

# GOOD SAMARITAN CATHOLIC COLLEGE HINCHINBROOK

ANNUAL REPORT TO THE COMMUNITY  
2008



‘JOURNEYING WITH COMPASSION’

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#### **ACRONYMS AND ABBREVIATIONS USED IN THIS REPORT**

AGQTP: Australian Government Quality Teaching Program  
 BOS: Board of Studies  
 CEO: Catholic Education Office  
 ELLA: English Language and Literacy Assessment  
 HSIE: Human Society and its Environment  
 HSC: Higher School Certificate  
 ICT: Information and Communication Technologies  
 IDEAS: Innovative Designs for Enhancing Achievements in Schools

KLA: Key Learning Area  
 NAPLAN: National Assessment Program – Literacy and Numeracy  
 SC: School Certificate  
 SMART: School Measurement Assessment and Reporting Toolkit  
 SNAP: Secondary Numeracy Assessment Program  
 SRC: Student Representative Council  
 VET: Vocational Education and Training  
 WYD2008: World Youth Day 2008

## **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 CEO, Sydney. This *Report* has been approved by the CEO, Sydney in consultation with the Regional Consultant, who monitors that the school has appropriate processes in place 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 2009 following its submission to the Board of Studies.

The contents of this *Report* will be discussed at the Parent Consultation Committee Meeting in Term 2 2009.

Further information about the school or this *Report* may be obtained by contacting the school on (02) 9825 9955 or by visiting the website at [www.goodsamaritan.nsw.edu.au](http://www.goodsamaritan.nsw.edu.au).

PRINCIPAL: Mr John Lo Cascio

DATE: 27 February 2009

## **MESSAGE FROM KEY SCHOOL BODIES**

### **Principal's Message**

In 2008 Good Samaritan Catholic College had as its theme, "Be the change you desire". The emphasis throughout the year has been on positive change and personal excellence in all areas of college life. The college staff continued to implement the priorities of the Strategic Management Plan 2008-2012. The major priorities have been the subject of significant review and change. The priorities include an emphasis on outreach programs and the celebration of Catholic life; Student Learning and Pedagogy; Pastoral Care Structures and Practices; Staff Professional Development and Environmental Stewardship.

### **Parent Representative Body Message**

During 2008 parents had the opportunity to be involved in the college in many areas. One major area of involvement was the Parent Consultation Committee which provided an important venue for parental input and consultation on all aspects of college life. The committee is a direct conduit with the wider school community and encompasses consultation and open discussion on a wide variety of topics: curriculum, pastoral care, fundraising and wider social issues that may impact on the college.

The Parent Consultation Committee plays an integral role in maintaining a connection with parents and the school community.

### **Student Representative's Message**

With the 2008 college theme 'Be the change you desire', the student body aspired to be that change within the college community. A variety of activities was conducted by the 2008 SRC and senior leadership teams by focusing on the five key leadership areas: social justice, environmental group, charities, study groups and WYD2008. WYD2008 had a particularly huge impact on the college with student involvement ranging from attendance at WYD2008 events to raising money for pilgrims to share in a once in a lifetime religious event. By focusing on the key leadership areas, fundraising and activities were conducted that successfully brought the Good Samaritan community closer together.

## **SCHOOL FEATURES**

Good Samaritan Catholic College is a co-educational college 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 growth, with the student population rising to nine hundred and seventy five students in 2008.

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 the community focuses. In 2008 the college adopted the theme "Be the change you desire".

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 ESL students, and for literacy intervention.

The college has seventy one 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 emphasises 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.

Student learning continued to be enhanced in 2008 by the implementation of discrete class groupings across the junior school (Years 7 to 10). The aim was to enable 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: AGQTP "Pedagogy Matters", Interfaith Inter-culture Project, The iLE@RN 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 were involved in a broad range of extra curricular activities including sports associated with the Macarthur Independent Schools Association, 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.

Throughout 2008, the college encouraged parent involvement through canteen support, library support, the Parent Consultation Group (which began in 2006). The aim of this group has been to increase parent involvement in the college while keeping the 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, Swimming and Athletics carnivals, and the Walkathon.

