# ANNUAL SCHOOL REPORT TO THE COMMUNITY CONTENTS

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ABOUT THIS REPORT

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

The Annual School Report to the 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 (CEO), Sydney. This Report has been approved by the CEO, Sydney in consultation with the Regional Consultant who monitors that the school has in place appropriate processes to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters, yearbooks and other regular communications. The Report will be available on the school’s website by 30 June 2008 following its submission to the Board of Studies.

The contents of this Report will be discussed at the appropriate Parent Information Evenings and Parent Consultation Committee Meetings early in 2008.

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.

PRINCIPAL: Mr. John Lo Cascio

DATE: 20 February, 2008
MESSAGE FROM KEY SCHOOL BODIES

Principal's Message
During 2007 Good Samaritan Catholic College promoted the theme “Prepare the way”. Each person associated with the community was challenged to “Prepare the way” for themselves and others in all aspects of their lives. This theme highlighted the need for personal excellence and recognition of the individual’s role in meeting the needs of others.

Parent Consultation Committee Message
The Parent Consultation Committee met once a term and was a forum for parents to be informed and consulted on a diverse range of school issues, and therefore, to have a tangible and valued input into the operation of the school.

The committee is comprised of at least one parent from each Year group, 7 to 12.

Student Representative’s Message
Throughout 2007 the students of Good Samaritan Catholic College were able to participate in a variety of activities that allowed them to express their concerns and take action. Through the Student Representative Council, students were able to put forward ideas that would benefit the school and local community. These activities included being part of the Student Council and Pastoral Care Teams, Social Justice Group, Environmental Committee, Year group and house charities. Students were also able to participate in the religious life of the College through Monday and Friday prayer, school Masses and monthly liturgies.

SCHOOL FEATURES

Good Samaritan Catholic College is a co-educational college which was founded in 1999 to serve the needs of Catholic families from the parishes of Hoxton Park, Sadleir-Miller, Lurnea and Austral. The College has continued its rapid growth, with the student population rising to 975 students in 2007.

The aim of Good Samaritan Catholic College is to provide quality Catholic education to develop the whole person. There is an emphasis on the spiritual, academic, social, emotional and physical aspects of students’ lives. Each year the College chooses a theme upon which students will gain direction and focus throughout that year.

The College recognises its role in the evangelising mission of the Church and attempted to fulfil this role in practical ways such as the continual emphasis on prayer at every opportunity, the liturgical celebrations, the training and induction of Eucharistic Ministers, outreach programs, formal
celebrations and the Religious Education program. Gospel values were continually emphasised at every opportunity as these values are at the core of our existence.

Good Samaritan Catholic College caters for students from a significant range of socio-economic and cultural backgrounds. A large number of students (76%) have non-English speaking backgrounds, creating a need for direct intervention for English as a Second Language (ESL) students and for literacy intervention.

The College has seventy two teaching staff who are committed to providing the best possible education to students via the curriculum and comprehensive formal and informal pastoral care structure. Students are regularly reminded that they must strive to “do their best” and allow others to do likewise.

There are clear expectations for students in respect to manners, presentation (including uniform) and conduct. 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 both in and beyond the classroom.

In order to enhance student learning the College introduced discrete class groupings in Year 7 and Year 8 in 2007. This structure will be introduced across the junior school (Years 7 to 10) in 2008. The aim is to allow students to work at a pace commensurate with their ability in a group of peers with similar ability. The College has also been involved in a number of projects aimed at enhancing student learning such as Australian Government Quality Teaching Project (AGQTP) (Pedagogy Matters), Boys’ Education Project, Literacy Project, Transition Projects for Year 6 to Year 7 and Year 10 leavers to employment. There has also been a number of team teaching initiatives and collaborative planning activities directed to best meet the needs of students.

Beyond the classroom, students are involved in a broad range of extra curricular activities including sports associated with the Macarthur Independent Schools competition, the Southern Sydney Combined Catholic Colleges competition and the Combined Catholic Colleges competition. The College is also involved in debating and public speaking, Mock Trial and a number of other competitions such as Quota Student of the Year, Science, Mathematics, English and Computing competitions.

