ABOUT THIS REPORT

Good Samaritan Catholic College is registered and accredited by the Board of Studies (NSW) and managed by the Catholic Education Office, Sydney, the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report to the School Community for this year provides the school community with fair, reliable and objective information about school 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 to the school community during the year, and the achievements arising from the implementation of the school’s Annual Development Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Sydney.

This Report complements and is supplementary to school newsletters, portfolios and other regular communications. This report has been checked by the school’s Regional Consultant and meets the requirements of the Education Act 1990. This report has been forwarded to the Board of Studies and is available on the school’s website.

The Regional Consultant monitors the processes undertaken by the school to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

Further information about the school or this report may be obtained by contacting the school on 9825 9955 or by visiting the website at www.goodsamaritan.nsw.edu.au

Mr. John Lo Cascio:

PRINCIPAL

DECEMBER 2005
CATHOLIC LIFE AND RELIGIOUS EDUCATION

This school follows the Archdiocesan Religious Education Curriculum and uses the student texts, To Know, Worship and Love, as authorised by the Archbishop of Sydney, George Cardinal Pell.

**The Mission Statement of Good Samaritan Catholic College**

Good Samaritan Catholic College is a community committed to holistic education. Our name Good Samaritan Catholic College and our motto “Journeying with Compassion” offer us a challenge and a mandate to live the good news of the Gospel in the context of our times.

At Good Samaritan College we acknowledge that each person is on a life-long journey which is a continuous process that reaches beyond schooling. We are called to enrich and empower each other to develop the knowledge, skills and attitudes that will give us an appreciation of the fullness of life.

We acknowledge the individuality of all the members of our community and value the gifts they bring with them to our shared journey. All members of our community are encouraged to explore their potential and to strive for personal excellence.

Compassion is an integral part of our journey at Good Samaritan College. The call to journey with compassion is a Gospel imperative which demands of each one of us a spirit of service, a sense of justice and a search for truth. It acknowledges the dignity of every member of our community and calls each one of us to act with courage and integrity.

The Good Samaritan Catholic College community is committed to quality education. Our challenge is to make a positive contribution to the transformation of society by encouraging independent and creative thinkers to search out new ways of dealing with our rapidly changing world. As a community truly journeying with compassion, we will come to better understand the Gospel message, to grow as individuals and to help each other build the Kingdom of God.

The College has a commitment to Gospel values and recognises its mission as an evangelising arm of the Catholic Church. As a community, witness to and promotion of our faith has been evidenced in 2005 through:

- Promotion of staff and student involvement in various liturgical celebrations.
- Promotion of regular prayer at the College in Pastoral Care Classes, assemblies, all meetings and Friday Prayer.
- Continual reference to the promotion of the dignity of each person at, or associated with, the College
- Provision of Religious icons across the College.
- Retreats which were conducted for students in selected year groups.
- The College Staff Spirituality Day conducted by Christine Carlton at Mount Schoenstatt.
The Religious Education Curriculum

The Religious Education Curriculum has been enhanced throughout the year through the provision and evaluation of resources. Particular emphasis has been placed on the Stage 4 and 5 components.

During 2005 there has been continual development of junior programs and approaches to delivery of lessons in order to develop new and varied strategies which will assist with student learning. The variety of assessment tasks in Religious Education was increased throughout the year. This was implemented in order to enhance the learning of individual students.

The senior programs were presented at the college for the second time in 2005. There was a constant emphasis on the need for evaluation and improvement of these programmes as each was further developed.

Sense of the Sacred

As in previous years each of the Key Learning Areas recognised the continual need to incorporate “A Sense of the Sacred” into teaching programs. This program gives a Catholic emphasis to the Board of Studies Program outline in all subject areas.

Social Justice and Outreach

The College recognises that the promotion of social justice initiatives is an example of faith in action and is a very practical way to promote Christian values. 2005 witnessed the commencement of social justice meetings promoted by the Catholic Education Office of the Southern Region. The purpose of these meetings was to explore ways to implement outreach activities and links to the broader community. A number of teachers and students attended these meetings on behalf of the College.

There was continued commitment to the financial support of Catholic charities in 2005. The College raised substantial funds for both Caritas Australia and the Chartable Works Fund. Students recognised the need to support others, which was reflected in their support of “Make Poverty History”, “Jeans for Genes Day” and “Freedom from Hunger” campaigns. The College also gave support to the St Vincent De Paul Can Drive and the Christmas Hamper Appeal.

