 cohort moved into:

University	70%
TAFE / Apprenticeships / Traineeships	23%
Private College	3%
Workforce	5%

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	152
Number of full time teaching staff	88
Number of part time teaching staff	22
Number of non-teaching staff	42

Total number of teaching staff by NESA category

Teachers at this College are either accredited as conditional, provisional or proficient as defined by the *Teacher Accreditation Act 2004* (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 784 teachers
- Provisional *Graduate 957 teachers
- Proficient 5927 teachers

Teacher status at individual schools can be sourced directly from the College.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole of school staff days, subject-specific in services, meetings and conferences and a range of professional learning programs provided by Sydney Catholic Schools (SCS). The College takes responsibility for planning, implementing, evaluating and tracking its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Staff Development Days and professional learning in 2022 returned to a more collegial and face to face model after the difficulties and restrictions of 2020 and 2021.

Scheduled Staff Development Days:

Term 1:

Key Learning Area and Pastoral Care: Collaborative planning.

Term 2:

Aboriginal and Torres Strait Islanders' Cultural Competencies & Wellbeing

Terms 3:

Staff Spirituality Day

Term 4:

Assessment Setting & Assessment Marking

First aid and anaphylaxis training

Staff continuing study is focussed on Vocational Training qualifications and Masters level study in Gifted Education and Religious Education / Liberal Arts. A number of staff also completed Professional Development in Gifted Education through Gifted Education Online [GEO] courses; GEO 1 and GEO 2.

Catholic Identity and Mission

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Sydney Catholic Schools' (SCS) mission is 'to know and love Christ through learning' and our vision is to nurture 'thriving Catholic communities through excellent teaching and learning' giving effect to the Archbishop's Charter for Catholic Schools in the Archdiocese of Sydney. The College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks "To Know, Worship and Love", as authorised by the Archbishop of Sydney.

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the RE Online site on the Sydney Catholic Schools website.

Students in Years 6, 8 and 10 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Good Samaritan Catholic College is a diverse, dynamic community confident in the call to develop the gifts of love, justice, mercy, generosity and compassion through the education of young people. We embrace an educational partnership with home and parish which strives to foster compassionate action within our students in their life journey. As a Catholic College, we respond to Christ's challenge to 'become neighbour' and move beyond one's self, as modelled in the parable of the Good Samaritan. We do this by:

Encountering God:

We guide our students to a discovery of the One True Living God through scripture, prayer, liturgy, tradition and parish communities by expanding the Good Samaritan parable so students encounter the real person of Christ.

Promoting Educational Excellence:

We empower students to reach their potential and become lifelong learners through the development of independent and creative thinking within a contemporary context.

Nurturing Individual Growth:

We acknowledge the individuality and dignity of all members of our community and value their gifts. We want all to embrace their uniqueness in God's creation, to grow into the most full person possible and so with confidence become a light to the world.

Being a Samaritan:

We stir within students and all members of our community a choice to see the face of Christ in all people and be a Samaritan, by leading lives built upon love, justice, mercy, compassion and service.

The 2022 annual “Tell Them From Me” [TTFM] survey indicated strong understanding of the College’s Catholic Identity and Mission. The following parental statistics were reported:

1. 72% of Parents Agreed or Strongly Agreed that, ‘The school supports my understanding of Catholic life and culture and the relationship with parish community.’
2. 52% of Parents Agreed or Strongly Agreed that, ‘Opportunities exist to experience a variety of prayer and liturgy.’
3. 63% of Parents Agreed or Strongly Agreed that they, ‘know and understand the Charism of my school and parish.’
4. 61% of Parents Agreed or Strongly Agreed that, ‘The school supports me to understand my child’s Catholic faith development.’

The following student statistics were reported:

- 67% of Students Agreed or Strongly Agreed that, ‘Opportunities exist to experience a variety of prayer and liturgy.’
- 62% of Students Agreed or Strongly Agreed that, they ‘know and understand the Charism of my school and parish.’
- 74% of Students Agreed or Strongly Agreed that, ‘I am taught about Catholic values and how these relate to my life.’
- 67% of Students Agreed or Strongly Agreed that, ‘I am supported to gain an appreciation of the Catholic faith.’