Throughout 2007 the College has encouraged parent involvement through canteen support, library support, working bees and the Parent Consultation Group which began in 2006 and has continued in 2007. The aim of this group has been to increase parent involvement in the College while keeping a parent representative body informed of developments and changes at Good Samaritan. The group certainly provides a significant and positive contribution to the College. Parents have also displayed a
willingness to join in College celebrations such as Good Samaritan Day, the Opening Mass, the End of Year Mass and Graduations, which is most gratifying to witness.

The College has been supported by the wider community throughout this year. We are especially grateful to the Liverpool Catholic Club and Andy McGrath from Col McGrath and Son for their ongoing support.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

Good Samaritan Catholic College 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 commitment of the College to our Catholic faith was highlighted in various ways in 2007:

- Sacred spaces were created in Pastoral Care rooms.
- Prayer life was enhanced with Friday lunchtime prayer and in the second semester Monday prayer.
- Students were offered opportunities to create Mass booklet covers and banners for the various liturgical celebrations throughout the year.
- A prayer space has been set up for lunchtime prayer, Mass and meditation. Catholic Studies classes have also been using this space for class liturgies and prayer groups. This initiative has allowed students and staff the benefit of a designated space, within the College, for prayer.
- An increased number of religious symbols have been placed throughout the College.
- The sacraments of Reconciliation and Eucharist were regularly offered to all students throughout the year.
- Opportunity was given to senior students to become extraordinary ministers of the Eucharist and they have performed this ministry at College celebrations and within their own parishes.
- The Staff Spirituality Day had as its focus a review of the school’s mission statement. Staff members were challenged to seek ways to increase their understanding of, and bring to life the mission of the College.

The College prides itself on the willingness of the community to reach out to others and this continued in 2007. Contact was made with St Vincent de Paul Society with the view to involve students in an outreach program aimed at helping the homeless in 2008. A guest speaker attended the Year 10 retreat day to explain and promote our call to journey with compassion. Year 12 completed its outreach day to assist the less fortunate in the broader community.
The outreach program continued to support charities and projects such as Caritas, St Vincent de Paul Blanket Drive, MacKillop Can Drive and Christmas hampers. Students collected money and various items to support the less fortunate. The six House groups raised funds for various charities on Good Samaritan Day. Charities that benefited from the College Outreach Program were Mater Dei, La Sallian Foundation, St Ursula’s Kindergarten, Ronald McDonald House, The Shepherd Centre, The Children’s Hospital Westmead, Oxfam Australia, Matthew Talbot Hostel, Cystic Fibrosis NSW, The Berne Education Centre, St Vincent de Paul, Bear Cottage and the Guide Dogs Association NSW.

In an attempt to promote the evangelising mission of the College, a Year 12 Catholic Studies class assisted a Year 7 Catholic Studies class to complete class work, which was undertaken on a fortnightly basis. This initiative also aided transition to high school and helped to build community among Year 7 students.

SCHOOL CURRICULUM

Good Samaritan Catholic College 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. The curriculum, teaching and learning are informed by the priorities, goals and indicators outlined in the Sydney Catholic Schools, Towards 2010 Strategic Leadership and Management Plan, in particular: Key Area 2 (Students and their Learning) and Key Area 3 (Pedagogy). Staff at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

Students and their Learning

In this priority area, the College focus was on teaching and learning to promote the educational potential of students. This was done through:

The use of data analysis to inform decisions:

- Data analysis using the DeCourcy Analysis of Higher School Certificate (HSC) results was the focus of professional development for HSC teachers. This provided opportunities for Stage 6 teachers to evaluate their teaching practices in order to optimise student achievement in HSC.
- 2006 DeCourcy data was analysed in relation to UAC scaling of individual subjects to provide feedback to teachers.
- SC data analysis using Board of Studies (BOS) software (Results Analysis Package) was used as a focus for a staff development day entitled Building Potential into Achievement. It created ongoing dialogue for both Key Learning Area (KLA) faculties and the whole school regarding consistent approaches to programming, assessment and reporting.
- Professional development was utilized to address issues identified in the strategy.
• An HSC symposium was conducted to create greater understanding of the analysis and student performance in the HSC.
• Teaching/Learning Coordinator, Curriculum Coordinator and KLA Coordinators focused on programs which addressed the particular learning needs of students.
• Approaches to assessment for learning and of learning were promoted through staff development with the assistance of the Curriculum Coordinator and the Teaching/Learning Coordinator.