The college has been supported by the wider community in numerous ways throughout the year. We are especially grateful to the Liverpool Catholic Club and the CEO 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. Much has occurred in the area of Catholic life and religious education in order to promote and enliven this aspect of college life in 2008.

The college was involved in WYD2008 in which two hundred students and staff actively engaged catechesis, liturgy and celebration of their faith. The college was also host to three hundred pilgrims from a variety of countries. The relationships developed will help to establish links between the college and the communities of the pilgrims' countries. The links with these communities will focus on Social Justice and Outreach in 2009, and will bring greater awareness to the plight of people across nations.

Early in 2008, meetings were held with parish priests which resulted in a number of our year groups having chaplains for the year. This will continue into 2009 with the view to having chaplains across all years for their spiritual development. Our pastors also offered students access to the sacraments. Commitment to the Eucharist was evident through the year with four students taking up the lay ministry of Special Minister of the Eucharist.

Throughout the year students were involved in the liturgical life of the college in various ways including the development of banners, mass booklet covers, liturgical dance and art, reading and

symbolic involvement. The emphasis on prayer continued in 2008 with various year groups and Catholic Studies classes being responsible for Monday and Friday lunchtime prayer. First Friday Mass continues to be part of the religious life of the college along with the major celebrations and Masses.

College links with the Aboriginal community were strengthened throughout the year with the regular visits from local elders. This link was never more evident when the college celebrated NAIDOC Week. Year 12 students worked closely with our Aboriginal community to produce an Aboriginal Artwork that depicted their understanding of their journey here at the college. This was presented to Mr. Lo Cascio as the Year 12 gift to the college for 2008.

The School prides itself on its motto 'Journeying with Compassion' and continues to lend support to the various charities associated with the house groups. In addition the senior outreach day, various fundraising activities to raise money for overseas pilgrims to attend WYD2008, as well as an awareness of the homeless, and significant contributions to the Christmas appeal, have all been well received by the various charitable organisations.

## **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 CEO. The Curriculum Teaching and Learning are informed by the priorities, goals and indicators outlined in the *Sydney Catholic School 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 is committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The school offers seventeen Board of Studies mandated and approved SC Courses and forty two HSC Courses. The college offered School Certificate electives including Commerce, Design & Technology, Drama, Elective Geography, Elective History, Food Technology, Graphics Technology, Industrial Technology (Wood), Industrial Technology (Metal), Information Software Technology, Italian, Music, Photographic and Digital Media, Physical Activity and Sports Studies, Textiles Technology, Visual Arts and Visual Design . The college also offered an extensive range of HSC electives including Board Developed Courses, Board Endorsed Courses Vocational Education Courses and access to TAFE Courses. The number of students in each of these electives varies according to resources and interest. The school offers HSC extension courses in Preliminary English and Mathematics and History.

Particular features of the school's curriculum include:

- Learning Support Programs, VET Programs, and a whole school approach to literacy and numeracy.

Throughout 2008, there has been a whole school approach to differentiating programs and planning learning activities to meet the diverse needs of particular learning groups. The emphasis on explicit teaching was increased to cater for individual student's literacy and numeracy needs. This was coupled with an emphasis on literacy in relation to HSC examinations. The college policy and practice, in relation to assessment and formal examinations, was reviewed to develop a consistent and shared understanding. This approach improved the understanding of standards for marking, reporting and recording.

The staff was regularly reminded of the importance of quality feedback in relation to students' educational potential. A focus on the quality of feedback for senior students began in 2008 and will continue in 2009.

To enhance student learning, a common understanding of structured learning groups was developed and promoted by the Teaching Learning Coordinator, as well as through a Staff Development Day focusing on learning needs of students within each learning group.

It was recognised in 2007 that some students were not making the most appropriate subject choices in senior school. The Curriculum Coordinator restructured the Year 11 subject selection process to include information sessions for students to ensure informed decision making. Students were counselled to create appropriate individualized patterns of study for Stage 6.

Stage 6 subjects were reviewed with the consolidation of VET opportunities for students. Programming for the new Stage 6 VET Curriculum Frameworks was undertaken throughout the year to enhance delivery of these subjects. Opportunities for VET courses in Stage 5 for a targeted group of students were also investigated with a new elective being introduced in 2009.

