



Sydney Catholic Schools

2021

ANNUAL SCHOOL REPORT



Good Samaritan Catholic College

401 Hoxton Park rd, HINCHINBROOK 2168

Principal: Mr James Corcoran

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

About this report

Good Samaritan Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA), and managed by Sydney Catholic Schools Ltd (SCS) as trustee for the Sydney Catholic Schools Trust, the 'approved authority' for the Registration System formed under Section 39 of the *Education Act 1990* (NSW).

The Annual School Report to the Community provides parents and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the College community and Sydney Catholic Schools. This Report has been approved by Sydney Catholic Schools who monitors that the College has appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation.

This Report complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

Message from key groups in our community

Principal's Message

My challenge to the Good Samaritan community in February was to make the most of 2021 as it was to be the only 2021 we would have, and, to act on the advice we heard in the Opening Mass readings from Samuel, St Paul and St Luke. I felt that this challenge could be broken down in by adhering to the four elements of our Mission Statement:

- Love
- Justice
- Mercy
- Compassion & Service

I think that the Good Samaritan Community achieved these lofty ambitions in many ways this year. We may not have achieved perfection every time nor in every occasion, but, it is the struggle that counts...the way in which we respond to the scriptural question, "What must I do?" [Lk 10:15]. The way in which our students and staff have made sacrifices in their social justice activities, participated in faith formation [physically isolated and in person], worked for each other in class and in remote learning, cared for others and reached out on behalf of those who could not for themselves and put other before self, have been cornerstones of a year where we spent 106 days in lockdown and a whole Term of remote learning. I believe these traits underlined the way in which our community listened and responded.

The entire Samaritan Community has my deepest thanks for the way in which they have pivoted with grace at each twist of the ever changing plot in the story that has been 2021.

Parent Body Message

2021 has again challenged the broader Good Samaritan community with a year punctuated by a global pandemic. The enterprise between parents and the school was defiantly challenged by the enforced remoteness of a relationship that is usually characterised by a more face to face mode. Despite this external pressures many parts of school life endured, some in different ways, but, nevertheless recognisable as the 'Good Sam way.'

Once again the utilisation of technology was key to keeping the home-school partnership intact. In Term 3 alone the staff made 11 866 'Communications home specifically regarding remote learning', conducted at least 1 874 Zooms and in an educational first in NSW, created, supervised and marked 88 HSC Online Final Assessment Tasks. Again, the efforts of the College Media Team were fundamental to the streaming of online masses, recording of graduations and award presentations and delivery of information evenings. The continued

development and use of COMPASS has assisted the parents and carers access information, 'seeing' learning and communicating with staff.

Much of what 2021 offered may have had to be reimaged, it was nonetheless a year of hope and one that we learned much about each other. On the whole the parent body understood the complexities face by the College; its students and staff, and appreciated the way in which the College navigated such a complex year.

Student Body Message

Looking back on all our school memories, we are filled with great nostalgia. Whilst Year 12 is filled with the excitement and fear to graduate, there is also so much joy and anticipation with engaging in school activities for the final time. However, unfortunately for us, many of these opportunities were taken from us due to COVID.

So it comes to that time when we give advice to the junior students. To be honest every year it is the same advice, get involved in school activities and enjoy every minute. If COVID has taught us anything, this has never been more true. Please appreciate your Good Sam days, and carnivals and get involved in all the activities that you can, because you never know when they can be taken from you.

Whilst our journey from Jericho to Jerusalem appears to be drawing to a close, we hope that we all can embark on our own journeys as Good Samaritans, whether that be to university, TAFE or the workplace; to become doctors, builders or teachers. No matter how far we walk from the gates of GSCC, we hope you remember that the Good Samaritan story is not just a parable; it is a way of life.

School Features

The College provides a secondary education for Catholic families from the parishes of Hoxton Park, Sadleir-Miller, Bonnyrigg, Mount Pritchard, and Lurnea. Good Samaritan was established in 1999 and caters for students in Years 7-12.

The College motto, 'Journeying with Compassion', derived directly from the Parable of the Good Samaritan, is the basis of the College's Mission Statement and provides its foundational ethos. The College community believes that we give witness to our Mission Statement through 'Encountering God', 'Promoting Educational Excellence', 'Nurturing Individual Growth' and 'Being a Samaritan'.

