



Sydney Catholic Schools

# 2020

## ANNUAL SCHOOL REPORT



### Good Samaritan Catholic College

401 Hoxton Park rd, HINCHINBROOK 2168

Principal: Mr James Corcoran

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

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## 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 '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.

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## Message from key groups in our community

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### Principal's Message

In reflecting on writing this particular report I was struck by the irrefutable fact that 2020 has had no parallel to draw upon. Curriculum changes, organisational restructures, building programs and school review and development all have a certain cadence that can be discerned when observing the educational landscape with a practiced eye. I could focus on the disruption, the chaos, the challenges and the unknown...the pandemic, but, that would downplay the spirit that the Good Samaritan Community has displayed throughout this tumultuous year.

The College's foundations are found in the College Mission Statement and its four tenets; Encountering God, Promoting Educational Excellence, Nurturing Individual Growth and Being Samaritan. Each of these cornerstones have ensured the structure of Good Samaritan has endured and flourished in the storm that has been 2020. The learnings of our 2020 experiences will hopefully allow our students to be young people who live out the values of the College.

I would like to acknowledge and thank the Support Staff, the Learning and Curriculum Team, the Pastoral Care Teams and the Leadership Team who have all worked in many ways to ensure that Good Samaritan 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 Br Pat Hurley, our local Parish Priest, who adds such a foundational spiritual dimension to our College.

### Parent Body Message

2020 has presented the wider Good Samaritan community with unique challenges in unprecedented times. The partnership between parents and the school was besieged by the restriction of the pandemic and could have been greatly jeopardised. However, the use of technology allowed students, parents and staff to stay connected, offered any avenue for feedback and indeed nourished the spiritual needs of the community. The work of the College Media Team was central to the reimagining of ways of sharing online masses, recording of graduations and award presentations and delivery of information evenings. The introduction of COMPASS as a learning management system and communication platform was also of benefit to the parent body as it centralised key information into one accessible place. Obviously, circumstances limited normal roll out opportunities the resources developed by the College assisted in helping parents learn how to use the new system.

Whilst face to face events can never be replaced the parent body is most appreciative of the

efforts of the College to maintain a thriving partnership throughout the majority of the year when public health warnings limited opportunities to engage in person.

### Student Body Message

We would like to thank the College community for selecting us to be the student leaders and we have tried our best to guide the College through the most unpredictable of years. We are grateful that throughout such a socially distant year, we remained close as a community and upheld our Christian values in our everyday lives and within our learning.

We strode into school at the start of the year, amidst a flood, but, with the mindset to be ready and to make the most of each day. Though the flooding did physically stop, the storm of 2020 persisted and we persevered through a momentous year. COVID-19; working from home and social distancing changed learning forever.

We extend our thanks to the whole staff community, our teachers and mentors who sacrificed their recess and lunch breaks, and after school hours to help us achieve our best.

Finally, to our parents for being our biggest fans and motivators whilst keeping their sanity as we yelled out our study notes around the house. You have taught us to be faithful and to stay strong. Thank you for being our backbones through this year.

In the coming years we wish each person in our cohort the best, as they each take their own unique pathway. Whatever path, University, TAFE, joining the workforce or starting a trade, we pray that each person discovers an opportunity that showcases their greatest talents and each of us continues to persist optimistically through all future endeavours.

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## 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, and Lurnea. 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 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 community.

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.

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.

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## 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 2020:

Girls	Boys	LBOTE*	Total Students
694	632	1234	1326

\* Language Background Other than English

### Enrolment Policy

The Archdiocese of Sydney has established an [Enrolment Policy for Systemic Catholic Schools](#). Sydney Catholic Schools monitor the implementation of this 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 parish school 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 2020 was 92.05%. 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
93.68	93.45	90.43	91.01	92.88	94.13

### 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 2018, 85% completed Year 12 in 2020.

**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 2020</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	39 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	99 %

**Post School Destinations**

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



The 2020 post school destinations for the Year 12 cohort are broadly indicative of the usual pattern for Good Samaritan Students. The following list indicates the reported categories that the Year 12 cohort entered:

- University 70%
- TAFE / Apprenticeships / Traineeships 20%
- Business College 1%
- Workforce 8%
- Other 1%

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	142
Number of full time teaching staff	88
Number of part time teaching staff	20
Number of non-teaching staff	34

### Total number of teaching staff by NESA category

Teachers at this College are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. 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 94 teachers
- Provisional 597 teachers
- Proficient 5111 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 school staff days, subject-specific in services, meetings and conferences and a range of professional learning programs provided by the Sydney Catholic Schools (SCS). The College takes responsibility for planning, implementing, evaluating and tracking of 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 2020 were severely curtailed by COVID-19 related public health orders. Professional learning was, in the main, conducted in an online environment and most notably via Zoom.