Finally, Good Samaritan Day lends itself very much to Outreach. This was evidenced through the collection of funds for The Berne Education Centre, Liverpool Night Patrol, Mary MacKillop East Timor Institute, San Miguel Family Centre, Sisters of Charity Outreach and St Ursula’s Kindergarten, on the day. Adding to this support the Year 12 students supported the above charities by attending some of these institutions on their Outreach Day which was their final formal day at the College.
SCHOOL CURRICULUM

This school follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990), and implements the curriculum requirements of the Catholic Education Office.

During 2005 the College continued the development of new programs in Stages 4 and 5 in accordance with the new syllabi introduced in each subject area. This will continue in 2006.

There has been emphasis throughout 2005 on factors which improve student learning. The focus on a differentiated curriculum has been evident throughout the year. Other examples of promotion of student learning and performance were as follows:

- English classes studied texts that interested and motivated them. This was achieved by increasing the variety being offered in each unit of work. Semesterisation of Year 9 units of work in English also enabled the provision of fewer, yet richer assessment tasks.
- Opportunities for students to be challenged were provided through their involvement in various state-wide competitions, namely Science Competition, Young Einstein Club, Eureka Challenges, Mathematics Competition, Engineering Studies Competition, The Great Engineering Challenge and the University of NSW “Rio Tinto Competition”.
- Students were involved in enrichment programs such as Art Gallery of NSW workshops and Fashion drawing workshops.

IMPROVEMENT IN LITERACY

The College placed great emphasis on the improvement of student literacy throughout 2005. This emphasis was a result of the performance of students in the ELLA Test for Year 7 early in the year. As a result of this emphasis literacy groups were conducted for students, in Years 7 to 10, who were identified as having significant literacy support needs. These groups targeted both reading and writing, giving particular emphasis to the acquisition of bench level literacy for the appropriate stages.

During the year staff were offered support in the teaching of literacy via an “Integrated Model of Literacy” which was offered to enhance the development of student skills and understanding. The Learning Support Team gave input at staff meetings and were available to team teach and plan units where appropriate.

In order to encourage reading and promote literacy, a “Literacy Circle” was formed which offered students the opportunity to critique and discuss a variety of texts with their peers.
**Information Communication Technologies**

ICT was a curriculum focus throughout 2005. This has been evidenced through:

- Ongoing training of staff and students to allow for the effective use of technology resources within the college.
- Mathematics staff participation in the “Technology in General Mathematics” in-service to promote the understanding and use of graphics calculators.
- The introduction of “Myclasses” gave a new dimension to ICT and to learning in the classroom. It allowed students to access online class files and quality internet resources from the college intranet system.
- Staff who worked with the Librarian to create “pathfinders” that support the development of research skills in students.
- The School Certificate Online Trial Computing Skills Test which was conducted electronically for the first time, in 2005.

**Student Development and Progress**

In 2005 efforts to improve student development and progress were evidenced through:

- A focus on increasing understanding of contemporary learning theory and its application in classrooms. This was facilitated through the Regional Professional Development Day for staff, which provided a variety of tutorials and workshops on contemporary learning theories. Faculty meeting time was also used to share ideas which would enhance classroom learning.
- The PEEL Group which regularly met and were able to share strategies which challenge and motivate students. Other strategies were modelled at each staff meeting throughout the year.
- The detailed analysis of the ELLA Test. Feedback was given to Good Samaritan staff and Feeder Primary School staff, in an effort to enhance transition to the college. This feedback was also used to inform teachers in relation to students’ literacy needs which in turn would enhance student performance.
- An intensive reading programme of 20 sessions which was offered to target students in Years 7 and 8. Pre and post-test data revealed that students who attended and participated fully in the programme made significant gains. In all, 35 Year 8 students and 74 Year 7, students received intensive reading intervention.
- The acquisition of significant resources for the reading programme as well as general resources to assist students who have high literacy support needs.
- A detailed analysis of the School Certificate and Higher School Certificate results was conducted by co-ordinators in order to ascertain areas in which improvement may take place. This analysis was a focus of faculty discussion early in 2005.
SCHOOL FEATURES

The Good Samaritan Catholic College Strategic Management Plan was implemented at the beginning of 2004. The priorities and goals of this plan focus on our students and have the College Mission Statement as its foundation. 2005 has witnessed the continuation of this Plan.

The following sections of this report outline the development of the College and some major achievements of 2005.