"Journeying with Compassion", is the Gospel message of Good Samaritan Catholic College. Our context in this journey is threefold:

We live in the Land of the Southern Cross. Therefore, we are able to journey with our neighbours who come from so many backgrounds; the Australian Aboriginal peoples as well as peoples from all over the world.

Our second context is The Journey of the Cross. Our baptism calls us to walk in the footsteps of Jesus in our daily living and learning. As a faith community, we believe not only in the power of the Cross, but also in the victory of the resurrection which awaits us all.

The hands reaching out provide our third context. They call to mind Luke's Parable of the Good Samaritan in which the good Samaritan was "moved with compassion," acted as a real neighbour to the traveller who was left for dead. We always journey with others, and often with people who need a helping hand. Our situation at Good Samaritan Catholic College as a faith community, places us in a position to reach out to all, especially those within our community.

Students attending this College come from a variety of backgrounds and nationalities. The College caters for students from a large range of socio-economic and cultural backgrounds. Teachers are committed to providing a holistic education for students, recognising the diversity of their needs, and the importance of students achieving to their potential.

The College is also able to offer Vocational Education courses at the St Joseph's Trades Skill Centre (TSC) that is proudly a part of Good Samaritan community. Along with Good Samaritan students the St Joseph's TSC caters for students in surrounding local Catholic and Independent schools. Courses offered include Automotive, Electrotechnology, Human Services, Construction and Hospitality.

There are clear expectations for students in respect to academic performance, behaviour and presentation. The staff emphasise that each student has both the right and responsibility to learn in a safe and positive environment, and to strive for personal excellence. The wellbeing structures of the College are designed to ensure that this happens.

Student Profile

Student Enrolment

The College caters for students in Years 7 – 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021:

Girls	Boys	LBOTE*	Total Students
695	633	1240	1328

* Language Background Other than English

Enrolment Policy

Sydney Catholic Schools has established and monitors the implementation of the [Enrolment Policy](#). The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the school building levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Sydney Catholic Schools website](#).

Student Attendance Rates

The average student attendance rate for 2021 was 94.87%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
96.14	95.11	95.32	93.65	93.89	95.10

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from College are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the designated Sydney Catholic Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

Student Retention Rate

Of the students who completed Year 10 in 2019, 86% completed Year 12 in 2021.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2021	
% of students undertaking vocational training or training in a trade during the senior years of schooling	51 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

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

The 2021 post school destinations for the Year 12 cohort are broadly indicative of the usual pattern for Good Samaritan Students. The following list indicates the reported categories that the Year 12 cohort entered:

University	61%
TAFE / Apprenticeships / Traineeships	23%
Private College	2%
Workforce	14%

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	149
Number of full time teaching staff	90
Number of part time teaching staff	22
Number of non-teaching staff	37

Total number of teaching staff by NESA category

Teachers at this College are either accredited as conditional, provisional or proficient as defined by the *Teacher Accreditation Act 2004* (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 435 teachers
- Provisional 862 teachers
- Proficient 5406 teachers

Teacher status at individual schools can be sourced directly from the College.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole of school staff days, subject-specific in services, meetings and conferences and a range of professional learning programs provided by Sydney Catholic Schools (SCS). The College takes responsibility for planning, implementing, evaluating and tracking its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Staff Development Days and professional learning in 2021 were again severely impacted by COVID-19 related public health orders. Professional learning was, mostly conducted in an online way and most notably via Zoom.

Scheduled Staff Development Days:

Term 1:

Key Learning Area and Pastoral Care: Collaborative planning.

Term 2:

Differentiation & Adjustment

Terms 3 & 4:

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

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

Staff continuing study is centred on Vocational Training qualifications and Masters level study in Gifted Education and Religious Education. A number of staff also undertook Professional Development in Gifted Education through Gifted Education Online [GEO] courses; GEO 1 and GEO 2.

Catholic Identity and Mission

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Sydney Catholic Schools (SCS) mission is 'to know and love Christ through learning' and our vision is to nurture 'thriving Catholic communities through excellent teaching and learning' giving effect to the Archbishop's Charter for Catholic Schools in the Archdiocese of Sydney. The College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks "To Know, Worship and Love", as authorised by the Archbishop of Sydney.

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation site](#) on the Sydney Catholic Schools website.