Provision of programs that cater for students’ needs:
• The Success for Boys (II) project continued the work on Boys’ Education strategies.
• Numeracy Intervention program was used to address Year 8 Numeracy issues.
• The Bulkin’ Up program was used to better prepare students for School Certificate tests.
• Student needs were addressed through the provision of programs such as Boys’ Education, Gifted and Talented, Special Needs, Literacy and Numeracy Support.
• Decisions regarding class groupings and modification of programs were made to assist students identified as having particular learning needs. These particular needs were identified through ability testing in Years 7 and 8.

Approaches to assessment were continually reviewed:
• Professional development occurred across KLAs in the application of consistency when making judgements on student learning.
• Stage 5 programs were reviewed and additional support provided in developing a whole school approach to consistency of programming and assessment.

Pedagogy
In this priority area, the focus was on the promotion of a whole school approach to delivering pedagogy which meets the diverse needs of students.

To this end:
• A staff development day was held which used the Learning Framework to focus on pedagogies that enabled students to reach their potential.
• AGQTP Project was undertaken with a focus on “Effective Pedagogies”.
• Professional development supported teachers in the integration of Information and Communication Technology (ICT) and classroom practice.
• Stage meetings were used to share successful teaching strategies that improved educational outcomes for students.
• The Staff Development Day conducted during Term One had a focus on student potential and achievement. This laid the foundation for the development of pedagogy during 2007.
• A common understanding of pedagogy was developed and promoted through staff development and the guidance of the Teaching/Learning Coordinator.
• Understanding of effective teaching practice was heightened via the Staff Development Day in Term One, followed by commitment to agreed practices.
• The Curriculum Coordinator, Teaching Learning Coordinator and KLA Coordinators worked closely to put Learning Frameworks into action.
• An ICT component was developed and incorporated into programs.
• Increased ICT infrastructure was developed to provide greater access to ICT by teachers and students.
• The timetable was reviewed to maximise teaching and learning opportunities in relation to time and structure.
• Learning groups were established to foster sharing of successful strategies to promote learning.

## STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

### ELLA and SNAP

Students in NSW sat the English Language and Literacy Assessment (ELLA) in March and the Secondary Numeracy Assessment Program (SNAP) in May this year. The test results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs. Additionally, the results can be used by schools to monitor literacy and numeracy development through time. ELLA and SNAP will be replaced by the National Assessment Program Literacy and Numeracy (NAPLAN) from 2008.

The following table details the school’s performance in ELLA and SNAP over time as compared to all students in the state.

<table>
<thead>
<tr>
<th></th>
<th>ELLA: Literacy</th>
<th>SNAP: Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School mean</td>
<td>State mean</td>
</tr>
<tr>
<td>2007</td>
<td>90.6</td>
<td>89.0</td>
</tr>
<tr>
<td>2006</td>
<td>89.9</td>
<td>88.8</td>
</tr>
<tr>
<td>2005</td>
<td>88.8</td>
<td>88.7</td>
</tr>
</tbody>
</table>

The College made improvement of Literacy and Numeracy levels a priority throughout 2007. The program of Literacy and Numeracy intervention has continued after a close analysis of the ELLA and
SNAP results. There has been a marked improvement in Literacy and Numeracy between Years 7 and 8, highlighted by Year 8 students’ improved performance in the SNAP Test in 2007.

**National Benchmarks**

The Commonwealth Government sets minimum acceptable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks. The performance of the students in our school in the Year 7 ELLA and in the Year 7 SNAP is compared to these benchmarks. The percentages of students in this school achieving the national benchmarks as compared to previous years are reported below.

