

# ANNUAL SCHOOL REPORT 20 23



## Good Samaritan Catholic College

401 Hoxton Park rd, HINCHINBROOK 2168

Principal: Mr James Corcoran

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

## About this report

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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 'Proprietor' with Catholic Schools NSW (CSNSW) as 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 SCS. This Report has been approved by SCS 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

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### Principal's Message

This year we celebrated the twenty-fifth anniversary of the establishment of a coeducational secondary school in Hinchinbrook, and the twentieth year of Good Samaritan Catholic College having an HSC class. It has been a year of significant milestones and World Youth Day, Lisbon has been the exclamation mark on what a Rubicon year 2023 has been. I believe that we have well and truly lived up to our theme of "25 Years of Journeying with Compassion."

Our significant events like the Opening Mass, Good Samaritan Day, 'Back to Good Sam Day' and Awards Night have all had a reflective component in honouring those figures who are, and have been, key in the development of the physical site and most importantly the culture of Good Samaritan Catholic College. We do, and continue to offer those student, parent, parish and staff pioneers a debt of gratitude that has culminated in the outstanding educational environment that we enjoy today. We have been truly privileged to stand on the shoulders of giants.

In more 'normal' ways the whole staff of the College has strived to offer the students entrusted to our care the very richest of educational opportunities. The learnings of these experiences will hopefully allow our students to be young people who live out the values of the College's four pillars; Love, Justice, Mercy and Compassion & Service. In particular, I would like to acknowledge and thank the Support Staff, the Learning and Curriculum Team, the Pastoral Teams and the Leadership Team who have all worked in many ways to ensure that 'Good Sam' students learn in a contemporary educational setting with their diverse needs as learners being our focus. I would also like to thank our families for their support and our students for making Good Samaritan such an interesting and vibrant place to be each and every day. We are also incredibly lucky to have the support and presence of Fr Simon Kitimbo our Parish Priest and previously, Br Pat Hurley, who have added such a deeper spiritual dimension to our College.

In honouring our past and present achievements we are duly challenged to approach the future with a renewed enthusiasm and resilience. We do this with knowledge that the cornerstones of our Catholic faith will serve us all well in dealing with an unknown future with a known and lived experience of an enlivened Catholic faith and education that will hold us in good stead wherever our lives lead us. Our Australian Saint, St Mary of the Cross MacKillop, reminds us of the Challenge of the Good Samaritan parable with her 1871 maxim of;

***"Never see a need without doing something about it."***

The Samaritan in the parable did not see “a Jew” or a hated sect, he saw a vulnerable human being in absolute need. What follows from that is cascading acts of care & kindness. It is my hope that all the members of our Good Samaritan family have that faith, that aspiration and that God given decency to live out their lives with that credo written on their hearts.

### **Parent Body Message**

In 2023 we resumed a very ‘normal’ year in terms of parent – College partnership. Events continued to be livestreamed, provided by the amazing Media Team, allowing parents and the wider community access to College events when they would be otherwise unable to attend. Events that were face to face and broadcast included:

- Opening School Mass & Commissioning of School Leaders
- HSC High Achievers’ Assembly
- Year 7 Orientation Information Night 2
- Year 11 Assessment Information Evening
- Year 12 HSC Information Evening
- Holy Week Prayer Service
- Year 10 Information Evening
- NAIDOC Assembly
- Good Samaritan Day Mass

Other events that helped develop positive relationships between home and school included:

- Year 12 Student / Parent / Teacher Interviews
- Year 7 – 10 Student / Parent / Teacher Interviews [held over two days]
- Year 10 Subject Selection Information Evening
- Mother’s Day Event @ the Trade Skills Centre
- Year 12 Drama Performances
- Year 12 Music Showcase
- Year 12 TAS Showcase
- Year 12 Art Showcase
- Year 11 Student / Parent / Teacher Interviews
- ‘Back to Good Samaritan’ 25th Anniversary Mass
- Year 12 Graduation
- Year 12 Formal
- Year 11 Drama Evening
- Year 7 2024 Orientation Night 1
- 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 inclusion of community languages translations on COMPASS is a welcome feature. The College website, Facebook page and fortnightly newsletter provided a wealth of information in different approaches. Parents were also welcomed to the College for Catholic Schools Debating Association [CSDA] Public Speaking in Term 1, and CSDA Debating home rounds in Term 2 and the local SCS Arts HQ Live performance in Term 3.