Students in Years 6, 8 and 10 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Good Samaritan Catholic College is a diverse, dynamic community confident in the call to develop the gifts of love, justice, mercy, generosity and compassion through the education of young people. We embrace an educational partnership with home and parish which strives to foster compassionate action within our students in their life journey. As a Catholic College, we respond to Christ's challenge to 'become neighbour' and move beyond one's self, as modelled in the parable of the Good Samaritan. We do this by:

Encountering God:

We guide our students to a discovery of the One True Living God through scripture, prayer, liturgy, tradition and parish communities by expanding the Good Samaritan parable so students encounter the real person of Christ.

Promoting Educational Excellence:

We empower students to reach their potential and become lifelong learners through the development of independent and creative thinking within a contemporary context.

Nurturing Individual Growth:

We acknowledge the individuality and dignity of all members of our community and value their gifts. We want all to embrace their uniqueness in God's creation, to grow into the most full person possible and so with confidence become a light to the world.

Being a Samaritan:

We stir within students and all members of our community a choice to see the face of Christ in all people and be a Samaritan, by leading lives built upon love, justice, mercy, compassion and service.

The 2020 SCS Inquiry and Review process reported that, "Good Samaritan Catholic College displays its Catholicity through signs, symbols and iconography and the positive relationships between the local parishes, college leaders, staff, students and families. It is identified within the broader community as an authentic Catholic College."

Curriculum, Learning and Teaching

Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the *Education Act 1990* (NSW) and implements the curriculum requirements of Sydney Catholic Schools. Religious Education is also a mandated curriculum area for all Sydney Catholic Schools. The curriculum provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

The College offers all NSW Education Standards Authority (NESA) mandated courses. Stage 5 electives include Commerce, Drama, Food Technology, Graphics Technology, Industrial Technology (Wood), Information Software Technology, Italian, Music, Photography and Digital Media, Physical Activity and Sport Studies, Textiles Technology, Visual Arts and Visual Design. The College also offers an extensive range of Higher School Certificate (HSC) courses which incorporate board developed courses, board endorsed courses and vocational education courses. The number of students in each of these courses varies according to resources and interest. The school offers HSC extension courses in English, History, Mathematics and Science.

This year, students' learning was enhanced by the continuation of academic class groupings across the junior school (Years 7 to 10). The aim of this approach places students in a specific learning environment to meet their academic needs, enabling them to work at a pace commensurate with their ability.

Particular features of the school's curriculum include:

- a whole-school emphasis on the explicit teaching of numeracy and literacy
- the use of data to inform teaching and learning via the college tracking data base
- a whole-school emphasis on curriculum differentiation to support the individual needs of all students
- the Newman Stream Program for gifted and highly capable students
- an extensive range of vocational education courses offered through St Joseph Trades Skills Centre
- learning support programs
- targeted intervention to support students below the national benchmark in literacy
- transition programs from primary to high school and school to work
- identification and implementation of programs to address the learning needs of students who have English as an Additional Language or Dialect.

Beyond the classroom, students were involved in a broad range of co-curricular activities and initiatives, including internal sport, and sports associated with Macarthur Independent Schools Association and the Combined Catholic Colleges' competitions. Students were able to utilise their talents in the area of drama and music through livestreamed or online recorded performances at Assemblies and Performing Arts Showcase Evenings. The College was also involved in debating and public speaking. Students were supported in their study through after-school homework help, and through a study skills program.

Student Performance in Tests and Examinations

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. 2021 was the first year where SCS Primary schools engaged with online testing for NAPLAN, Secondary schools began online testing in 2019. Analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	34%	26%	16%	22%
	Reading	30%	28%	13%	17%
	Writing	32%	20%	15%	25%
	Spelling	43%	32%	8%	15%
	Numeracy	36%	33%	11%	17%

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	20%	19%	24%	27%
	Reading	16%	21%	23%	24%
	Writing	17%	14%	29%	36%
	Spelling	22%	21%	14%	22%
	Numeracy	23%	22%	14%	18%