- Good Samaritan Catholic College Hinchinbrook is located in South Western Sydney. The majority of students are drawn from the local area and local feeder schools and parishes. These are Good Shepherd – Hoxton Park, St Therese – Sadleir Miller, St Catherine of Siena – Prestons, St Francis Xavier – Lurnea and Holy Spirit – Carnes Hill.

- At the beginning of 2005 there were 920 students enrolled at the College. Due to movement of families this number has fluctuated through the year.

- In 2005 there were 185 students enrolled in Year 7 and 105 students enrolled in Year 11.

- The College had a large number of applicants for Year 7 and 11 2006 and a number of these were unable to be accommodated due to restrictions on the basis of facilities at the College.

- With the growth of the College the staff has increased to a total staff population of around 90.

- Literacy was a whole school focus during 2005 with the role of Literacy Resource Coordinator being established for the year. The focus of the Literacy Support Team was on improving reading, comprehension and communication across the college.

- The Literacy Support Team forms part of the Learning Support Team which has attempted to provide specialist programs and support to students with special needs. The college had the full time equivalent of 1.6 teachers involved in special needs. There is ESL support for students two days per week and SLD support for those students with particular needs.

- The college continued to be involved in the CBSA, SSSG and Southern Sydney Sports Association throughout 2005. The college also had student representation in Public Speaking Debating in the CSSA competition. The college had a number of student representatives in the Performing Arts notably the Rock Eisteddfod.

- The College building program recommenced during 2005 with the final stage of construction beginning in the second half of the year. This stage involves the construction of twelve classrooms and a Performing Arts Centre. These facilities will be completed at the end of Term One 2006.

- 2005 witnessed the beginning of a new approach to parent involvement at the college. Rather than have a parent body “The Parents and Friends” the college established four groups based on areas of parent interest. These groups were the Fundraising Group, Curriculum Group, Pastoral Care Group and the Maintenance Group. These groups will become more active as they establish themselves to a greater degree in the future.
THE SCHOOL CERTIFICATE

<table>
<thead>
<tr>
<th>Performance Bands</th>
<th>English Literacy</th>
<th>Mathematics</th>
<th>Science</th>
<th>Australian History</th>
<th>Australian Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 4,5,6</td>
<td>School</td>
<td>66.07</td>
<td>49</td>
<td>69</td>
<td>75.42</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>68%</td>
<td>52%</td>
<td>70%</td>
<td>65%</td>
</tr>
</tbody>
</table>

Students achieved well in their 2005 School Certificate Examinations. There were State exams in English/Literacy, Mathematics, Science, Australian History and Geography.

Based on their results, students were graded within performance bands with 6 being the highest band and 1 being the lowest. To gain a performance band 6 a score of 90+ was required, band 5 - 80+, band 4 – 70+, band 3 – 60+, band 2 – 50+, and band 1 for a below 50 mark.

TARGETS FOR 2006

<table>
<thead>
<tr>
<th>Performance Bands</th>
<th>English Literacy</th>
<th>Mathematics</th>
<th>Science</th>
<th>Australian History</th>
<th>Australian Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 4,5,6</td>
<td>70%</td>
<td>55%</td>
<td>70%</td>
<td>70%</td>
<td>60%</td>
</tr>
</tbody>
</table>

In each of the five subjects tested students’ results were comparable to those achieved across the state. Both Science and Australian History results were above state average which is most pleasing.
THE HIGHER SCHOOL CERTIFICATE

The 2005 Higher School Certificate results will be closely examined in order to determine areas for improvement in the future.

A band 5 or 6 result means that a student receives a mark over 80%. In the 2005 HSC, 40% of our students gained at least one band 5 or 6 result.

In the 2005, 90 students sat for Higher School Certificate examinations in 30 courses of study offered at the College.

The College’s results in the 2005 HSC Examination were generally of a high standard, with many students achieving to their potential. Worthy of special mention were results achieved in Studies of Religion, Ancient History, Food Technology, Modern History, Community and Family Studies, Industrial technology, Music and Physics, where students achieved a proportion of results well above state average in Band 4, 5 and 6.

As a result of these achievements targets for 2006 have been set as follows.