### **Student Body Message**

In 2018, which seems like a faded memory, we all stood together at the bottom of the Hall on Orientation day, wondering what our lives would look like for the next 6 years, in this massive school that frightened the majority of us. Well, look at us now, we finally made it! Even though we ignored the comments of, "Time will fly," from our teachers and graduate students, we stand before you today, 6 years later, confirming that time really does fly by quicker than you would expect it, reiterating the same advice to the junior students, don't take this time for granted. We have grown not only in height but also in character, knowledge and friendships, the memories we've created here will stay with us forever. It seems like only yesterday that we were tiny Year 7s forgetting our keys to our lockers, trying to figure out where in the world D108 was and generally looking clueless to the rest of the school. But, now times have changed and we stand here as seniors ready to graduate, some of us more eager than others, ready to move forward in the world.

Whilst our marathon is beginning to finish, we hope that we all can embark on our journey as Good Samaritans, wherever that will take us, as future university graduates, tradespeople, in careers yet to be named and future parents, the sky is the limit! The past 6 years have proven that the Class of 2023 is more than a class, it's a family, but despite this it is time to go out and grow as individuals. In the wise words of Hannah Montana "I always knew this day would come, we'd be standing one by one, with our future in our hands, so many dreams so many plans, I always knew after all these years, there'll be laughter there'll be tears, I never thought I'd walk away, with so much joy but so much pain, and it's so hard to say goodbye". It is now time to move on, take control of our future as "the future starts today not tomorrow." No matter where your journey takes you and as you walk out of the GSCC gates, always remember that the parable of the Good Samaritan is not just a parable, but a way of life.

## School Features

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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, Hairdressing, Beauty, Electrotechnology, Early Childhood education & Care, Human Services, Events, 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

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### 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 2023:

Girls	Boys	LBOTE*	Total Students
669	646	1199	1315

\* 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 2023 was 90.34%. 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
91.60	89.90	89.27	87.59	91.97	91.72

### 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 2021, 83% completed Year 12 in 2023.

### **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).

<b>Senior secondary outcomes 2023</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	45 %
% 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 2023 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	79%
TAFE / Apprenticeships / Traineeships	14%
Workforce	4%
College / Other	3%

# Staffing Profile

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## Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	140
Number of full time teaching staff	72
Number of part time teaching staff	20
Number of non-teaching staff	48

### 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 1,560 teachers
- Provisional 978 teachers
- Proficient 6,131 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 may be NESA Accredited or it may be Elective which is identified by the teacher. Professional learning can take many forms including whole of school staff days, subject-specific in services and conferences and a range of professional learning programs provided by Sydney Catholic Schools (SCS).

The College takes responsibility for planning, implementing and evaluating 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**

Scheduled Staff Development Days:

### **Term 1:**

- Key Learning Area and Pastoral Care: Collaborative planning

### **Term 2:**

- Learning & Teaching: Cognitive Load & Transition

### **Term 3:**

- Learning & Teaching: Artificial Intelligence, Curriculum, Programming & Assessment
- Staff Spirituality Day

### **Term 4:**

- Student and Staff Wellbeing
- Assessment Setting & Assessment Marking
- Key Learning Area and Pastoral Care: Collaborative planning
- 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

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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 - 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 2023 annual “Tell Them From Me” [TTFM] survey indicated strong understanding of the College’s Catholic Identity and Mission. The following parental statistics were reported:

- 83% of Parents Agreed or Strongly Agreed that, ‘The school supports my understanding of Catholic life and culture and the relationship with parish community’ [72% in 2022].
- 71% of Parents Agreed or Strongly Agreed that, ‘Opportunities exist to experience a variety of prayer and liturgy’ [52% in 2022].
- 73% of Parents Agreed or Strongly Agreed that they, ‘know and understand the Charism of my school and parish’ [63% in 2022].
- 67% of Parents Agreed or Strongly Agreed that, ‘The school supports me to understand my child’s Catholic faith development’ [61% in 2022].