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

The results of the 2021 HSC results were most pleasing, with the extended efforts of students and staff climaxing in another year of substantial comparative learning gain. The Good Samaritan cohort of 2021 achieved positive learning growth and competitiveness for the ninth straight year. 63% of subjects were above state average, with nine subjects reaching the statistically noteworthy benchmark of being more than 5% higher than the state average. There was one HSC all-rounder achieving Band 6s in ten units of their pattern of study and 88 Band 6s were also achieved by the group. Concentration on 'Knowing your Learner[s]' has seen enhancements in learning outcomes for our HSC students with a focussed targeting of literacy skills across the whole school. In comparing accumulative Bands 5 and 6, three courses were higher than 10% above the state average and eight were more than 20% above the state average. The highest ATAR achieved was 98.25 and five students received Executive Director's awards for HSC Achievement.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2019		2020		2021	
	School	State	School	State	School	State
English (Advanced)	88 %	62 %	91 %	63 %	88 %	69 %
English (Standard)	35 %	12 %	41 %	12 %	25 %	17 %
English Extension 1	100 %	94 %	100 %	93 %	100 %	94 %
History Extension	100 %	77 %	-	-	100 %	77 %
Investigating Science	-	-	64 %	28 %	65 %	41 %
Legal Studies	50 %	42 %	70 %	40 %	68 %	42 %
Mathematics Standard 2	35 %	24 %	44 %	25 %	59 %	25 %
Studies of Religion I	68 %	46 %	62 %	44 %	39 %	42 %
Studies of Religion II	-	-	-	-	48 %	46 %

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2021, the number of students issued with a RoSA was 6.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

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

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

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Student Management: Suspension, Transfer and Exclusion Policy](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in the [Code of Professional Conduct](#) which applies to all SCS staff. Accordingly, the College does not sanction administration of corporal punishment by College staff and other persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College's website.

Anti-Bullying Policy

Sydney Catholic Schools (SCS) has established an [Anti-Bullying Policy](#) and monitors the implementation of this policy across all systemic schools in the Archdiocese. It provides a framework for school communities to work together to prevent and address issues of student

bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person.

The full text of the [Anti-Bullying Policy](#) may be accessed on the College's website, the administration office or at the SCS website at this [link](#).

Complaints Handling Policy

Sydney Catholic Schools (SCS) has established a [Resolution of Complaints Policy](#) which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. Sydney Catholic Schools (SCS) monitors the implementation of this policy.

The full text of the Resolution of Complaints Policy may be accessed on the College's website, the administration office or at the SCS website at this [link](#).

In addition to this policy, there is also a [policy and procedures for Responding to complaints and allegations related to child protection](#). Catholic systemic schools in the Archdiocese of Sydney are guided by a fundamental mission to provide a safe and supportive environment for each and every student entrusted to our care. These procedures reflect the legislative responsibilities of SCS and demonstrate our commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

Initiatives promoting respect and responsibility

The College's whole-school wellbeing framework clearly articulates the way in which members of the community are called to work together and communicate in a respectful manner. This framework has at its core the notion that all members of the community are entitled to respect, and that with this comes a responsibility to be respectful of others and contribute in a positive way to the community.

A key priority is the ongoing strategic approach to the issue of bullying. Using the Parable of the Good Samaritan as its foundation, the student wellbeing program addresses this complex issue in an age, and at times gender, appropriate manner. Student voice is considered paramount and students and staff complete surveys to provide more extensive data on student wellbeing issues.

The senior student leadership program has been enhanced to broaden student involvement, reflecting the growth in the enrolment numbers. College Vice Captains have been added to student portfolios and the Year 11 leadership group has been expanded to 10 members.

School Improvement

The College implements the Sydney Catholic Schools' Inquiry and Review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. The College's strategic planning and Inquiry and Review cycle is based on the Sydney Catholic Schools Strategic Plan: Thriving Catholic Communities.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's strategic planning processes and informed by the Sydney Catholic Schools Strategic Plan: Thriving Catholic Communities and the Network Strategic Plan. The College engages in an annual evidence-based evaluation of its effectiveness. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the College administrative office.

Key Improvements Achieved

Key improvements and achievements made in 2021 based on the 2020 Inquiry and Review Process and the Annual Improvement Plan included:

Enhancement of the faith formation program, in partnership with the parish, staff, students and families, exploring innovative and meaningful ways to promote Catholic practice and engagement. This was achieved by;

- Piloting the Archdiocesan 10:10 Youth Project
- Establishment of the Christ Chat Group
- Continued development of the Encounter Youth Group
- Establishment of devotional activities in lent and Marian prayer groups

Ensuring a highly cohesive and consistent approach to teaching and elearning through reviewing the current Teaching and Learning Framework and deepening staff understanding of contemporary, detailed pedagogical models and practices. This was addressed by;

- Staff undertaking GEO 1 & 2 Professional learning
- Staff involvement in Masterclasses and Professional Learning Networks
- Collaboration in developing the Good Samaritan Learning Pillars
- Staff Professional Development in HSC and NAPLAN Data Analysis and Differentiation and Adjustments