<table>
<thead>
<tr>
<th></th>
<th>ELLA</th>
<th>SNAP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Writing</td>
</tr>
<tr>
<td>2007</td>
<td>96%</td>
<td>99%</td>
</tr>
<tr>
<td>2006</td>
<td>91%</td>
<td>97%</td>
</tr>
<tr>
<td>2005</td>
<td>95%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Student performance in the Numeracy test is still of some concern. The College will continue to address this need via continued emphasis on intervention, especially for those students who did not meet national benchmarks.

**School Certificate results**

The percentage of students achieving bands 4, 5 and 6 is reported against state-wide performance in each of the subjects shown over time is listed below.

<table>
<thead>
<tr>
<th>% of students in bands 4, 5, 6</th>
<th>English Literacy</th>
<th>Mathematics</th>
<th>Science</th>
<th>Australian History</th>
<th>Australian Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>69% 72%</td>
<td>34% 46%</td>
<td>61% 66%</td>
<td>61% 60%</td>
<td>80% 71%</td>
</tr>
<tr>
<td>2006</td>
<td>70% 72%</td>
<td>30% 41%</td>
<td>48% 63%</td>
<td>39% 53%</td>
<td>62% 67%</td>
</tr>
<tr>
<td>2005</td>
<td>66% 68%</td>
<td>49% 52%</td>
<td>69% 70%</td>
<td>75% 65%</td>
<td>55% 61%</td>
</tr>
</tbody>
</table>
In 2007 there was an improvement in the SC results across Science, Australian History and Geography. In all areas students tended to perform to expectations on the basis of their performance in the ELLA tests in 2004. The College recognises student needs in Numeracy and will continue to maintain this as a priority area.

The following targets have been set by the school for 2008 indicating the percentage of students attaining performance bands 4, 5 and 6 for selected subjects.

<table>
<thead>
<tr>
<th>2008 Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>72%</td>
</tr>
</tbody>
</table>

**Higher School Certificate results**

The percentage of students achieving bands 4, 5 and 6 is reported against statewide performance for particular subjects in the table below. Comparative performance with the 2005 and 2006 cohorts is shown.

<table>
<thead>
<tr>
<th>% of students in bands 4, 5, 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2005</strong></td>
</tr>
<tr>
<td><strong>School</strong></td>
</tr>
<tr>
<td>Studies of Religion 1</td>
</tr>
<tr>
<td>English Standard</td>
</tr>
<tr>
<td>English Advanced</td>
</tr>
<tr>
<td>General Mathematics</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Visual Arts</td>
</tr>
<tr>
<td>Community and Family Studies</td>
</tr>
<tr>
<td>Industrial Technology</td>
</tr>
<tr>
<td>Legal Studies</td>
</tr>
</tbody>
</table>

The HSC results in 2007 highlighted continuing improvement across the College with fifteen subjects being above or within two marks of the state mean in those subjects. This is certainly an improvement.
on previous years and highlights the significant emphasis on raising academic standards. Overall, the number of students achieving bands 4, 5 and 6 improved in relation to 2006.

The following targets have been set by the school for 2008 indicating the percentage of students attaining performance bands 4, 5 and 6 for selected subjects.

<table>
<thead>
<tr>
<th>2008 Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Studies of Religion 1</strong></td>
</tr>
<tr>
<td>75%</td>
</tr>
</tbody>
</table>

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning
All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole school staff days, subject specific inservices, meetings and conferences.

The school held three whole staff days in 2007. The content of these days was as follows: Building Potential into Achievement (Term 1), Understanding the Vision and Mission of the College (Term 2), Developing a Strategic Management Plan 2008-2012 (Term 3). Full staff meetings are conducted three times per term and subject meetings are also held three times per term for each subject. Each of these meetings contained a professional development component to promote professional sharing and dialogue.

Much of the professional development agenda focused on improving academic standards and improving understanding of pedagogy. This was undertaken by the Teaching/Learning Coordinator who ensured that the KLA Coordinators and staff were kept well informed of current research and contemporary views.

