

ANNUAL SCHOOL REPORT 20 24



Good Samaritan Catholic College

401 Hoxton Park rd, HINCHINBROOK 2168

Principal: Mr Pablo Grana

Web: <http://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 'Proprietor' with Catholic Schools NSW (CSNSW) as 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, carers 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 SCS. This Report has been approved by SCS 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

In my first year as Principal of Good Samaritan Catholic College, I have been overwhelmed with the welcome that the community of students, staff and parent/carers has provided throughout the year.

The College leadership team and staff developed the College's Strategic Improvement Plan (SIP). Our three-year SIP includes three long-term goals focused on ensuring we grow our College community through:

- A Christ Centred Catholic Vision and Mission
- Learning Achievement and Growth of all Students
- Improved and Sustained Wellbeing of all Students

The leadership team and staff also developed the 2024 Annual Improvement Plan that focused on three key goals:

1. Enhance the faith formation program
2. Staff will focus on knowing their students and knowing their impact on learning through the application of High Impact Teaching Strategies (HITS)
3. Design and implement a whole College Pastoral Care program

In 2024 we achieved outstanding results in the HSC Examinations ranking in the top 200 schools in NSW (181st) with 58% of students achieving an ATAR of 70 and above. We also had continued improved strong growth in the NAPLAN tests in both Year 7 and 9.

Parent Body Message

In 2024 we saw an increase of opportunities in terms of Parent – College partnership. Events continued to be live streamed, provided by the amazing Media Team, allowing parents and the wider community access to College events when they would be otherwise unable to attend. Events that were attended by parents and broadcast included:

- Opening School Mass & Commissioning of School Leaders
- HSC High Achievers' Assembly
- All College Assemblies
- Year 7 Orientation Information Night 2
- Year 11 Assessment Information Evening
- Year 12 HSC Information Evening
- Holy Week Prayer Service
- Mothers and Fathers Day Mass

- Years 7, 10, 11, 12 Information Evenings
- NAIDOC Assembly
- Good Samaritan Day Mass
- Semester 1 and 2 Parent - Teacher - Student Interviews
- Year 10 Subject Selection Information Evening
- Pantomime Drama Performances
- Year 12 Music, TAS, Art and Drama HSC Showcase
- Year 12 Graduation Mass
- Year 12 Formal
- Year 7 2025 Orientation Night 1
- Year 7 – 10 Awards Evening
- Year 11 Awards afternoon

We thank the College Leadership Team for providing parents a new opportunity through the Parent Advisory Committee (GSCC PAG). The PAG allows us to learn about the strategic direction of the College and provides an opportunity for parents to provide feedback and ideas.

Student Body Message

In 2019, as a new Year 7 year group we focused on learning about our new school through our House System and all of the events that have shaped our lives throughout our six years at this great College.

Throughout our time at GSCC, we focused on becoming Outstanding Good Samaritan people and Outstanding Good Samaritan students through the support of the teachers, support staff and our families.

Our HSC journey has culminated into our preparations for our exams through a focus on personal best and contributing marks to the GSCC HSC Bucket. We are very proud of the achievements of all of our peers and in particular our achievements in both the HSC exams and ATAR outcomes that have placed our year group as one of the highest achieving in the history of our school.

The past six years have proven that the Class of 2024 is more than a class, it's a family, but despite this it is time to go out and grow as individuals. "No matter where your journey takes you and as you walk out of the GSCC gates, always remember that the parable of the Good Samaritan is not just a parable, but a way of life."

School Features

Good Samaritan Catholic College provides a quality Catholic Education by developing outstanding Good Samaritan People and Students. We do this within a learning culture that focuses on personal best for all students in an environment of high expectations with high support. Our staff believe in three principles for student learning; Student at the Centre; Know your Student and Know your Impact.

The school's motto 'Journeying with Compassion', derived directly from the parable of the Good Samaritan, provides the underlying ethos of its mission statement. The College encourages students to grow as individuals by 'Encountering God', 'Promoting Educational Excellence', 'Nurturing Individual Growth' and 'Being a Samaritan'.

Good Samaritan Catholic College is committed to the mission and vision of Sydney Catholic schools through our extensive faith, evangelisation and social justice initiatives that have Jesus and the Gospels at the centre of everything that we do.