The following student statistics were reported:

- 71% of Students Agreed or Strongly Agreed that, ‘Opportunities exist to experience a variety of prayer and liturgy’ [67% in 2022].
- 62% of Students Agreed or Strongly Agreed that, they ‘know and understand the Charism of my school and parish’ [62% in 2022].
- 74% of Students Agreed or Strongly Agreed that, ‘I am taught about Catholic values and how these relate to my life’ [74% in 2022].
- 72% of Students Agreed or Strongly Agreed that, ‘I am supported to gain an appreciation of the Catholic faith’ [67% in 2022].

## Curriculum, Learning and Teaching

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### 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.

Vocational education and training (VET) opportunities may be accessed by all students. Students may participate in VET delivered at school, or through one of the training centres, or an external provider (EVET), or via a school-based apprenticeship or traineeship (SBAT).

The College offers all NESA mandated courses. Stage 5 electives include Commerce, Drama, Food Technology, Graphics Technology, Industrial Technology (Timber), Information Software Technology, Design & Technology, Italian, Music, Photographic 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. The College also incorporates the St Joseph TSC that offers students in the South - West Network of schools a number of curriculum frameworks, including;

- Automotive
- Beauty
- Early Child Studies
- Electrotechnology
- Events
- Hairdressing
- Human Services
- Hospitality
- Fitness

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 TSC
- learning support programs
- the continued development 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 and through a study skills program.



# Student Performance in Tests and Examinations

## NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student’s result exceeds expectations at the time of testing.
- Strong: The student’s result meets challenging but reasonable expectations at the time of testing.
- Developing: The student’s result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student’s result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Good Samaritan Catholic College for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	64%	64%
	Reading	65%	68%
	Writing	64%	63%
	Spelling	77%	73%
	Numeracy	71%	67%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	66%	56%
	Reading	66%	63%
	Writing	66%	58%
	Spelling	79%	71%
	Numeracy	73%	64%

### 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 2023 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 2023 achieved positive learning growth and competitiveness for the ninth straight year. 66% of subjects were above state average, with four 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 70 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, four courses were above the statistically significant figure of 5% above the state average, five courses were higher than 10% above the state average, two were above 15% above the state average and six were more than 20% above the state average. The highest ATAR achieved was 98.15 and one student received Executive Director's awards for HSC Achievement. A total of 15 students achieved ATARs of above 90. Additionally, one student placed first in the state in Tourism Travel & Events and another two students were first in the Archdiocese in Automotive and Electrotechnology.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2021		2022		2023	
	School	State	School	State	School	State
Ancient History	29 %	34 %	20 %	34 %	45 %	33 %
Business Services Exam	64 %	33 %	13 %	32 %	41 %	27 %
Community & Family Studie	56 %	32 %	45 %	33 %	59 %	36 %
Construction Exam	85 %	41 %	50 %	41 %	50 %	44 %
Electrotechnology Exam	0 %	11 %	25 %	9 %	67 %	16 %
English (Advanced)	88 %	69 %	73 %	67 %	76 %	67 %
English (Standard)	25 %	17 %	27 %	15 %	22 %	13 %
English Extension 1	100 %	94 %	100 %	93 %	100 %	94 %
English Extension 2	-	-	100 %	85 %	100 %	86 %
History Extension	100 %	77 %	100 %	84 %	100 %	85 %
Investigating Science	65 %	41 %	20 %	25 %	50 %	34 %
Music 1	77 %	64 %	92 %	70 %	91 %	69 %

### 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 2023, the number of students issued with a RoSA was 8.

## Pastoral Care and Student Wellbeing

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### 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 policy and procedure was updated in 2023 and shows the changes in the responsibilities of student management. 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 the 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) released the updated [Prevention and Management of Student Bullying Policy](#) in 2023 which was streamlined to provide further clarity on the roles and responsibilities of all staff across all systemic schools in the Archdiocese. The Policy

provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships. SCS staff will work in partnership with parents and carers who have an integral role to play in the prevention and resolution of bullying.