Professional learning occurred in various ways; the following outlines a number of experiences involving members of the staff:

Pedagogy Matters, AGQTP Project, PEEL, Mathematics Project Years 5–8, Transition to High School Project, HSIE Literacy the Next Step Project, Boys’ Education Conference, SC and HSC Marking Experiences, participation in Leaders of the Future Course and the Mini Certificate in Gifted Education.
In a system of schools, costs incurred for professional development activities can be expended from a variety of sources. These sources include the Federal Government and the Catholic Education Office. The school’s average expenditure per teacher in 2007 on these activities was $795.51. This figure has been calculated by CEO and reflects expenditure on casual release days and professional development activities in particular categories.

In addition to this, the school expended a total of $11,454.37 in the following areas:

- Senior First Aid Course
- General First Aid Training
- Staff Spirituality
- Membership of Professional Association fees
- Computer Training
- Drama Conference
- English Conference
- Boys’ Education.

**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>72</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>

**TEACHER ATTENDANCE AND RETENTION**

The average teacher attendance rate during 2007 was 96%. This figure does not include teachers on planned leave. The teacher retention rate from 2006 to 2007 was 90%.

**STUDENT ATTENDANCE AND RETENTION**

**Attendance Rates**

The average student attendance rate during 2007 was 94%. The attendance rate of the majority of students at the College is quite good, however, there are a number of students who need to be challenged in relation to the legitimacy of their absence. This will continue to be a priority for the College.
Retention Rates
72% of the 2005 Year 10 cohort continued onto Year 12 (2007). The number of students continuing to senior studies at the College has continued to increase as a percentage of the total cohort. The majority of students leaving in Year 10 in 2005 found employment immediately and a small number moved to other schools.

POST SCHOOL DESTINATIONS

Of the 2007 HSC cohort 55% went to university, 27% went to study at TAFE or Colleges and 17% joined the workforce.

ENROLMENT POLICY AND SCHOOL PROFILE

The school follows the Archdiocesan Enrolment Policy. The policy has been developed in the context of government and system requirements. Children from all families who are prepared to support Catholic ideals and principles may be considered eligible for enrolment. Priority for enrolment is given in a specified order as outlined in the full policy document, however special consideration may be given to individual cases. All parents are provided with an enrolment package that includes CEO and school policy statements. Enrolment 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.

During 2007 the College student population reached 975 which was an increase of approximately thirty students over 2006. The increase in student numbers was accompanied by a corresponding increase in staff at the College. The number of students continues to rise annually as the College approaches a maximum figure of approximately 1050.

The student population comprised 726 students in Years 7 to 10 and 248 students in Years 11 and 12. The number of students in the senior years has steadily increased as the higher number of students in the junior years continues to Year 11.

The College continued to support indigenous students with an educational assistance program. In addition to these indigenous students, there are 723 students from language backgrounds other than English enrolled at the College. This represents 76.4% of the student population.
The full text of enrolment policies may be accessed via:

- Archdiocesan Enrolment Policy.
- The school web-site www.goodsamaritan.nsw.edu.au
- School Administration Office.

The CEO enrolment policy was revised in 2007 to accommodate legislative requirements relating to the enrolment of students with special needs.

**SCHOOL POLICIES**

**Student Welfare**

The student welfare policy is based on the Archdiocesan Pastoral Care document: *Pastoral Care Guidelines for Catholic Schools (2003)*. In this document, the dimensions and features of pastoral care are described, as well as approaches to policy formulation, review and implementation. This document is the key reference point for the school’s Pastoral Care policy. Related documents include: *Countering Harassment of Different Kinds, Dealing with Illegal Substances in Schools, Dealing with Prohibited Weapons in Schools*.

The College’s network of pastoral care measures is based on the principles of restorative justice and due process.