## **STUDENT PERFORMANCE IN TESTS**

### **National Assessment Program in Literacy and Numeracy**

Students in Year 7 and Year 9 sat the NAPLAN for the first time in May this year. NAPLAN supersedes the previous state-based SNAP and ELLA. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The table provided shows the percentages of students who achieved particular skill bands and who achieved at or above minimum standards. Student results are reported in six skill bands. Year 7 results are reported across bands 4 to 9, and Year 9 results are reported across bands 5 to 10. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

The school results shown are compared to students nationally. Further information regarding school performance in NAPLAN against NSW trends has been provided in the school newsletter dated 17 October 2008 issue no. 17 and is available on [www.goodsamaritan.nsw.edu.au](http://www.goodsamaritan.nsw.edu.au) or from the school administration office.

NAPLAN 2008: % in bands		Year 7 <sup>A</sup>			Year 9 <sup>B</sup>		
		Band 9	Bands 7, 8, 9	Bands 5, 6, 7, 8, 9	Band 10	Bands 8, 9, 10	Bands 6, 7, 8, 9, 10
Reading	School <sup>1</sup>	5%	50%	98%	5%	49%	95%
	National <sup>2</sup>	8%	53%	94%	6%	46%	93%
Writing	School <sup>1</sup>	13%	63%	96%	7%	46%	98%
	National <sup>2</sup>	9%	52%	92%	8%	43%	87%
Spelling	School <sup>1</sup>	17%	83%	98%	9%	57%	95%
	National <sup>2</sup>	8%	56%	92%	6%	48%	90%
Grammar and Punctuation	School <sup>1</sup>	7%	61%	98%	6%	41%	91%
	National <sup>2</sup>	7%	49%	92%	5%	42%	90%
Numeracy	School <sup>1</sup>	12%	63%	99%	9%	56%	95%
	National <sup>2</sup>	12%	55%	95%	8%	47%	94%

Notes:  
<sup>A</sup> Year 7: Highest band = band 9; Lowest band = band 4; Bands 5-9 represent the % of students at or above minimum standards  
<sup>B</sup> Year 9: Highest band = band 10; Lowest band = band 5; Bands 6-10 represent the % of students at or above the minimum standards  
<sup>1</sup> Source: SMART data analysis package  
<sup>2</sup> Source: NAPLAN Summary Report 2008 ([www.naplan.edu.au](http://www.naplan.edu.au))

The NAPLAN results were analysed very closely and, although the results were pleasing, the college undertook measures to further develop students' understanding of literacy and numeracy. A whole school approach has been adopted in which teachers review numeracy and literacy policies and develop strategic plans in response to NAPLAN. As a result of the analysis of NAPLAN, there is an ongoing review of strategies across the curriculum with these being mapped so each is addressed across KLAs. The focus in each area will be related to student performance in NAPLAN. Finally, there will be a professional learning focus in the areas of need revealed in the NAPLAN Tests during 2009.

### School Certificate

Students in Year 10 sat for the SC examination in November this year. The table provided shows the percentage of students who achieved in the top three bands and shows comparison with results from previous years.

	School Certificate: % of students in bands 4, 5, 6					
	2006		2007		2008	
	School	State	School	State	School	State
English Literacy	70%	72%	69%	73%	85%	76%
Mathematics	30%	41%	34%	46%	49%	49%
Science	48%	63%	61%	67%	73%	65%
Australian History	39%	53%	61%	61%	59%	51%
Australian Geography	62%	67%	80%	72%	73%	65%

The SC results reflect an improvement in the percentage of students achieving bands 4 to 6. This was a reflection of improved pedagogy which was a professional development priority in 2008 and proved to be successful. The college recognises the need to challenge students to achieve in the band 5 and 6 areas and continual emphasis will be placed on personal excellence. This will be a focus of the Annual Plan in 2009.

### Higher School Certificate

The results of the school's HSC candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top three bands and shows comparison with results from previous years.