Curriculum, Learning and Teaching

Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the *Education Act 1990* (NSW) and implements the curriculum requirements of Sydney Catholic Schools. Religious Education is also a mandated curriculum area for all Sydney Catholic Schools. The curriculum provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

The College offers all NESA mandated courses. Stage 5 electives include Commerce, Drama, Food Technology, Graphics Technology, Industrial Technology (Wood), Information Software Technology, Design & Technology, Italian, Music, Photography and Digital Media, Physical Activity and Sport Studies, Textiles Technology, Visual Arts and Visual Design. The College also offers an extensive range of Higher School Certificate (HSC) courses which incorporate board developed courses, board endorsed courses and vocational education courses. The number of students in each of these courses varies according to resources and interest. The school offers HSC extension courses in English, History, and Mathematics.

This year, students' learning was enhanced by the continuation of academic class groupings across the junior school (Years 7 to 10). The aim of this approach places students in a specific learning environment to meet their academic needs, enabling them to work at a pace commensurate with their ability.

Particular features of the school's curriculum include:

- a whole-school emphasis on the explicit teaching of numeracy and literacy
- the use of data to inform teaching and learning via the College tracking data base
- a whole-school emphasis on curriculum differentiation to support the individual needs of all students
- the Newman Stream Program for gifted and highly capable students
- an extensive range of vocational education courses offered through St Joseph Trades Skills Centre
- learning support programs
- the establishment of a Specialist Support Class for students with moderate intellectual and complex disabilities in Stages 4 and 5
- targeted intervention to support students below the national benchmark in literacy
- transition programs from primary to high school and school to work
- identification and implementation of programs to address the learning needs of students who have English as an Additional Language or Dialect.

Beyond the classroom, students were involved in a broad range of co-curricular activities and initiatives, including internal sport, and sports associated with SCS Sport and the Combined Catholic Colleges' competitions. Students were able to utilise their talents in the area of drama and music through livestreamed or online recorded performances at Assemblies and Performing Arts Showcase Evenings. The College was also involved in debating and public speaking. Students were supported in their study through after-school homework help, the NSW Government funded Intensive Learning Support program, and through a study skills program.

Student Performance in Tests and Examinations

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. 2021 was the first year where SCS Primary schools engaged with online testing for NAPLAN, Secondary schools began online testing in 2019. Analysis of these results assists College planning and is used to support teaching and learning programs.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	27%	24%	24%	21%
	Reading	22%	27%	16%	15%
	Writing	29%	24%	18%	22%
	Spelling	41%	33%	14%	17%
	Numeracy	29%	32%	22%	19%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	23%	22%	28%	27%
	Reading	17%	21%	22%	23%
	Writing	22%	17%	22%	33%
	Spelling	20%	17%	13%	21%
	Numeracy	14%	20%	15%	19%

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

The results of the 2022 HSC results were most pleasing, with the extended efforts of students and staff climaxing in another year of substantial comparative learning gain. The Good Samaritan cohort of 2022 achieved positive learning growth and competitiveness, marking the tenth straight year of the College achieving this marker. 65% of subjects were above state average, with nine subjects reaching the statistically noteworthy benchmark of being more than 5% higher than the state average. There was one HSC all-rounder achieving Band 6s in ten units of their pattern of study and 88 Band 6s were also achieved by the group. Concentration on 'Knowing your Learner[s]' has seen enhancements in learning outcomes for our HSC students with a focussed targeting of literacy skills across the whole school. In comparing accumulative Bands 5 and 6, three courses were higher than 10% above the state average and eight were more than 20% above the state average. One student was named First in the State for Food Technology. The highest ATAR achieved was 98.25 and two students received Executive Director's awards for HSC Achievement. A total of 20 students achieved ATARs of above 90.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2020		2021		2022	
	School	State	School	State	School	State
English (Advanced)	91 %	63 %	88 %	69 %	73 %	67 %
English (Standard)	41 %	12 %	25 %	17 %	27 %	15 %
English Extension 1	100 %	93 %	100 %	94 %	100 %	93 %
English Extension 2	80 %	82 %	-	-	100 %	85 %
Mathematics Standard 2	44 %	25 %	59 %	25 %	52 %	29 %
Music 1	100 %	64 %	77 %	64 %	92 %	70 %
Studies of Religion I	62 %	44 %	39 %	42 %	51 %	41 %
Studies of Religion II	-	-	48 %	46 %	44 %	46 %

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2022, the number of students issued with a RoSA was 23.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College pastoral care and student wellbeing policies, guidelines and procedures are informed by the [SCS Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a foundation for effective learning in all Catholic school settings.