The College is committed to providing a comprehensive education that addresses the learning of each individual student and offers a diverse range of curriculum offerings. These include the Newman Gifted Education Program that challenges students through extension opportunities across multiple subjects across Years 7 to 10. The College also offers an extensive range of specialist vocational training courses at the St Joseph Trade Skills Centre, proudly part of Good Samaritan Catholic College. The St Joseph Trade Skills Centre also offers its vocational curriculum to local partner SCS Colleges and is a central hub of vocational learning for Year 11 and 12 students across the South West, Aerotropolis and Horsley Networks.

The co-curricular life of our College offers opportunities for students to participate in Encounter Youth Group, performing arts (music, art, dance, drama), Media Team, debating, public speaking, STEM, Garden Club and extensive internal and external sporting opportunities that support students to compete at state and national level.

A welcoming environment and effective communication processes ensure that parents work in partnership with the College in the education of their sons and daughters. The result is a diverse, dynamic, strong and confident community that is called to develop the gifts of love, justice, mercy and compassion through a quality Catholic education of young people. The college encourages a culture of student leadership across Years 7 to 12.

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 2024:

Girls	Boys	LBOTE*	Total Students
659	658	1192	1317

* 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 and carers 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 2024 was 90.07%. 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
91.77	89.55	87.83	89.37	88.14	93.73

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.

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 2024	
% of students undertaking vocational training or training in a trade during the senior years of schooling	40 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	78 %

Post School Destinations

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

Students post school destinations of the 2024 HSC cohort include:

- University
- TAFE
- Private Colleges or Tertiary Institutions
- Traineeships/Apprenticeships

- Full-Time Employment

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	150
Number of full time teaching staff	78
Number of part time teaching staff	24
Number of non-teaching staff	48

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 1,409 teachers
- Provisional 973 teachers
- Proficient 5,867 teachers

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

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 [RE Online - 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 that 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:

Within students and all members of our community 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.

Our College offers a wide range of evangelising and social justice opportunities led by the GSCC Encounter Youth Group. During 2024, this group of staff and students has been responsible for such events as the St Vincent De Paul Winter Sleepout and many other fundraising events for Catholic based charities, including those linked to our six College houses.

Our College also provided new opportunities to students in experiencing the celebration of the Mass by including a weekly Wednesday morning Mass for two classes to attend at Good Shepherd Parish, Hoxton Park. Whole school Mass opportunities were increased, also with the addition of a Mothers Day and Fathers Day Mass opportunity for parents/carers and students. Parents/Carers and families are invited to all whole school College Masses.

The College Chapel received updates with the installation of Holy Water Fonts and Votive Candles to provide a reverent prayer space for students to access any time of the day. This has seen a large increase in the number of students who voluntarily attend Friday lunchtime Mass.

As a result, Faith and Social Justice opportunities and engagement have increased significantly this year at our 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.

Vocational education and training (VET) opportunities may be accessed by all students. Students may participate in VET delivered at school, or through one of the training centres, or an external provider (EVET), or via a school-based apprenticeship or traineeship (SBAT).

The College offers all NESA mandated courses. Stage 5 electives include Commerce, Drama, Food Technology, Graphics Technology, Industrial Technology (Timber), Computer Technology, Design & Technology, Italian, Music, Photographic 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, and Mathematics. The College also incorporates the St Joseph TSC that offers students in the South - West Network of schools a number of curriculum frameworks, including:

- Automotive
- Beauty
- Early Child Studies
- Electrotechnology
- Events
- Hairdressing
- Human Services
- Hospitality
- Fitness

In 2024 the implementation of the curriculum reform in English and Mathematics occurred at the College. The Curriculum Reform aims to provide students with strong foundations of knowledge, capabilities and values to be lifelong learners.

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 database
- a whole-school emphasis on curriculum differentiation to support the individual needs of all students
- the Newman Program for gifted and highly capable students
- an extensive range of vocational education courses offered through St Joseph TSC learning support programs
- the continued development of a Specialist Support Class for students with moderate intellectual and complex disabilities in Stages 4 and 5
- 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 SCS Sport 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

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- **Exceeding:** The student's result exceeds expectations at the time of testing.
- **Strong:** The student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** The student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Good Samaritan Catholic College for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	66%	61%
	Reading	70%	67%
	Writing	72%	65%
	Spelling	81%	72%
	Numeracy	73%	67%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	59%	55%
	Reading	67%	63%
	Writing	71%	61%
	Spelling	80%	72%
	Numeracy	63%	63%

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 2024 HSC results were outstanding, with the extended efforts of students and staff climaxing in another year of substantial comparative learning gain and a total of 527 band 5's and 6's.