The College’s emphasis on pastoral care and student welfare was evidenced in various ways in 2007:

- The College counselling program continued and this included additional counselling support with an extra counsellor one day per week.
- The College counsellor provided strategies for parents to cope with adolescent children.
- Teacher communication with parents regarding pastoral care was promoted and encouraged.
- Student management policies and practices were reviewed and reinforced with an emphasis on the need for consistency.
- Structures and processes for identifying students at risk were addressed at staff and Pastoral Care Meetings.
- Pastoral Care and Curriculum Programs were reviewed to ensure that attitudes are challenged and values are promoted across the college. Activities such as a Motivational Media presentation, the Ryda driving course, Fairfield Liverpool Youth Health Team (FLYHT) and Year 10 Graduation Week activities enhanced the quality of the program.
- The College Award System was promoted and expanded.
- A Values Forum was conducted to promote common values across the college.
• The Police Schools Liaison Officer conducted an information session for parents and students. Issues such as cyber bullying were addressed.
• A survey and review of Pastoral Care Policy was conducted and changes were implemented.
• The Parent Consultative Committee was given an overview of pastoral care at Good Samaritan.
• Emphasis was placed on communication structures at the college - methods of communication and College website were outlined at all parent evenings throughout 2007.
• Emphasis on an anti-bullying approach across the College continued throughout 2007.
• Parent Evenings related to understanding HSC stress and cyber-bullying were conducted for parents.
• An expanded student leadership structure was implemented across the college to create opportunities for student leadership in increased areas of college life.

The full text of the school Student Welfare Policy (Pastoral Care Policy) may be accessed via:
- Archdiocesan Pastoral Care Policy for Catholic Schools (2003)
- College website www.goodsamaritan.nsw.edu.au
- College Administration Office.

The policy was reviewed during the 2007 school year. The process included a survey of parents, staff and students. Changes to the policy will be incorporated in 2008.

**Discipline Policy**

The College bases its Student Management Policy on the document *Pastoral Care of Students in Catholic Schools (2003)*. The policy is based on procedural fairness and is discussed with students on a regular basis. The College Student Management Policy has at its basis the need to promote human dignity and respect for all persons. Good Samaritan Catholic College is a school where all staff members are encouraged to know their students. The policy also incorporates rights and responsibilities and the expectations of staff and students. Students were reminded of the contents of the policy throughout 2007.

The Student Management Policy promotes the role of affirmation, recognition and positive reinforcement in student management. The policy has a structure which incorporates stages which will lead to behaviour modification and growth for students. The College staff was reminded of the need for procedural fairness to be incorporated into all dealings with students.

Corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.
The full text of the school Student Management Policy may be accessed via the College website. The Student Diary also contains relevant aspects of the policy.

During 2007 the policy was evaluated, with the following refinements:

- The place of affirmation was emphasised.
- Awards procedures were revised with the number of awards being increased.
- Emphasis on respect for the individual rights of students was addressed through the Pastoral Care program.
- A consistent approach to student management was outlined and re- emphasised.

**Complaints and Grievances Resolution Policy**

The school adopts the Archdiocesan guidelines for resolving concerns and complaints from parents and care-givers. The 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 and conciliatory environment. The scope of the guidelines encompass children’s learning, behaviour and welfare, school organisation and management, and student health and safety issues.

The full text of Complaints and Grievances Resolution Policies may be accessed via:

- CEO public website
- School website [www.goodsamaritan.nsw.edu.au](http://www.goodsamaritan.nsw.edu.au)
- School Administration Office.

**SCHOOL DETERMINED IMPROVEMENT TARGETS**

Throughout 2007 the focus of Regional Targeted Intervention has been in two areas: Literacy and Numeracy, and the raising of academic standards through a deeper understanding of student learning and pedagogy.

Funding was used to provide:

- release days for staff members to reassess their approach to Stage 5
- Literacy support to students
- part payment of the Teaching/Learning Coordinator release time to oversee the above and to concentrate on improving pedagogy across the college
- release time for the Teaching/Learning Coordinator to coordinate a transition program from Year 6 to Year 7, to improve understanding of student learning between the stages
- development of the compliance site and documentation for coordinators.
Stage 5 was chosen as the focus group in 2007, as students in this stage appear to under-perform and often continue this lack of performance into Stage 6.