Scheduled Staff Development Days:

Term 1:

Key Learning Area and Pastoral Care: Collaborative planning & Compass Implementation

Terms 2, 3 & 4:

Cancelled due to COVID-19 and to not interrupt student learning time

First aid and anaphylaxis training was able to be completed in late Term 4.

Staff continuing study is centred on Vocational Training qualifications and Masters level study in Gifted Education and Religious Education.

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## Catholic Identity and Mission

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Catholic Schools have a unique role in the evangelising and educating mission of the Church. The Archbishop's Charter for Catholic Schools sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, 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 [Religious Education and Evangelisation 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 2020 SCS Inquiry and Review process reported that, "Good Samaritan Catholic College displays its Catholicity through signs, symbols and iconography and the positive relationships between the local parishes, college leaders, staff, students and families. It is identified within the broader community as an authentic Catholic College."

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## 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 (SCS). The Sydney Catholic Schools [Statement on Authentic Learning](#) outlines our beliefs about how students learn. It 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 NSW Education Standards Authority (NESA) mandated courses. Stage 5 electives include Commerce, Drama, Food Technology, Graphics Technology, Industrial Technology (Wood), Information Software 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, Mathematics and Science.

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
- 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 Macarthur Independent Schools Association 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.

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## Student Performance in Tests and Examinations

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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.

The NAPLAN assessment was cancelled for 2020.

The decision was made nationwide by the Education Ministers to assist school leaders, teachers and support staff in focusing on the wellbeing of students and the continuity of education during the COVID-19 pandemic. This means that those in Years 3, 5, 7 and 9 in 2020 will not have undertaken the assessment and hence, no results are available for the individual or the school.

### 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.

NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

The results of the 2020 HSC results were most noteworthy, with the ongoing efforts of students and staff culminating in substantial comparative learning gain. The Good Samaritan class of 2020 exhibited the greatest learning growth in the Archdiocese. 86% of subjects were above state average, with eleven subjects achieving the statistically significant benchmark of being more than 5% above 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. Focussing on 'Knowing your Learner[s]' has seen improvements in learning outcomes for our HSC students with a strong focus on literacy skills across all year groups. In comparing cumulative Bands 5 and 6, seven subjects were more than 10% above the state average and nine were more than 20% above the state average. The highest ATAR achieved was 99.05, one student placed first in the state in the Human Services Exam and another 7th in Community and Family Studies.



Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2018		2019		2020	
	School	State	School	State	School	State
English (Advanced)	80 %	63 %	88 %	62 %	91 %	63 %
English (Standard)	35 %	15 %	35 %	12 %	41 %	12 %
English EALD	-	-	-	-	50 %	26 %
English Extension 1	100 %	38 %	100 %	94 %	100 %	93 %
English Extension 2	-	-	100 %	80 %	80 %	82 %
Investigating Science	-	-	-	-	64 %	28 %
Legal Studies	53 %	45 %	50 %	42 %	70 %	40 %
Modern History	100 %	42 %	53 %	40 %	60 %	37 %
Music 1	82 %	65 %	69 %	66 %	100 %	64 %
Studies of Religion I	47 %	37 %	68 %	46 %	62 %	44 %

### 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 2020, the number of students issued with a RoSA was 10.

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The College's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care 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 pre-requisite for effective learning in all Catholic school settings.

The Australian Student Wellbeing Framework (ASWF) provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The Australian Student Wellbeing Framework (ASWF) assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing.
- creating teaching and learning communities where all members of the College community are safe from harassment, aggression, violence and bullying. It also responds to new and emerging challenges for school communities such as ensuring cyber safety.

There were no changes made to this policy this year.

### 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](#). Policies operate within a context of social justice, compassion, reconciliation and forgiveness. 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 this College. The College does not sanction administration of corporal punishment by College persons and non-College 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.

There were no changes made to this policy this year.

## Anti-Bullying Policy

The Archdiocese of Sydney has established an [Anti-Bullying Policy](#) which is implemented by our school and 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. Sydney Catholic Schools (SCS) monitors the implementation of this policy.

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](#).

SCS is currently undertaking a review of all system wide policies, including the Anti Bullying Policy.

## Complaints Handling Policy

The Archdiocese of Sydney 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 policy was updated and approved in September 2020.

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 Sydney Catholic Schools (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.

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## School Improvement

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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 Improvement plan and Inquiry and Review cycle is based on the Sydney Catholic Schools Strategic Plan: New Horizons.