	Higher School Certificate: % of students in bands 4, 5, 6					
	2006		2007		2008	
	School	State	School	State	School	State
Studies of Religion 1	68%	77%	80%	77%	98%	77%
English Standard	30%	34%	33%	39%	49%	38%
English Advanced	89%	82%	79%	89%	87%	89%
General Mathematics	33%	50%	57%	59%	59%	56%
Mathematics	55%	65%	36%	70%	91%	72%
Visual Arts	87%	91%	97%	90%	92%	92%
Legal Studies	46%	68%	79%	66%	82%	71%

The HSC Results reflected an increase in the number of students in bands 4-6 in most subjects. This was a trend which was also evident in the SC. The value added component of the results was also impressive with students performing better than expected when comparing their 2008 HSC performance to their 2006 SC performance.

### **Targets**

The following targets have been set by the school for 2009. The targets indicate the percentage of students attaining performance bands 4, 5 and 6 for selected subjects for each examination shown.

School Certificate		Higher School Certificate	
Subject	Target	Subject	Target
English Literacy	89%	Studies of Religion 1	76%
Mathematics	53%	English Standard	60%
Science	80%	English Advanced	90%
Australian History	65%	General Mathematics	75%
Australian Geography	78%	Mathematics	53%

The targets set for 2009 are based on the college rate of improvement over the past three years. Subject coordinators also based targets on understanding of individual student performance in college identified indicators and their understanding of individual potential.

## **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 four whole staff days in 2008. The content of these days was as follows: Curriculum Development, Religious Education – Staff Spirituality, Transition from Primary to Secondary School and Curriculum Development – Curriculum Differentiation. Faculty meetings are regularly held.

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 2008 on these activities was

\$1,063.00. 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 \$19,652.00 in teacher training and curriculum development during 2008.

### **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 BOS:

<b>Teacher Qualifications</b>	<b>Number of Teachers</b>
1. Those having formal qualifications from a recognised higher education institution or equivalent.	71
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0

All teachers at Good Samaritan Catholic College are fully qualified. A number of teachers have undertaken further study in a number of areas. Some of the areas of further study include Masters of Educational Leadership, Certificate of Inclusive Learning, Managing Difficult Behaviours, Certificate in Religious Education, Mini Certificate in Gifted Education, all of which add to the quality of education at Good Samaritan Catholic College.

### **TEACHER ATTENDANCE AND RETENTION**

The average teacher attendance rate during 2008 was 96.5%. This figure does not include teachers on planned leave. The teacher retention rate from 2007 to 2008 was 80.88%.

### **STUDENT ATTENDANCE AND RETENTION**

#### **Attendance Rates**

The average student attendance rate during 2008 was 95.59%. This is quite a positive rate of attendance, however, the college continued to seek ways to increase the attendance rate to ensure that all absences were legitimate and worthy of non attendance. There is a tendency for some families to take holidays during the school term which the college continues to discourage.

## **Retention Rates**

Eighty five percent of the 2006 Year 10 cohort continued onto Year 12 (2008). This retention rate has continued to fluctuate over the past three years. Most students who did not continue beyond Year 10 went directly to employment or an apprenticeship. A small number of students went to other schools, however, all students had an understanding of their future directions.

## **POST SCHOOL DESTINATIONS**

The post school destinations of the one hundred and eleven students who completed the 2008 HSC were as follows: fifty four gained entry to university, eighteen enrolled in a TAFE College, five enrolled in a private college, nine gained employment or a traineeship and twenty four were not contactable at the time of this publication.

## **SCHOOL POLICIES**

### **Enrolment Policy**

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.

The School Enrolment Committee ensures that all applications for enrolment received before the official closing date are reviewed together and with equal consideration.

The full text of the Archdiocesan Enrolment Policy may be accessed via the:

- CEO public website
- school website - [www.goodsamaritan.nsw.edu.au](http://www.goodsamaritan.nsw.edu.au).
- school administration office.

There were no changes made to enrolment procedures during 2008.

### **Student Welfare Policy**

The Student Welfare Policy is based on the Archdiocesan Pastoral Care document *Pastoral Care Guidelines for Catholic Schools (2003)* which can be accessed from the CEO public website. 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, Strategies for Dealing with Cyberbullying, Disability Standards 2005, Management of Students with Challenging Behaviours: Guidelines for Primary/Secondary Schools (2007)*.