Much work was done with and through KLA Coordinators who, in turn, worked with their staffs. A Staff Development Day on Building Potential into Achievement was also devoted to developing strategies to support the initiative.

Priorities for 2008 will focus on refinement and development of these initiatives.

**INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

The College continued to emphasise the importance of respect for self and respect for others. The College highlighted this approach with a Values Forum which was conducted on Good Samaritan Day. The forum reflected on the values which are dear to our community: respect, reconciliation, compassion and care, honesty, justice and stewardship. The community developed a greater appreciation of these values as a result of the forum.

The year began in Pastoral Care classes with a viewing of “Velocity,” a motivational film aimed at promoting respect for self and others while taking control of one’s life. Students expressed their appreciation and understanding of this initiative.

The College has an anti-bullying policy which this year was extended to cyber-bullying in order to emphasise the need for mutual respect, whether personal or across the internet.

**PARENT, TEACHER AND STUDENT SATISFACTION**

During Term 3, the College began to review directions though a review of the Strategic Management Plan. This review enabled us to assess the level of satisfaction of parents across the College. Parents overwhelmingly spoke of the support offered to their children, especially in the areas of discipline and pastoral care, the sense of community and the Catholicity of the College.

Students commented on their satisfaction with the sense of community and opportunities to be involved in the College. Clearly, students felt that they were supported by the teachers. It was most evident that students appreciated being able to approach teachers and to gain the advice or direction necessary to allay any concerns.

Teachers expressed their satisfaction with the sense of community which was balanced with a significant emphasis on the importance on raising academic standards. The teachers continually place the needs of students as a priority and are satisfied that this is a unified direction.
FINANCIAL STATEMENT (2007)

Catholic Schools are accountable for all monies received. Each year, the Sydney Catholic Education Office submits to the Australian Government a financial statement on behalf of the 147 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 Report of the Sydney Catholic Education Office is audited annually by Moore Stephens. A summary of the income and expenditure reported for 2007 is as follows:

<table>
<thead>
<tr>
<th>INCOME</th>
<th>$million</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents’ Contributions 1</td>
<td>$112.9</td>
<td>20.0%</td>
</tr>
<tr>
<td>Commonwealth Government 2</td>
<td>$304.8</td>
<td>53.9%</td>
</tr>
<tr>
<td>State Government 2</td>
<td>$115.6</td>
<td>20.4%</td>
</tr>
<tr>
<td>Government Targeted Grants</td>
<td>$20.1</td>
<td>3.6%</td>
</tr>
<tr>
<td>Interest and Other</td>
<td>$12.2</td>
<td>2.1%</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$565.6</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENDITURE</th>
<th>$million</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education &amp; School Support</td>
<td>$136.5</td>
<td>24.1%</td>
</tr>
<tr>
<td>Total Salary Costs</td>
<td>$422.2</td>
<td>74.7%</td>
</tr>
<tr>
<td>CEO Administration &amp; Support 3</td>
<td>$4.2</td>
<td>0.7%</td>
</tr>
<tr>
<td>Surplus</td>
<td>$2.7</td>
<td>0.5%</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$565.6</strong></td>
<td></td>
</tr>
</tbody>
</table>

Notes

1. Parents' Contributions include Archdiocesan tuition fees of $52.3 million, School Charges, Building Levy & P&F contributions of $60.6 million.

2. Income from Australian 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.

4. The Total Building Loans and Commitments as at 31 December 2007 were $182 million.

Parents’ contributions to this school as reported in this school’s Annual Financial Questionnaire for 2007 submitted to the Australian Government Department of Education, Employment & Workplace Relations were:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archdiocesan Tuition Fees received</td>
<td>$1,023,114</td>
</tr>
<tr>
<td>School Based Fees</td>
<td>$810,702</td>
</tr>
<tr>
<td>Other Income (eg. Building Levy, Parents &amp; Friends, Trading &amp; Sundry)</td>
<td>$522,806</td>
</tr>
<tr>
<td></td>
<td><strong>$2,356,622</strong></td>
</tr>
</tbody>
</table>