<table>
<thead>
<tr>
<th>Performance Bands</th>
<th>Studies of Religion 1</th>
<th>English Standard</th>
<th>English Advanced</th>
<th>General Mathematics</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>83.82%</td>
<td>33.6%</td>
<td>89.89%</td>
<td>57.6%</td>
<td>63.7%</td>
</tr>
<tr>
<td>School</td>
<td>98.03</td>
<td>38.1</td>
<td>86</td>
<td>35.57</td>
<td>57.13</td>
</tr>
</tbody>
</table>

TARGETS FOR 2006

<table>
<thead>
<tr>
<th>Performance Bands</th>
<th>Studies of Religion 1</th>
<th>English Standard</th>
<th>English Advanced</th>
<th>General Mathematics</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 4,5,6</td>
<td>78</td>
<td>40</td>
<td>86</td>
<td>52</td>
<td>60</td>
</tr>
</tbody>
</table>
TEACHER STANDARDS

The following table sets out the number of teachers on this staff who fall into each of the three categories determined by the Board of Studies:

<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
<th>NUMBER OF TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent</td>
<td>70</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent</td>
<td>1</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge</td>
<td>0</td>
</tr>
</tbody>
</table>

ENROLMENT POLICIES AND PROFILES

Since 1999 when it began the college has grown steadily each year. In 2004 the college population was 840 which rose to approximately 915 in 2005. The population will continue to increase with the maximum student population being set at 1080.

In 2005 there were 715 student in the junior school. This number was made up of 185 students in Year 7, 181 in Year 8, 177 Year 9 and 172 in Year 10. During the year there were 105 students in Year 11 and 95 students in Year 12.

The College has 8 indigenous students enrolled. These students are given support through various programs.

The College has 637 students from language backgrounds other than English which represents approx 75% of our student population. These students come from over 25 ethnic backgrounds.

The Enrolment Policy is based on the Sydney Archdiocesan Catholic Schools Board Enrolment Policy.

The policies may be accessed via the college office and the college web site on www.goodsamaritan.nsw.edu.au
STUDENT WELFARE AND PASTORAL CARE

The College Pastoral Care Policy is based on the Archdiocesan Pastoral Care document Pastoral Care of Students in Catholic Schools (2003). During 2005 both the Pastoral Care Program and the Student Management Policy were reviewed.

The full text of school policies may be accessed via the Archdioceses Pastoral Care Policy for Catholic schools (2003) and the College office.

The College placed a great deal of emphasis on Pastoral Care and Student Welfare which is attested in the following:

- Pastoral Care teachers were continually reminded of their role in order to offer greater support to students.
- Counselling support was a priority during the year with two counsellors being readily available to students.
- In the area of Pastoral Care and Discipline, policies and procedures continued to be reviewed in light of the Archdiocesan policy. Sections of the Staff Handbook and College Diary have been re-written to present the information in a more useful fashion for staff, parents and students.
- The Pastoral Care Program was evaluated during 2005 with several new units being designed to better address the identified needs of students. A very successful careers testing and preparation program was introduced for Year 10 students.
- The leadership preparation program was extended in Year 11 and a focus was maintained on creating meaningful leadership opportunities both within the college community and outside by involvement in such activities as QUOTA Student of the Year Competition and The Model United Nations Assembly conducted by Rotary.
- Students continued to be supported by committed and professional teams of pastoral teachers and co-ordinators and specialist counsellors. A new arrangement for pastoral care / administration time and form assemblies was trialled to support the pastoral teams in getting to know students individually and collectively.
- Many year group and whole school activities were organised to engender with in students school spirit and a sense of belonging. In particular the Year 7, 9 and 11 camps and retreats, the swimming and athletics carnivals, liturgies and Good Samaritan Day.
- Staff members attended an in-service on Mind Matters and as a result aspects of this program have been added to Pastoral and Curriculum programs. Other staff members have attended Boys Education In-services and have shared their learnings.
- Sydney University followed up their Anti-bullying program and the St Vincent’s team concluded a five year study on anxiety with the current Year 11 students.
DISCIPLINE POLICY

The school bases its Discipline Policy on the document *Pastoral Care of Students in Catholic Schools (2003)*. The policy is based on procedural fairness.

Corporal punishment is expressly prohibited in this school.

Approaches to discipline may be accessed via the student diary. No changes were made to the policy during 2005.

COMPLAINTS AND GRIEVANCES RESOLUTION POLICY

The school has developed a policy on resolving concerns and complaints. This policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive, conciliatory environment and may be accessed via the College office.

This policy is an interim policy introduced at the end of 2005, and may be accessed through the school Administration Office.
SCHOOL DETERMINED IMPROVEMENT AND TARGETS

The college set a number of priorities in the areas of the “College and the Wider Community” and “Facilities, Resource Management and Day to Day Organisation”.

These were addressed as follows:

- Strong links have been forged with feeder primary schools to ensure a smooth transition for students into high school. An orientation program continued to operate for both students and parents. The college continued to seek ways to further enhance transition into high school.