The ASWF is based on evidence that demonstrates the strong association between safety, wellbeing and learning. The framework recognises five elements that are key to supporting the whole school community to build and maintain safe, positive relationships and wellbeing: leadership, inclusion, student voice, partnerships and support.

The ASWF is complemented by the Be You Framework, a national initiative for educators, aimed at promoting and protecting positive mental health in children and young people. The integration of both frameworks supports SCS school communities to provide every student with the strongest foundation possible for them to reach their aspirations in learning and in life. The combination of these two national frameworks for wellbeing assist our school with planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Student Management: Suspension, Transfer and Exclusion Policy](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in the [Code of Professional Conduct](#) which applies to all SCS staff. Accordingly, the College does not sanction administration of corporal punishment by College staff and other persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College's website.

Anti-Bullying Policy

Sydney Catholic Schools (SCS) has established an [Anti-Bullying Policy](#) and monitors the implementation of this policy across all systemic schools in the Archdiocese. It provides a framework for school communities to work together to prevent and address issues of student

bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person.

The full text of the [Anti-Bullying Policy](#) may be accessed on the College's website, the administration office or at the SCS website at this [link](#).

Complaints Handling Policy

Sydney Catholic Schools (SCS) has established a [Resolution of Complaints Policy](#) which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. Sydney Catholic Schools (SCS) monitors the implementation of this policy.

The full text of the Resolution of Complaints Policy may be accessed on the College's website, the administration office or at the SCS website at this [link](#).

In addition to this policy, there is also a [policy and procedures for Responding to complaints and allegations related to child protection](#). Catholic systemic schools in the Archdiocese of Sydney are guided by a fundamental mission to provide a safe and supportive environment for each and every student entrusted to our care. These procedures reflect the legislative responsibilities of SCS and demonstrate our commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

Initiatives promoting respect and responsibility

The College's whole-school wellbeing framework clearly articulates the way in which members of the community are called to work together and communicate in a respectful manner. This framework has at its core the notion that all members of the community are entitled to respect, and that with this comes a responsibility to be respectful of others and contribute in a positive way to the community.

A key priority is the ongoing strategic approach to the issue of bullying. Using the Parable of the Good Samaritan as its foundation, the student wellbeing program addresses this complex issue in an age, and at times gender, appropriate manner. Student voice is considered paramount and students and staff complete surveys to provide more extensive data on student wellbeing issues.

The senior student leadership program has been enhanced to broaden student involvement, reflecting the growth in the enrolment numbers. College Vice Captains have been added to

Year 12 student portfolios and the Year 11 leadership group has been expanded to 10 members.

School Improvement

The College implements the Sydney Catholic Schools' Inquiry and Review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. The College's strategic planning and Inquiry and Review cycle is based on the Sydney Catholic Schools Strategic Plan: Thriving Catholic Communities.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's strategic planning processes and informed by the Sydney Catholic Schools Strategic Plan: Thriving Catholic Communities and the Network Strategic Plan. The College engages in an annual evidence-based evaluation of its effectiveness. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the College administrative office.

Key Improvements Achieved

Key improvements and achievements made in 2022 based on the 2020 Inquiry and Review Process, the College Annual Improvement Plan and Sydney Catholic Schools' Strategic Plan included:

Enhancement of the faith formation program, in partnership with the parish, staff, students and families, exploring innovative and meaningful ways to promote Catholic practice and engagement and included activities and events like:

- 116 students participating in the 10:10 Project, attending the Annual Conference at Waterview Bicentennial Park and students and staff attending the 10;10 Retreat
- The College participated in the St Vincent De Paul Christmas Hamper Appeal and sent hampers to some 100 families in the local area
- Two students and a staff member successfully completed their Extraordinary Minister of Holy Communion Course
- Christ Chat continued throughout the whole year
- Adoration took place in the College Chapel on Wednesdays
- Friday Mass was able to be held throughout the whole year

Designing and implementing a whole College wellbeing program to understand and respond to the wellbeing needs of all students, to support the full engagement in the learning agenda and achieve learning success. This was underpinned by staff completing a number of the Beyond Blue *Be You* Modules.

