Annual School Report
2012

Good Samaritan
Catholic Primary School
FAIRY MEADOW
About This Report

Good Samaritan Catholic Primary School, Fairy Meadow is registered by the NSW Board of Studies (BOS) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is 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 regarding School Review & Improvement 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 Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2013.

Further information about the school or this Report may be obtained by contacting the school:

Good Samaritan Catholic Primary School
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Fairy Meadow NSW 2519
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Fax: (02) 4226 5311
Email: info@gsfmdow.catholic.edu.au
Website: www.gsfm.dow.catholic.edu.au

Parish Administrator: Fr Ron Peters
Principal: Mr John Walsh
Date: 14 December 2012
Vision Statement

We are a Catholic community inclusive and compassionate, promoting quality learning journeying with Jesus, drawing all into the heart of God.

Message from Key School Bodies

Principal’s Message

At Good Samaritan Catholic Primary School, we believe that learning is meaningful and effective when Gospel values are present, individual differences are accepted and valued and where the spiritual academic, physical and emotional needs of students are met within the context of strong relationships. In teaching and learning a variety of thinking and processing styles are employed to meet the diverse needs of the learner. In 2012 St John Vianney’s School amalgamated with St Francis Xavier’s School. This amalgamation, which has been a long and detailed process, brought challenges and enormous opportunities to the new community that is now Good Samaritan Catholic Primary School. The schools’ communities became one to continue the proud tradition of Gospel values, quality teaching and learning, meeting the needs of all children irrespective of their learning needs in an inclusive school setting.

Our commitment to prayer and involvement in the liturgical life of the Church is central to life in our Catholic school. The words of our school song “Moved to Compassion” encourage us to continue to be living witnesses to Jesus Christ.

Highlights this year include outstanding National Assessment Program Literacy and Numeracy (NAPLAN) results, the warm collaboration of the staff, the provision of new buildings for the new school made possible by Building the Education Revolution (BER), the introduction of School Wide Positive Behaviours for Learning (SPB4L) and the generous and enthusiastic participation of staff members at Professional Development Courses. The introduction of the Learning Support Centre, Art room, Performing Arts and Stage 3 Band in the Parish Hall and Technologies for 21st Century Learning have been successful initiatives.

Parent Involvement

The Parents & Friends Association (P&F) for Good Samaritan School was newly elected in June 2012. The structure of the committee includes a President, Vice President, Treasurer and 2 Secretaries. The elected committee will hold their positions until the end of 2013. Supporting the Parents & Friends Association are fundraising committees.

The fundraising events throughout the year included Mothers’ and Fathers’ Day stalls, car parking, Walk-a-thon and our inaugural Community Fair. The P&F also provided a free sausage sizzle to all students during Book Week. All of the events were successful, providing additional funds to Good Samaritan Catholic Primary School for the purchase of new technology and furniture for Years 4 and 5 classrooms.
Many parents provided their valuable time in supporting all our fund raising events, I would like to personally thank them for their support.

Looking forward, 2013 events planning have started. I look forward to working with all the parents and friends of the school, with the objective of providing support to the Principal, staff and students.

Parents and Friends Association, President

Student Leadership
All year 6 students at Good Samaritan School were leaders. Good Samaritan had nine different leadership groups which include: the House Captains, Stewardship leaders, Social Justice leaders, Liturgy leaders, Assembly leaders, Library leaders, Creative Arts leaders, Hospitality leaders and Technology leaders. Every leadership group had responsibilities such as: helping at school carnivals, making sure our school environment was clean and tidy, preparing for assemblies and liturgies, raising funds for the less fortunate in our society and assisting with the social functions at the school. At Good Samaritan we know that, as student leaders, we all play an important part in helping all the children in our school.

School Leaders

School Profile

School Context
Good Samaritan Catholic Primary School is a Catholic Systemic co-educational school located in Fairy Meadow. The school caters for students in years K-6 and has a current enrolment of 501 students. Good Samaritan School was formed from the amalgamation of St Francis Xavier and St John Vianney Schools and opened in January 2012.