The Good Samaritan cohort of 2024 had an overall HSC growth rank of third across all SCS schools. There were two HSC all-rounders achieving Band 6s in ten units of their pattern of study and 118 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. The 2024 cohort had 16% of the ATARS above 90, 39% with ATARS above 80. Good Samaritan had 20.6% of its subjects above typical HSC growth, compared with the 12.9% SCS average and ranked in the top 200 schools in NSW moving to a ranking of 181.

The highest ATAR achieved was 97.70 and one student received the Executive Director's awards for HSC Achievement. Additionally, three students placed first in the Sydney Diocese in Information Processes and technology, Investigating Science and Automotive (VET), HSC examinations.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2022		2023		2024	
	School	State	School	State	School	State
Ancient History	20 %	34 %	45 %	33 %	56 %	37 %
Business Services Exam	13 %	32 %	41 %	27 %	67 %	29 %
Community & Family Studie	45 %	33 %	59 %	36 %	54 %	36 %
English (Advanced)	73 %	67 %	76 %	67 %	83 %	68 %
English (Standard)	27 %	15 %	22 %	13 %	29 %	13 %
English Extension 1	100 %	93 %	100 %	94 %	100 %	96 %
English Extension 2	100 %	85 %	100 %	86 %	100 %	87 %
Food Technology	25 %	30 %	-	-	41 %	32 %
Legal Studies	59 %	41 %	34 %	43 %	79 %	44 %
Mathematics Advanced	36 %	49 %	25 %	50 %	69 %	50 %
Mathematics Extension 2	-	-	100 %	86 %	100 %	86 %
Mathematics Standard 2	52 %	29 %	42 %	32 %	41 %	29 %
Modern History	57 %	34 %	53 %	35 %	69 %	39 %
Music 2	-	-	-	-	100 %	84 %
Studies of Religion I	51 %	41 %	46 %	49 %	50 %	44 %
Studies of Religion II	44 %	46 %	58 %	46 %	70 %	47 %
Visual Arts	78 %	66 %	75 %	66 %	76 %	67 %

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College pastoral care and student wellbeing policies, guidelines and procedures are informed by the [SCS 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 foundation for effective learning in all Catholic school settings.

The ASWF is based on evidence that demonstrates the strong association between safety, wellbeing and learning. The framework recognises five elements that are key to supporting the whole school community to build and maintain safe, positive relationships and wellbeing: leadership, inclusion, student voice, partnerships and support.

The ASWF is complemented by the Be You Framework, a national initiative for educators, aimed at promoting and protecting positive mental health in children and young people. The integration of both frameworks supports SCS school communities to provide every student with the strongest foundation possible for them to reach their aspirations in learning and in life. The combination of these two national frameworks for wellbeing assist our school with planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing.

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 policy and procedure was updated in 2023 and shows the changes in the responsibilities of student management. 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 the 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) released the updated [Prevention and Management of Student Bullying Policy](#) in 2023 which was streamlined to provide further clarity on the roles and responsibilities of all staff across all systemic schools in the Archdiocese. The Policy

provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships. SCS staff will work in partnership with parents and carers who have an integral role to play in the prevention and resolution of bullying.

The full text of the [Prevention and Management of Student 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 a [Resolution of Complaints Policy](#) which is implemented by our school and all systemic schools in the Archdiocese. The policy recognises that within the reality of the schooling experience, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. The purpose of this policy is to enable SCS to respond effectively to complaints, ensure complaints are resolved in a fair and timely manner and make sure that complainants understand how their complaints will be managed. 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, the [Child Protection: Responding to Allegations and Complaints Against SCS Staff Policy](#) was reviewed and updated in 2023 to reflect changes in the legislative framework and new national Child Safe Standards. 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.