Partial completion of the final stage of the College's current Capital Works Program.

- Delays were due to design complications and then extreme wet weather in the latter half of the year.
- The resurfacing of of the Basketball Courts was able to be completed ahead of schedule and under budget.

Priority Key Improvements for Next Year

The following strategic intents are significant directions and challenges that the College has identified to pursue in 2023 and are linked recommendations from the 2020 Inquiry and Review, College Annual Improvement Plan and Sydney Catholic Schools' Strategic Plan :

- Enhancing the faith formation program, in partnership with the parish, staff, students and families, exploring innovative and meaningful ways to promote Catholic practice and engagement
- Establishing a parent engagement strategy that provides opportunities for active and authentic engagement in all aspects of College life
- Completion of the final stage of the College's current Capital Works Program
- A reduction in Bands 1, 2 & 3 from the HSC results of 2022
- Growth in Band 6s from the HSC results of 2022
- Increased number of courses achieving Above the State Average from the results of the 2022 HSC

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has engaged a variety of processes, including the Tell Them From Me surveys to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent satisfaction

In 2022 the College was able to receive feedback from parents via two main avenues; data gained from the online 'Tell Them From Me' [TTFM] survey instrument that was open for two weeks and the COMPASS learning management system that is in its second full year of operation. Regrettably due to COVID - 19 public health restrictions, face to face interaction and the opportunity for informal feedback was again impeded. However, happily, the second half of the year saw a number of face to face opportunities able to be conducted. From the material deduced from the TTFM survey replies, and anecdotal evidence from verbal discussions, families bore strong backing of the College's communication, daily operations and pastoral care of the students entrusted to our care. The continuing the accessibility of the TTFM survey in languages other than English will be valued in our community to expand the number of families' participation in this significant data gathering application. The broader use of the COMPASS platform for tasks like absentee note submission, parental permission for school activities and communication via the 'Newsfeed' function streamlined communications and parents expressed strong satisfaction in having one location to source all significant College information.

Student satisfaction

Students of Good Samaritan conveyed strong support in the various areas of school life available to them in a more 'normal' 2022, particularly in the second of the year. The involvement of students in co and extra-curricular activities are noteworthy markers in the students' enthusiasm to connection with College community. As previously noted Second Semester saw more face to face activities available. However, students still were able to utilise online streaming to be involved in public speaking and debating and other activities in Terms 1 and 2. Student voice was elicited via the TTFM web-based survey, learning unit evaluations that are undertaken in all Key Learning Areas and anti-bullying surveys. Most of our large scale community building days were modified to take into account the requirements of community health advice. Despite this, students reported that they appreciated the opportunity to connect in different ways in re-establishing a vibrant community spirit in the problematic conditions the year offered. In the TTFM Student Outcomes and School Climate survey, students rated positive student-teacher relations (6.3/10), learning climate (6.4/10),

and teachers' expectations for students to succeed (7.3/10) above the norm and all improved from 2021.

Teacher satisfaction

The TTFM survey data indicated the staff were heavily involved in the College and appear confident in expressing their level of satisfaction in belonging to the Good Samaritan Catholic and education community. The noteworthy amount of staff involvement in the diverse student centred events that were able to offered and adapted in more usual 2022 are evidence of their significant commitment to the pupils in extra and co - curricular activities. Staff supported a large range of afterhours and overnight activities and camps which is such a strong indicator of satisfaction and investment in community. Rich value connections between staff, students and parents are central to the development and continuance of a positive learning culture at the College.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for the 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$15,425,935
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$4,463,055
Fees and Private Income ⁴	\$4,730,793
Interest Subsidy Grants	\$79,043
Other Capital Income ⁵	\$537,565
Total Income	\$25,236,391

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$1,703,802
Salaries and Related Expenses ⁷	\$17,077,130
Non-Salary Expenses ⁸	\$7,686,250
Total Expenditure	\$26,467,182

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2022 REPORT