The school vision, “We are a Catholic community inclusive and compassionate, promoting quality learning journeying with Jesus, drawing all into the heart of God”, underpins our school culture and values. The school aims to develop compassionate students who actively live their faith in a meaningful way so that they can change the world for the better, treat themselves, others and the environment with respect and be independent thinkers, problem solvers and develop a life long love of learning.

The main role of the school is to support parents as the prime educators of their children, academically as well as spiritually, emotionally, socially and physically. The school therefore aims to provide quality learning and teaching within a Catholic culture and environment where the individuality and uniqueness of all its members are recognised and valued.
Student Enrolments

<table>
<thead>
<tr>
<th>2012 Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>Girls</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Indigenous</td>
</tr>
<tr>
<td>LBOTE</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website [www.gsfm.dow.catholic.edu.au](http://www.gsfm.dow.catholic.edu.au) and the CEO website [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Diocesan Policy in 2012.

Student Attendance

<table>
<thead>
<tr>
<th>2012 Attendance (%)</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>91.0</td>
<td>94.8</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.5</td>
<td>92.7</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.2</td>
<td>93.7</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.6</td>
<td>91.7</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.5</td>
<td>93.2</td>
</tr>
<tr>
<td>Year 6</td>
<td>88.0</td>
<td>89.3</td>
</tr>
</tbody>
</table>

Management of Student Non Attendance

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

Non-attendance at Good Samaritan school is recorded daily on class rolls. In the event of a student not providing a reason for the non-attendance on their return to school, a note is sent home with the student specifying the dates of non-attendance and requesting parent/guardians to provide reasons. Students who are taking planned leave for more than 5 school days are required to complete an exemption form prior to their leave, providing details of the leave.
Staffing Profile

There are a total of 34 teachers and 15 support staff at Good Samaritan Catholic Primary School. This number includes 18 full-time and 16 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

Teacher Attendance and Retention

The average daily teacher attendance rate for 2012 was 96.38%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 is not applicable as this is the first year for Good Samaritan School.

Professional Learning

During 2012, Good Samaritan personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:
A. Good Samaritan whole school Staff Development Days involving 30 staff. These days focused on:
   • Vision and Mission of the school;
   • Training staff in dealing with Anaphylaxis and Epilepsy; and
   • Spirituality Day at Varroville.

B. Other professional learning activities provided at school level including Catholic Education Office (CEO) run courses:
   • Supporting students with special needs – whole staff;
   • SPB4L – whole staff;
   • Using Smartboards effectively – whole staff;
- Using iPads in the classroom - whole staff;
- Supporting students with Occupational Therapy needs – whole staff;
- Gifted Education – whole staff;
- Leading Literacy and Numeracy – 2 teachers; and
- Best Start - Kinder Teachers.

The average expenditure by the school on professional learning per staff member was $142. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of $1 078.

Catholic Life & Religious Education

The parable of the Good Samaritan has been a focus of Good Samaritan Catholic Primary School during 2012. Compassion has been our guiding value and has been embedded in all relationships, policies and school rules. The beginning of the Year saw each class engage in learning activities related to the parable of the Good Samaritan.

The students participated in formal Religious Education lessons each day with an emphasis on story telling that allowed the children to become active participants in their faith. Weekly class Masses and frequent whole school celebrations supported this knowledge.

The relationship between the school, Parish and Pastoral Region grew and was enriched through the school’s participation in weekly Mass, Holy Week activities and the Lumen Christi Pastoral Region Mass. The students and teachers of the school joined the Parish choir for several important celebrations. This provided a link for the children into their role as a member of the Parish community.

The school community supported the Sacramental life of the Pastoral Region through the collaborative organisation of the three Sacramental programs. Each program was implemented with the assistance of parents and staff and the school community hosted the Pastoral Region Retreat Day for each Sacrament.