Community Satisfaction

The opinions and ideas of all stakeholders in the educational process, which includes parents, carers, students, and teachers, are not only valued but eagerly sought after. These insights form an integral part of planning strategies designed to facilitate improved outcomes for students. The belief that every stakeholder has a unique perspective is central to our approach. This year, the College has taken proactive steps to ensure this collaborative approach stays robust and efficient.

Among the various processes engaged by the College, a prominent one is the implementation of the 'Tell Them From Me' surveys. This innovative survey tool has been used as an effective medium to gather information about the level of satisfaction among parents, students, and teachers with respect to the College. The surveys provide a platform for all stakeholders to voice their views, express their concerns and suggest possible improvements.

These inputs play a crucial role in shaping policies and strategies, ensuring they align with the expectations and requirements of all involved. The ultimate goal is to create an enriching, conducive learning environment that stimulates the intellectual curiosity of students while also meeting the expectations of teachers and parents. By giving everyone a voice, we aim to make education a collaborative journey that values everyone's contribution. Through this ongoing commitment to engagement, we continue to strive for excellence in education, fostering a sense of community among students, parents, and teachers alike.

Parent satisfaction

Through the Tell the From Me (TTFM) survey tool, parent feedback and satisfaction is seen through the following results:

- In the area of **Catholic Mission and Identity**, the College has seen an increase in parent satisfaction through the following:
 - *Expression of Prayer and Liturgy*
 - *The College supports an Understanding of the Catholic Faith*
 - *Social Justice*
- In the area of **School Culture**, the College has seen an increase in parent satisfaction through the following:
 - *Parents Feel Welcome*
 - *School Supports Positive Behaviour*
 - *The School is Safe*
 - *Teachers have High Expectations*
 - *Parents are Informed*
 - *Parents Support Learning at Home*

- In the area of **Teaching and Learning**, the College has seen an increase in parent satisfaction through the following:
 - *Child is Encouraged to do Their Best*
 - *Child is Expected to pay Attention*
 - *Teachers Maintain Control of the Class*
 - *The School Supports Learning*

Student satisfaction

Through the Tell the From Me (TTFM) survey tool, student feedback and satisfaction is seen through the following results:

- In the area of **Catholic Mission and Identity**, the College has seen an increase in student satisfaction through the following:
 - *Expression of Prayer and Liturgy*
 - *Appreciating the Catholic Faith*
 - *Knowing the Charism*
 - *Social Justice*
- In the area of **School Culture**, the College has seen an increase in student satisfaction through the following:
 - *Positive Teacher-Student Relationships*
 - *Classroom Discipline*
- In the area of **Teaching and Learning**, the College has seen an increase in student satisfaction through the following:
 - *Advocacy at School*
 - *Relevance of Teaching*

Teacher satisfaction

Through the Tell the From Me (TTFM) survey tool, teacher feedback and satisfaction is seen through the following results:

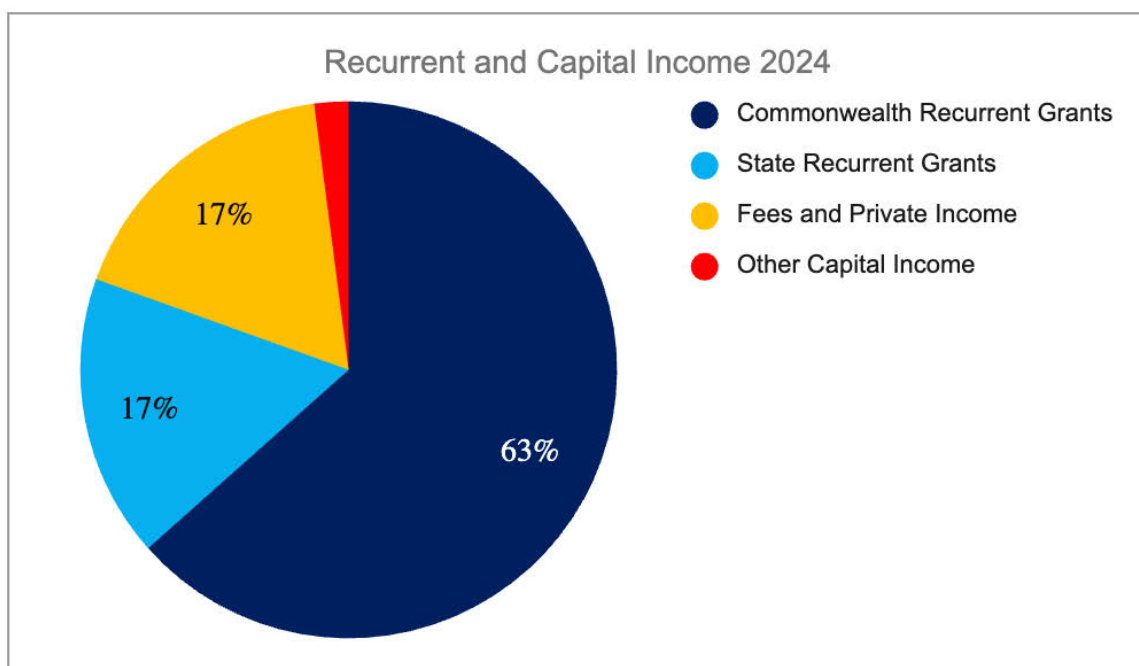
- In the area of **Catholic Mission and Identity**, the College has seen an increase in teacher satisfaction through the following:
 - *Expression of Prayer and Liturgy*
 - *Appreciating the Catholic Faith*
 - *Promoting the Charism*
 - *Student Voice in Social Justice*
- In the area of **School Culture**, the College has seen an increase in teacher satisfaction through the following:
 - *Safe and Orderly School Environment*
 - *Parents are Invited to Opportunities*