The full text of the [Prevention and Management of Student 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 a [Resolution of Complaints Policy](#) which is implemented by our school and all systemic schools in the Archdiocese. The policy recognises that within the reality of the schooling experience, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. The purpose of this policy is to enable SCS to respond effectively to complaints, ensure complaints are resolved in a fair and timely manner and make sure that complainants understand how their complaints will be managed. 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, the [Child Protection: Responding to Allegations and Complaints Against SCS Staff Policy](#) was reviewed and updated in 2023 to reflect changes in the legislative framework and new national Child Safe Standards. 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.

### **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 interpersonal conflict and 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.

Student involvement in extra - curricular activities also enhance respect and responsibility. Opportunities that students are involved in this domain include:

- Pope Francis Award Program

- Peer Support
- Breakfast Club
- Homework Help
- Gardening Club
- Wool Pack
- Duke of Edinburgh Bronze and Silver Medallion programs
- St Vincent de Paul Christmas Appeal

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

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The College is committed to fostering an environment of continuous improvement, with a particular focus on enhancing student learning outcomes. To this end, the school implements the Sydney Catholic Schools' Inquiry and Review Cycle of improvement.

The College's approach to strategic planning and its Inquiry and Review cycle are underpinned by the Sydney Catholic Schools Strategic Plan: Thriving Catholic Communities. This strategic plan provides a comprehensive blueprint that guides the school's efforts towards creating a dynamic, flourishing Catholic community that promotes holistic student development.

Each year, in line with this strategic plan, the College formulates an Annual Improvement Plan. This plan serves as a roadmap delineating the key areas of improvement aimed at boosting student learning outcomes for that particular year. The creation of this plan involves a rigorous, systematic process of review and inquiry.

Drawing from various data sources and insights, the Annual Improvement Plan identifies target areas for enhancement, sets precise objectives, and outlines strategic actions to achieve these goals. This process ensures that the school remains focused on its mission of continuous improvement and excellence in education.

The College's adoption of the Sydney Catholic Schools' Inquiry and Review Cycle of improvement, coupled with its strategic planning rooted in the Sydney Catholic Schools Strategic Plan: Thriving Catholic Communities, underscores its unwavering commitment to delivering high-quality education and fostering an environment of continuous improvement with students at its heart.

### Key Improvements Achieved

Key improvements and achievements made in 2023 based on the 2020 Inquiry and Review Process, the College Annual Improvement Plan and Sydney Catholic Schools' Strategic Plan included:

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:

- 6 students successfully completed the Pope Francis Award
- 23 students made the pilgrimage to World Youth Day in Lisbon
- 7 staff made the pilgrimage to World Youth Day in Lisbon [3 as Pilgrim Group Leaders and 4 as Staff Pilgrims]

- Encounter Youth Group activities included weekly 'Christ Chat' [scripture study] and 'Alive in Christ' [faith formation]
- Across the year there were multiple opportunities for Adoration, Rosary, and Stations of the Cross
- Weekly Friday mass celebrated by our local Parish Priests

Establishing a parent engagement strategy that provides opportunities for active and authentic engagement in all aspects of College life:

- A model strategy has been developed to trial in 2024

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

- Delays were due to the extended Development Application process with Liverpool City Council that took 18 months to complete. The Development Application has now been finalised and approved
- The all-weather field, the connection across the swale to the Yarning Circle, tiered learning area and associated landscaping have all been completed

HSC continuous improvement:

- Staff Professional Learning focussed on developing learning and teaching strategies to develop student capacity in each Key Learning Area
- An increased number of courses achieving Above the State Average from the results of the 2022 HSC.