A highlight of the year was the blessing and opening of the new school buildings by the Bishop of Wollongong. The Director of Schools for the Wollongong Diocese attended this ceremony along with representatives from the Sisters of the Good Samaritan of the Order of St Benedict, the Federal Member for Cunningham, the State Member for Keira and the Lord Mayor of Wollongong. Staff from the Wollongong Catholic Education Office and local Catholic schools also attended as our school community celebrated this significant occasion with prayer and morning tea.

Our Year 6 leaders encouraged all in the school to share their time, talent and treasure to raise funds to assist others within the wider church community. $1 300 was sent to Project Compassion and $237 was sent to Catholic Mission. The school community with great support from the parents also raised $2 674 for Batten’s disease and $110 for the Cancer Council.
Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2012. The school cohort in 2012 consisted of 59 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and 65 completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary, Mother of God: First Among the Saints* and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending. Students at Good Samaritan School showed a high level of performance in their knowledge of the qualities of a Saint and displayed a significant level of knowledge about St Mary of the Cross MacKillop and the Sacraments of Initiation. Students showed a need for improvement in their knowledge of the characters and stories of the Old Testament.

For Part A, 20.3% of students were placed in the developing level, 66.1% in the achieving level and 13.6% were in the extending level.

For Part B, 6.5% of students were placed in the developing level, 82.3% in the achieving level and 11.3% were in the extending level.

Combining Parts A and B, 16.1% of students were placed in the developing level, 75% in the achieving level and 8.9% were in the extending level for Religious Literacy.
Financial Summary

In the 2012 school year, $18,400 was spent on IT equipment. This included a new office computer, 30 iPads, 2 printers and a cart for storing and charging iPads. The school also purchased new classroom furniture at a cost of $12,516 and new hall furniture, costing $1,350. The school also invested in a new Good Samaritan noticeboard at a cost of $1,544.

The following graphs reflect the aggregated income and expenditure for Good Samaritan Catholic Primary School, Fairy Meadow for the year ended 31 December 2012. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

Student Welfare

Introduction

Student welfare encompasses the spiritual, physical, academic, social and emotional well-being of the whole child. Good Samaritan is committed to recognising, valuing and developing each student as a total and unique person.

Pastoral Care

The School Wide Positive Behaviours 4 Learning (SPB4L) Framework that focuses on establishing a safe and predictable school environment is the basis for the Behaviour Management Policy implemented at Good Samaritan. This framework supports long-term
success, both socially and academically and aims to explicitly teach expectations for positive behaviour in K-6, both in the non-classroom and classroom settings.

At Good Samaritan there is a whole-school fortnightly focus on specific values and desirable behavioural attributes that are promoted at assemblies and within the school newsletter. Students identified as displaying these values receive a Values Award at the Award assembly. A school merit system also acknowledges positive student behaviour and student achievement in the Key Learning Areas.

“Helping Hands” are distributed to students in the playground for following our three core school rules: Be Safe, Be Responsible and Show Respect. When, as a school, a target number of Helping Hands is reached, the whole school receives a reward.

A buddy system exists between Kindergarten and Year 6 that assists the younger students with their introduction to primary schooling and provides them with mentors and a support system.

As part of the National Safe Schools Framework, Good Samaritan places due emphasis on the importance of attending to Workplace Health and Safety issues as soon as they are identified. Most matters are attended to by the employment of regular maintenance personnel. Suitably accredited trades people are employed accordingly.

The CatholicCare counsellor worked in our school twice a week and provided student counselling when required. The counsellor also supported students and parents with difficulties as well as guiding parents and staff with welfare issues.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents *Maintaining Right Relationships* and *Safe Work Environment* are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan *Complaints Handling Procedures* forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2012.