- In the area of **Teaching and Learning**, the College has seen an increase in teacher satisfaction through the following:
 - *Students are Engaged*
 - *Inclusivity*
 - *Discussing Learning Goals*
 - *Helping Students Set Challenging Learning Goals*
 - *Planned Learning Opportunities*
 - *Use of Technology*
- In the area of **Instructional Leadership**, the College has seen an increase in teacher satisfaction through the following:
 - *Collaborative Culture*
 - *Supportive Leadership*

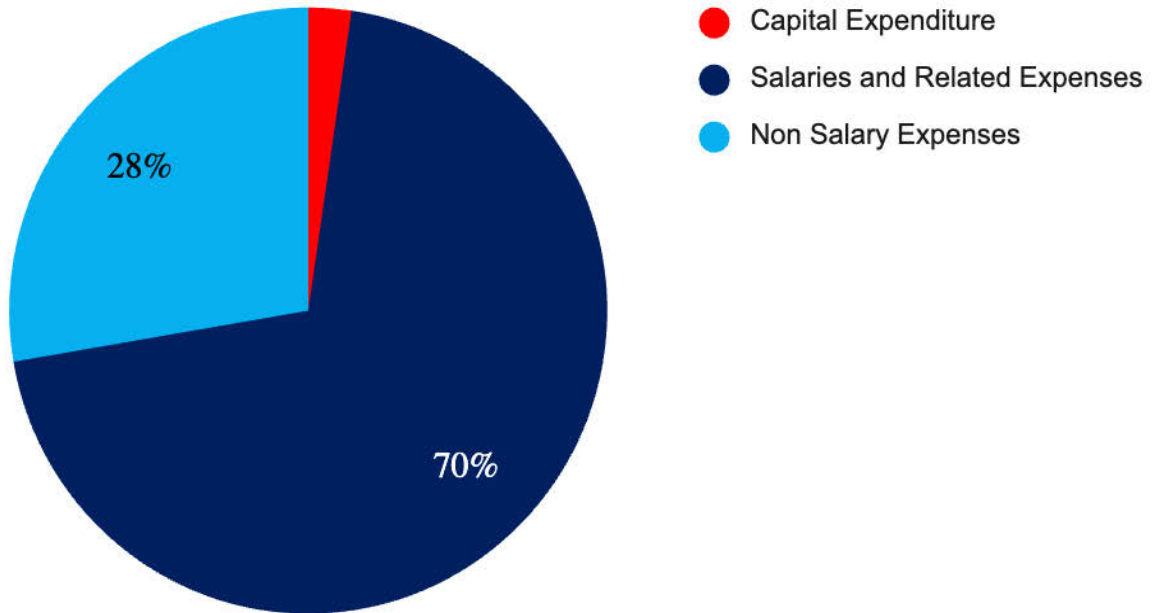
Financial Statement

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 2024 year is detailed below:



Recurrent and Capital Expenditure 2024



END OF 2024 REPORT