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 Improvement Plan and informed by the document New Horizons: Inspiring Spirits and Minds. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards. 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 2020 based on the 2014 Inquiry and Review Process and the Annual Improvement Plan included:

- Implementation of the College's Major Capital Works program to accommodate the increase in enrolments, and ensure student learning takes place in learning spaces which align with the College's vision for learning. Resulting in;
  - Twenty one new classrooms delivered in December
  - One seminar room delivered
  - Three coordinator office spaces completed
  - Refurbishment of the Technology and Applied Studies [TAS] classrooms
- Rolling out the COMPASS Learning Management System
- Engagement of the College community with the successful Inquiry and Review process

Other achievements included :

- Development of staff capacity in remote learning
- Developing online and livestreamed resources

## Priority Key Improvements for Next Year

The following strategic intents are significant directions and challenges that the College has identified to pursue in 2021 and are key recommendations from the 2020 Inquiry and Review:

- 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
- Ensuring a highly cohesive and consistent approach to teaching and elearning through reviewing the current Teaching and Learning Framework and deepening staff understanding of contemporary, detailed pedagogical models and practices
- Implementation of the final stage of the College's current Capital Works Program to develop outdoor learning spaces, increase the tree canopy, waterproof/shade cover for students and the establishment of a synthetic all weather sports field

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## Community Satisfaction

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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 used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

### Parent satisfaction

2020 saw the College seek feedback from parents in two official ways in relation to school activities and efficacy. Firstly, the data gained from the online 'Tell Them From Me' [TTFM] survey instrument that was open for two weeks was used to gain data from the wider community. Secondly, the two learning management systems in operation across the year SENTRAL [from January until June] and then COMPASS [June ongoing] allowed for clear communication and feedback and responses to queries in real time. Feedback also occurred during the remote learning period where over 1 500 telephone calls were made by staff to check in with families regarding the wellbeing and educational progress of their children in the unprecedented circumstance of learning and teaching occurring in a virtual way. From both the data gained from survey responses, a SCS Archdiocesan remote learning survey and anecdotal evidence from verbal discussion parents and carers expressed great support of the College's communication, daily operations and pastoral care of the students entrusted to our care. The introduction of the availability of the TTFM survey in languages other than English will be beneficial in our community to reach more families in this data gathering exercise.

### Student satisfaction

The College is able to report high levels of student satisfaction in various areas of school life available to them. The take up rate of students in co and extra-curricular activities are key indicators in the students' commitment to college life. Methods of garnering student voice include the TTFM online survey, learning unit evaluations that are completed across all Key Learning Areas and anti-bullying surveys. Whilst 2020 saw a number of community building days cancelled, students reported they appreciated different ways of building community in the most unusual of circumstances. The Inquiry and Review process of 2020 also saw students interviewed via zoom and the review panel was able to report that student learning engagement was high, they were also able to articulate connection to their school and an appreciation of the efforts of their teachers in meeting their goal of 'Knowing their learners.' In the TTFM Student Outcomes and School Climate survey, students rated positive student-teacher relations (6.4/10), learning climate (6.4/10), and teachers' expectations for students to succeed (7.5/10) above the norm. Students spoke of the welcoming nature of the College,

emphasising the acceptance of others, and the understanding that all students have strengths and individual talents that contribute to the community spirit of the college.

### Teacher satisfaction

The TTFM survey data indicates that the staff are strongly motivated and are very positive about their levels of satisfaction in belonging to the Good Samaritan faith and learning community. The high levels of staff involvement in the various activities that were able to held in 2020 are indicative of their commitment to the students in co and extra-curricular activities. The Inquiry and Review of 2020 also noted that, “It is evident that students across year levels share positive relationships with their teachers who connect them to the learning agenda, enhancing learner agency. Quality relationships between staff, students and parents are central to the learning culture at the College.” This further underpins the positivity of staff and the significant levels of satisfaction they find in being an integral part of the Good Samaritan learning journey. Staff also report a high level of excitement with the opportunity to utilise the new learning facilities to be delivered by the major capital works project for the start of the 2021 school year.



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## Financial Statement

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

School Financial Information for the 2020 year is detailed below:

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$13,338,935
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$3,958,394
Fees and Private Income <sup>4</sup>	\$4,062,517
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$575,418
<b>Total Income</b>	<b>\$21,935,264</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$12,970,264
Salaries and Related Expenses <sup>7</sup>	\$16,082,791
Non-Salary Expenses <sup>8</sup>	\$4,599,672
<b>Total Expenditure</b>	<b>\$33,652,727</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 2020 REPORT