In compliance with the *NSW Reform Act 1990*, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.
Learning and Teaching

Introduction

Good Samaritan Primary School is an authentic Catholic Community of faith, justice and learning, which provides a quality learning and teaching environment for all. Classroom practices, strategies and structures aim to enable students to reach their full potential. This year, being the inaugural year for the school, there have been many initiatives designed to create enriching learning experiences.

Curriculum & Pedagogy

In 2012, Good Samaritan school’s priority has been the smooth amalgamation of two schools into one. We have also focused on quality practice in both literacy and numeracy through the implementation of new guidelines, focusing on aspects of effectiveness, from the Catholic Education Office.

A major focus has been in the area of the Pastoral Care of all students to ensure quality teaching and learning. Staff from the Catholic Education Office has provided support to enhance our ability to be an inclusive school where the needs of all children are identified and catered for. The model for Good Samaritan school is one where existing and new children with identified special needs are given every opportunity to build quality relationships with each other.

Assessment and Reporting

A wide range of assessment strategies are utilised on a daily basis within each class so as to monitor student progress. Assessment of learning and assessment for learning is planned collaboratively by teachers within each Stage and Grade area. Learning progress is reported to parents formally and informally during the course of the year. At the end of Term 1 and Term 2 student achievement is reported to parents in the context of an A-E grading Report. The written report and accompanying parent teacher interviews are undertaken in the context of Commonwealth and State Government and Diocesan reporting guidelines.

Year 3 and Year 5 students participate in the National Assessment Program Literacy and Numeracy (NAPLAN). Data from NAPLAN is utilised within the school to address the learning needs of students, establish learning growth patterns and inform learning achievement targets.

Year 4 students participated in the Religious Literacy Assessment Task combining their knowledge of their faith with Technology and the Creative and Practical Arts.
Integration

Various forms of curriculum integration occur across the school from Kindergarten to Year 6. Nominated aspects of Key Learning Areas are integrated together so as to make learning purposeful and connected for students. For example, in relation to Religious Literacy Year 4 were able to integrate key components of Religious Education with Creative Arts and English.

Technology Supporting Learning

A wide range of technology is used throughout the school to support learning. Nineteen interactive whiteboards are utilised from Year K to Year 6 in all Key Learning Areas. The interactive whiteboards are used to introduce new concepts, consolidate learning and support learning intervention. Laptops are utilised across the school to enhance and support learning in various Key Learning Areas. The laptops are used by students for research purposes, enrichment tasks, and communication and for the presentation of new learning. Various types of digital cameras along with a range of web based resources are used by students to assist with multi-media presentations. Three Interactive Whiteboards were purchased this year to further develop the integration of Information Technology. There are currently 58 iPads used in the school.

Cross Curriculum

A range of literacy strategies are incorporated into all Key Learning Areas but are primarily centred within the context of the English Block. School Support Officers and class teachers collaborate regularly so as to implement literacy intervention for all students in need across the school. Each class has implemented the use of the Dalwood Spelling Test and some have begun using the Probe Comprehension Program. This program will be used more consistently across the school in 2013.

Kindergarten Teachers were all fully trained in the Best Start Program for assessing and monitoring the children. This will be continued in 2013 by the Year 1 teachers as they use the same Clusters from the Literacy continuum in order to plot children’s progress.

Numeracy Strategies

The further development of numeracy skills has been an on-going priority across the school during 2012. Each teacher continues to focus on the implementation of quality Mathematics Sessions which incorporate clearly defined elements including: Number Sense, Introduction, Consolidation and Reflection. A Math’s session for parents was run by staff in order to inform parents more fully on current Mathematical strategies used in class.

Indigenous

The Acknowledgement of Country Statement which recognises the traditional owners of the land where the school is situated continued to be a feature of school assemblies.
Meeting the needs of all students

Once a week, a Learning Support Committee met with the teachers of particular children exhibiting learning or behavioural needs in the classroom to consider the best possible implementation of support. Some of these children have identified learning problems and funding is used to support their learning.