### **Priority Key Improvements for Next Year**

The following strategic intents are significant directions and challenges that the College has identified to pursue in 2024 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
- Implementing the 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 as far as the budget allows [bleacher seating and cover]
- A reduction in Bands 1, 2 & 3 from the HSC results of 2023
- Growth in Band 6s from the HSC results of 2023
- Increased number of courses achieving Above the State Average from the results of the 2023 HSC
- Introduce and develop staff capacity in the Class and Student Profile Dashboard





## Community Satisfaction

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The opinions and ideas of all stakeholders in the educational process, which includes parents, students, and teachers, are not only valued but eagerly sought after. These insights form an integral part of planning strategies designed to facilitate improved outcomes for students. The belief that every stakeholder has a unique perspective is central to our approach. This year, the College has taken proactive steps to ensure this collaborative approach stays robust and efficient.

Among the various processes engaged by the College, a prominent one is the implementation of the 'Tell Them From Me' surveys. This innovative survey tool has been used as an effective medium to gather information about the level of satisfaction among parents, students, and teachers with respect to the College. The surveys provide a platform for all stakeholders to voice their views, express their concerns and suggest possible improvements.

These inputs play a crucial role in shaping policies and strategies, ensuring they align with the expectations and requirements of all involved. The ultimate goal is to create an enriching, conducive learning environment that stimulates the intellectual curiosity of students while also meeting the expectations of teachers and parents. By giving everyone a voice, we aim to make education a collaborative journey that values everyone's contribution. Through this ongoing commitment to engagement, we continue to strive for excellence in education, fostering a sense of community among students, parents, and teachers alike.

### Parent satisfaction

In 2023, the College sought the feedback of parents on a range of aspects of school life including school effectiveness. Two formal means were utilised; the 'Tell Them From Me' survey instrument and through the COMPASS portal. These were used as ways to gather views from all members of the school community and relevant and useful data was garnered from these sources.

Parents have also expressed satisfaction in the College's move to a commercially available uniform supplier with a local retail presence. Parental feedback on the previous model included a lack of access, limited opening times and the need for a wider online option.

Other useful and less formalised processes included opinion gathered at the five Student Parent Teacher Interviews opportunities and a number of Orientation and Information evenings. On the whole, based on the feedback, parents and carers expressed a high degree of satisfaction with the day-to-day operations, channels of communication, general school effectiveness and the pastoral care provided for all students.

## **Student satisfaction**

Student satisfaction is high, demonstrated by the level of students' engagement in their learning, College spirit and significant numbers of student involvement in a broad range of college co and extra-curricular activities. Monthly meetings with College leaders across Years 7–12 are also a key way in which student aspirations are demonstrated. Other modes of gauging student satisfaction included; the 'Tell Them From Me' survey instrument, the anti-bullying surveys and the pre and post-learning unit evaluations that inform teacher practice.

Students are appreciative of the provision of additional playground seating, refurbished basketball courts, continued roll out of chilled drinking water fountains and the opening of the synthetic pitch with associated landscaping. Students have also reacted positively to the painting of original classrooms that has resulted in brighter learning spaces.

## **Teacher satisfaction**

In 'Tell Them From Me' survey instrument the whole College staff were surveyed and the data strongly indicated that they work in a learning environment which is characterised by a culture of reciprocated respect and collaborative professional connections. A high level of support staff and teacher morale is shown by the myriad of ways in which all staff cooperate with a clear sense of mission and focus on improved learning outcomes and pastoral care for students entrusted to their care.

This level of satisfaction is also obvious in the large number of staff who offer their personal time for out of hours overnight events like College retreats, camps, the two week World Youth Day Pilgrimage, Teacher Retreat opportunities, and other extra and co-curricular activities. Teachers were also appreciative of the Staff Spirituality Day that included tour of St Mary's Cathedral, Benediction and a whole staff luncheon.

# 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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants <sup>1</sup>	\$16,971,305
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$4,749,097
Fees and Private Income <sup>4</sup>	\$5,046,623
Interest Subsidy Grants	\$75,017
Other Capital Income <sup>5</sup>	\$540,929
<b>Total Income</b>	<b>\$27,382,971</b>

Recurrent and Capital Expenditure 2023	
Capital Expenditure <sup>6</sup>	\$4,275,836
Salaries and Related Expenses <sup>7</sup>	\$19,389,818
Non-Salary Expenses <sup>8</sup>	\$10,314,507
<b>Total Expenditure</b>	<b>\$33,980,161</b>

### 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 2023 REPORT