- The college reporting, information, Parent/Student/Teacher evenings and awards programs have all been evaluated so that all stakeholders are involved and that they best meet the community needs.

- In order to enhance parent involvement in the college four parent groups were established – Pastoral Care, Curriculum, Fund Raising and Maintenance. Two parent information evenings were organised from these groups. The Curriculum group ran a literacy evening and the Pastoral Care group ran the Raising Teenagers evening. The fundraising group was utilised in the preparation and organisation of the college walkathon.

- An ex-student register was established in 2005 to maintain links with students leaving Year 10 and 12. Ex-students were invited back to talk to students at information evenings throughout 2005.

- The Year 7 Co-ordinator and Learning Support Team have undertaken visits to all feeder primary schools to provide a smooth transition for students moving from Year 6 to Year 7.

- There was constant dialogue between local parish priests and the college at all levels in 2005. The Pastors have been involved in Masses on a whole school and house level as well as First Friday and Mother’s Day Masses.

- Students were encouraged to become involved in events which occur in their parishes. The college actively supported two students on their pilgrimage to the 2004 World Youth Day in Cologne, Germany for the Good Shepherd Parish. The college also collected funds to support the Charitable Works Fund in the local parishes.
There has been a constant emphasis on improving facilities and resources throughout 2005. The most notable addition to facilities has been the Stage 5 of the building project which began in August 2005. The completion in early 2006 will see the addition of 12 classrooms, Music and Drama learning and performance areas and multi-purpose basketball courts.

In order to facilitate improvement in overall plant management a Business Manager was employed in Term 3.

To improve security the college undertook the construction of a safety fence at the front of the college from the administration building to the bus bay.

Each teacher at the college has undertaken a ‘Personal Professional Performance and Review’ (PPPR) consistent with Archdiocesan guidelines.

Child protection policies have been reviewed in 2005. All changes to the legislation have been highlighted to staff at meetings.

The college website has continued to become an information tool for students, parents and teachers. Additional features will be included in 2006.

Staff from Key Learning Areas were inserviced on the use of ‘My Classes’ an ICT tool which will enhance teaching and learning. The use of ICT across the college will continue in 2006.

Implementation of Risk Assessment in a number of key learning areas has ensured increased safety for staff and students.

The college undertook an evaluation of evacuation procedures and critical incident management in order to ensure that all members of the community are prepared should an incident occur.

A college noticeboard was installed at the front of the college to highlight events and achievements at the college. The local paper covered the Anzac Day ceremony, Rock Eisteddfod and Live 6 fundraising concert.
2005 Financial Statement

Catholic Schools are accountable for all monies received. Each year, the Sydney Catholic Education Office submits to the Commonwealth Government a financial statement on behalf of the 148 parish primary and regional secondary schools. This statement details the income and expenditure of each school and for the Archdiocesan system of schools. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually. A summary of the income and expenditure reported to the Commonwealth Government for 2005 is as follows:

<table>
<thead>
<tr>
<th>INCOME</th>
<th>Smillion</th>
<th>EXPENDITURE</th>
<th>Smillion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents' Contributions 1</td>
<td>$103.7</td>
<td>Education &amp; School Support</td>
<td>$122.5</td>
</tr>
<tr>
<td>Commonwealth Government 2</td>
<td>$277.0</td>
<td>Total Salary Costs</td>
<td>$392.3</td>
</tr>
<tr>
<td>State Government 2</td>
<td>$106.1</td>
<td>CEO Administration &amp; Support 3</td>
<td>$6.6</td>
</tr>
<tr>
<td>Government Targeted Grants</td>
<td>$17.2</td>
<td>Surplus</td>
<td>$0.1</td>
</tr>
<tr>
<td>Interest and Other</td>
<td>$17.5</td>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$521.5</strong></td>
<td></td>
<td><strong>$521.5</strong></td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes
1. Parents' Contributions include Archdiocesan tuition fees of $49.9 million, School Charges & Building Levy & P&F contributions of $53.8 million.
2. Income from Commonwealth and State recurrent government grants is received by the Catholic Education Office on behalf of the schools. Staff Salaries are paid from this income.
3. CEO Administration and Support excludes salaries which are included in total salary costs.

Parents' contributions to our school as reported in the school's annual Financial Questionnaire for 2005 was:

- Archdiocesan Tuition Fees received $853,843
- School Based Fees $670,204
- Other Income (eg. Parents & Friends, Trading & Building Levy) $486,337

Total $2,010,384