The Reading Recovery Program, a literacy intervention program for students experiencing difficulty in the early acquisition of literacy skills, enabled 16 Year One students to be successfully discontinued from the Program this year.

Other opportunities

The Edmund Rice School Band entertained the students by performing a variety of songs during their annual visit.

Good Sam Factor, our school Talent Quest was a highlight of Term 4 with a total of 130 students participating.

Students also participated in Grandparents’ Day, Catholic School Week, Book Week and our Official School Opening in August. We were also active participants in Clean Up Australia Day, as well as listening to a number of invited guest speakers.

Multicultural - students in Year 2 and Year 5 have been able to attend Italian lessons. This initiative allows the students the chance to learn basic words and sentences in Italian as well as learning more about Italian culture.

Special Education Needs

Individual Education Learning Plans (IEPs) were developed using the Diocesan planning tool for students who received additional funding to support their learning. Regular meetings were held with parents to inform and discuss their child’s progress.

Gifted Education

This year Good Samaritan implemented the Diocesan Model for Gifted Education to guide our philosophy and practice in the area of Gifted Education. This has involved building a shared understanding of Gifted Education and implementing a formalised identification process in the second half of 2012 using the Diocesan support documents. Teachers have participated in several staff meetings and have been exposed to the new Diocesan Gifted Education Model and the related support documents. The school has also drafted its Gifted Education Policy and aligned it closely with Diocesan guidelines. Education for other stakeholders (parents/caregivers) in the area of Gifted Education was provided in the form of an information session as well as Newsletter articles. In Term 3 students from Years 3-6 sat the Australian Council Educational Research (ACER) General Achievement Test. Students who performed in the top 3 stanines were then tested using the Slosson Intelligence Test.
This year students at Good Samaritan entered the UNSW Competitions in the areas of Writing, Spelling, Mathematics, English, Science and Computer Skills. Year 5 & 6 students competed in the Public Speaking Competitions at both the regional and Diocesan levels and a Year 5 student at Good Samaritan won the Diocesan final.

**Diversifying Learning**

Teachers at Good Samaritan use a variety of methods to assess the levels of student learning. This then allows for modification of the curriculum to meet the diverse needs of students. This can include ability grouping in the regular classroom, varying the pace of delivery of the curriculum, personal interest projects or inquiries or replacement of core class work.

**Expanding Learning Opportunities**

Learning and Teaching within the school has continued to be enhanced by the use of Information, Communication and Learning Technologies (ICLT). The students were regularly given the opportunity to improve their computer knowledge and skills, whilst completing carefully designed technology tasks. The purchase of a number of iPads, enabled students to further integrate technology into their classroom learning experiences and Stages 1, 2 and 3 students became proficient at using interactive whiteboard technology. The school’s web page is updated regularly and is widely used by the parents and the community to access information. Continued financial support provided by the Parents and Friends Association ensured that resources in this area were maintained, which had a direct benefit on learning and teaching outcomes for students.

In 2012 students participated in school, Regional, Diocesan and MacKillop sports carnivals in swimming, athletics and cross-country. Three students represented New South Wales in netball, cricket and golf at the School Sport Australia Championships. The Junior Girls 4 x 100 metre relay team, Junior Boys 4 x 100 metre relay team, Junior Girls 4 x 50m swimming relay team and 6 other students represented MacKillop at NSW PSSA Carnivals. Stage 2 and Stage 3 students participated in Sport Gala Days including soccer, cricket, and netball. Students were also given the opportunity to compete in Diocesan Selection Trials. Other sporting events students participated in included:

- NSW Mark Taylor Shield Cricket Competition;
- Paul McGregor and Rod Wishart Rugby League Shield;
- Dragon Tag; and
- Coaching clinics run by local sporting organisations.

Students from all classes across the school participated in a theatre group called ‘Theatre in Good Samaritan”, (THINGS’). This culminated in the group performing a play titled ‘Once Upon a Time’.