Implementation of the final stage of the College's current Capital Works Program to develop outdoor learning spaces, increasing the tree canopy, waterproof/shade cover for students and the establishment of a synthetic all weather sports field. This was benchmarked by;

- Consultation with students, staff and Sydney Catholic Schools
- Establishment of a Project Control Group [PCG]
- Appointment of a landscape architect

Other achievements included;

- Continued development of staff capacity in delivering remote learning
- Developing online and livestreamed resources and assessments, including a Final HSC Online Assessment Task
- Completion of the roll out the COMPASS Learning Management System and Finance and Ancestry components

Priority Key Improvements for Next Year

The following strategic intents are significant directions and challenges that the College has identified to pursue in 2022 and are linked recommendations from the 2020 Inquiry and Review, College Annual Improvement Plan and Sydney Catholic Schools' Strategic Plan :

- Enhance the faith formation program, in partnership with the parish, staff, students and families, exploring innovative and meaningful ways to promote Catholic practice and engagement
- Design and implement a whole College wellbeing program to understand and respond to the wellbeing needs of all students, to support the full engagement in the learning agenda and achieve learning success
- A reduction in Bands 1, 2 & 3 from the HSC results of 2021
- Growth in Band 6s from the HSC results of 2021
- Increased number of courses achieving Above the State Average from the results of the 2021 HSC

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has engaged a variety of processes, including the Tell Them From Me surveys to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent satisfaction

In 2021 the College sought feedback from parents via two main avenues, firstly, data gained from the online 'Tell Them From Me' [TTFM] survey instrument that was open for two weeks and, secondly, the COMPASS learning management systems that was in operation for its first full year. Unfortunately due to COVID - 19 public health restrictions, face to face interaction and the opportunity for informal feedback were severely curtailed. However, COMPASS records also indicated that over 11 000 'Communications home specifically regarding remote learning' were instigated by College staff members to connect with parents and carers around the welfare and learning progress of their children in the unparalleled context of learning and teaching occurring in an online way for over a term. From information extrapolated from the TTFM survey responses, and anecdotal evidence from verbal discussion families conveyed strong support of the College's communication, daily operations and pastoral care of the students entrusted to our care in such a difficult paradigm. The ongoing the availability of the TTFM survey in languages other than English will be valuable in our community to broaden the scope of families in this important data gathering exercise.

Student satisfaction

The Good Samaritan student body reported great levels of student approval in the various areas of school life available to them in an interrupted 2021. The participation rate of pupils in co and extra-curricular opportunities are significant pointers in the students' dedication to involvement in College life. Plainly, this year saw many challenges in a pivot to online participation, but, it was the students' ability to be agile that underpinned their resilience in the face of significant adversity. Student viewpoints were captured through the TTFM web-based survey, learning unit appraisals that are completed in all Key Learning Areas and anti-bullying surveys. Once again many large scale community building days were cancelled, although students stated they valued the varied and innovative ways of developing community spirit in the difficult circumstances the year provided. In the TTFM Student Outcomes and School Climate survey, students rated positive student-teacher relations (6.2/10), learning climate (6.2/10), and teachers' expectations for students to succeed (7.3/10) above the norm. These figures would be in line with student experience of living in

and being educated in a Local Government Area severely impacted by lockdowns and the flow on effects socially and emotionally. Students commented on the positive welcome back to school in Term 4, the appreciation of being at school learning and interacting with their peers.

Teacher satisfaction

The TTFM survey data showed that the staff were strongly invested in the College and are very positive about their levels of satisfaction in belonging to the Good Samaritan Catholic and education community. The significant levels of staff participation in the varied student centred activities that were able to be conducted and reimagined in 2021 are testament of their investment to the pupils in extra and co - curricular activities. High worth interactions between staff, students and parents are fundamental to the learning culture at the College. This additionally reinforces the optimistic nature of the staff and the substantial levels of satisfaction they experience in being an essential components of the learning growth of students at the College. Staff also commented positively on their experiences in the new MacKillop and Chisholm Centre rooms that were opened at the completion of the first stage of major capital works project.

Financial Statement

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

School Financial Information for the 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$14,300,952
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$4,171,388
Fees and Private Income ⁴	\$3,968,656
Interest Subsidy Grants	\$90,917
Other Capital Income ⁵	\$544,354
Total Income	\$23,076,267

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$1,601,910
Salaries and Related Expenses ⁷	\$16,613,187
Non-Salary Expenses ⁸	\$5,223,148
Total Expenditure	\$23,438,245

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2021 REPORT