The school's Pastoral Care system is exercised through the mission and vision of Good Samaritan Catholic College, its executive team, staff, clergy and parents. A combination of vertical house experiences combined with year-level horizontal structured lessons were implemented as a specific and planned means of helping students to value themselves and experience well-being and success. Programs included anti-bullying, social interactions and relationships, vocational awareness, personal health and safety and resilience. The implementation of this policy fostered an environment where individual rights, responsibilities and talents of students were respected and acknowledged.

The full text of the school's Pastoral Care Policy may be accessed via the:

- school website: [www.goodsamaritan.nsw.edu.au](http://www.goodsamaritan.nsw.edu.au)
- school administration office.

There were no changes made to the school policy during 2008.

### **Student Management Policy**

The school's Student Management Policy is regularly communicated to all members of the school community. Student management is promoted through both affirmation and behaviour modification strategies. Affirmation is achieved through positive reinforcement and feedback, the use of the college diary and an awards system. Behaviour modification is achieved through enforcing expectations, communication with students, the use of the college diary and various behaviour modification strategies. Each teacher is responsible for ensuring that good student management is maintained in their classroom and in the playground at all times. There is a clearly communicated expectation that students develop the self-discipline necessary to live up to their responsibilities.

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 Student Management Policy may be accessed via the:

- school website: [www.goodsamaritan.nsw.edu.au](http://www.goodsamaritan.nsw.edu.au)
- school administration office

There were no changes made to the school policy during 2008.

## **Complaints and Grievances Resolution Policy**

The school adopts the Archdiocesan *Guidelines for Resolving Concerns and Complaints at Sydney Systemic Catholic Schools (May 2007)*, available on the CEO public website in the development of its school policy. The scope of the guidelines encompasses children's learning, behaviour and welfare, school organisation and management, and student health and safety issues.

The school 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. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. Pathways for raising concerns are set out in the information brochure available from the school website.

The full text of the school policy is available from the:

- school website [www.goodsamaritan.nsw.edu.au](http://www.goodsamaritan.nsw.edu.au)
- school administration office

There were no changes made to the school policy during 2008.

## **SCHOOL DETERMINED IMPROVEMENT TARGETS**

Each year, the school develops an Annual Development Plan comprising priority areas for development, performance indicators and strategies. This is drawn from the school's Strategic Management Plan and informed by the School Review and Improvement Framework. An extensive evaluation process of the priority areas is carried out in collaboration with the school's Regional Consultant.

In the Teaching and Learning area, the focus was on improved pedagogy, curriculum differentiation and assessment. These aspects were the focus of staff development days and professional development at subject meetings. The continual emphasis on these factors resulted in a notable improvement in both the SC and HSC results. During 2009, the college will continue to focus on assessment and differentiation through improved pedagogy. This will lead to further improvement in student learning and performance.

Throughout the year, the school continued to work closely with the Good Shepherd Primary School to promote a greater understanding of the transition to secondary school. There were a number of meetings throughout 2008 with the process culminating in a combined staff development day in Term 3. The day allowed teachers from each of the schools to undertake curriculum mapping and

to enhance teacher understanding of the K-12 curriculums in both schools. The success of the project will become more evident as students progress through high school.

The college has increased emphasis on tracking students to meet their needs on a Year 7-12 continuum. SC and HSC results were examined closely to establish value added goals for student achievement. The DeCourcy analysis of the HSC and the NAPLAN Analysis using SMART Data were used to optimize student potential. Data sheets were developed for all Year 7 students to inform teachers of student performance on National Tests and their learning needs and educational potential. To gain increased understanding of student potential, the college adopted a whole school approach to the use of pre-testing to inform teaching activities and address student needs. Professional development supported staff in the skill of writing pre-tests and adjusting programs accordingly. The impact of this initiative increased teacher understanding of student potential and previous learning.

### **INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

The college initiated a program for the promotion of resilience and anger management in 2008. The programs aimed at supporting students in dealing with issues arising out of these two areas. Two teachers were trained in the Rock and Water Program and Anger Management. These teachers trained other teachers and delivered the program to students during Terms 2, 3 and 4. The approach was most beneficial to a significant number of students.

There were two major focus areas in relation to the promotion of respect and responsibility during 2008. The college established an Environmental Committee and a Carbon Footprint Group involving students from Year 7 to Year 12. The focus of these groups was to promote an appreciation and valuing of the environment. Each student was encouraged to gain a greater understanding of environmental stewardship and their role in protecting the environment. Students were involved in advertising and educational campaigns as well as actions to improve the environment.

The second focus area was in the Interfaith/Inter-Cultural Pilot Project which aimed at increasing students appreciation of other faiths and cultures. The result of the project was the production of a video to be used in lessons across the curriculum. The launch of the video was incorporated into Good Samaritan Day celebrations at the end of Term 3.

### **PARENT, TEACHER AND STUDENT SATISFACTION**

Parents applying for enrolment had the opportunity to provide reasons for wishing to enrol their child at the College. The reasons given indicate a high degree of satisfaction with the good name

of the school and its level of care and educational provision. Many parents commented that the school is highly regarded in the wider community and is recommended by parents of students presently enrolled. Parents frequently stated their appreciation of the support given to their children beyond the classroom. This has been in the form of homework and study support, extra curricular support, the willingness of staff to support students through email contact and the genuine support offered via pastoral care. Many parents have stated that they are happy with the structures that the college has in place and are sure that students feel safe coming to Good Samaritan. One parent stated that "The care provided to students is excellent and ...the feeling of community is very strong across the whole school". This is one of the nominated reasons often cited for sending their children to the college.

Students regularly provide feedback on policies, procedures and teaching practice. Student morale is high, evidenced by the level of school pride and extensive student involvement in extra-curricular activities.

Students stated that there were a number of areas that the school was meeting their needs and with which they were particularly satisfied. The following areas were specifically named as having the greatest impact in 2008: teacher support of students via study groups; teacher support of WYD2008; the college Outreach Program; teacher guidance; participation and help in various areas throughout the year; teacher involvement in extra curricular activities; the college Pastoral Care Program; after school homework support; and the promotion of a sense of community at the college.

Teachers were very positive about the review and evaluation of pedagogy in the college. A number stated that the culture of student excellence was being embraced and had an impact on student performance in external examinations. Teachers were satisfied that the college focus on the increased use of pre and post testing enhanced their understanding of student potential and performance. There was also a great deal of support for the explicit teaching approach which, in many cases helped student performance and confidence in their approach to their studies.

Teachers felt that the focus on increased consistency among staff had the impact of increasing student standards in many areas of college life. Staff also felt that the transition program from Year 6 to Year 7 enabled students to be more prepared for high school and to have a smooth transition from primary to secondary schooling.

## FINANCIAL STATEMENT

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 Catholic Education Office is audited annually by Moore Stephens. A summary of the income and expenditure reported for 2008 is as follows:

INCOME	\$million	EXPENDITURE	\$million
Parents' Contributions <sup>1</sup>	\$ 115.8	Education & School Support	\$ 141.2
Australian Government <sup>2</sup>	\$ 317.8	Total Salary Costs	\$ 438.5
State Government <sup>2</sup>	\$ 122.0	CEO Administration & Support <sup>3</sup>	\$ 5.3
Government Targeted Grants	\$ 27.5		
Interest and Other	\$ -8.9	Deficit	\$ -10.8
Total Income	\$ 574.2	Total Expenditure	\$ 574.2

### Notes

1. Parents' Contributions include Archdiocesan tuition fees of \$53.3 million. School Charges, Building Levy and P and F contributions of \$62.5 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.

Parents' contributions to this school as reported in this school's Annual Financial Questionnaire for 2008 submitted to the Australian Government Department of Education, Employment and Workplace Relations were:

Source	Amount
Archdiocesan Tuition Fees received	\$ 994,254
School Based Fees	\$ 830,636
Other Income (for example, Parents & Friends, Trading & Building Levy)	\$ 574,928
Total	\$ 2,399,818