A Year 5 and a Year 6 student representative were selected to compete at the Catholic Development Fund (CDF) Diocesan Public Speaking Competition. This provided a wonderful
opportunity for all Stage 3 students, as it allowed them to display their talents in this area. The Year 5 representative was the overall winner of the CDF Diocesan Public Speaking Competition.

**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

**NAPLAN**

The National Assessment Program Literacy and Numeracy (NAPLAN) assess aspects of Literacy and Numeracy in Years 3 and 5. It provides valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students.

As this is the first year of NAPLAN for Good Samaritan School, it is not possible to compare results. However, it is obvious that the students performed very well in both Year 3 & Year 5. In Year 3, the majority of students were in the top 2 bands for all aspects of Literacy and the main areas for improvement related to Grammar and Punctuation and Measurement areas in Maths.

**Student Achievement in Bands**

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**
<table>
<thead>
<tr>
<th>NAPLAN 2012: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>13%</td>
<td>29%</td>
</tr>
<tr>
<td>National</td>
<td>14%</td>
<td>37%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>2%</td>
<td>23%</td>
</tr>
<tr>
<td>National</td>
<td>8%</td>
<td>44%</td>
</tr>
<tr>
<td>Spelling</td>
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<td></td>
</tr>
<tr>
<td>School</td>
<td>5%</td>
<td>44%</td>
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<tr>
<td>National</td>
<td>13%</td>
<td>41%</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>School</td>
<td>2%</td>
<td>29%</td>
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<td>National</td>
<td>13%</td>
<td>36%</td>
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<tr>
<td>Numeracy</td>
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</tr>
<tr>
<td>School</td>
<td>4%</td>
<td>63%</td>
</tr>
<tr>
<td>National</td>
<td>16%</td>
<td>49%</td>
</tr>
</tbody>
</table>

**Student Achievement of National Minimum Standard**

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.
Parent, Student and Staff Satisfaction

The school community had the opportunity to provide input into areas affecting the education and general functioning of Good Samaritan School. A high percentage of the parent, student and staff surveys were returned and the results collated.

From a parent perspective, Good Samaritan School is highly effective in developing knowledge and understanding of the Catholic tradition, providing a safe and supportive environment, offering a range of co-curricula activities and communicating information about activities and events. A small percentage of parents (1.2%) are concerned about the information they receive regarding their children’s progress whereas most parents are happy with the way the school strives to meet the learning needs of the children and challenges them to maximise their learning.

The staff at Good Samaritan overwhelmingly believes that students are assisted in developing their knowledge and understanding of the Catholic tradition, are challenged to maximise their learning and are provided with a safe and supporting environment. The students surveyed strongly agree with this and go on to say that they are proud of their school and know that there are always people they can approach if there is a problem.

The school community have indicated that a friendly working environment exists at Good Samaritan and employees see themselves as working effectively as a team. Positive relationships exist among staff and the majority of staff felt appreciated and recognised for the contributions they have made at work. A high percentage of staff felt that they had the opportunity to improve their skills and grow during the course of their work throughout the year.
School Review and Improvement

School Review and Improvement is an on-going process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2012:

As this was the first year for Good Samaritan Catholic Primary School, there was a modified School Review and Improvement Plan that centred on establishing policies and procedures for the new school. As such, the following elements were addressed:

- **Key Area 1: Catholic Life and Religious Education**
  1.1 Vision and Mission
  To develop a mission statement that will inform school policy and practice

- **Key Area 2: Students and their Learning**
  2.5 Pastoral Care
  The SPB4L framework is used to develop and implement the Pastoral Care Policy. The student leadership model was developed following an evaluation of the interim 2012 model and consultation with students and staff.

- **Key Area 3: Pedagogy**
  3.2 Provision for the Diverse Needs of Learners
  DLN and special project funding and criteria were used to develop and implement the Learning Support Model.

- **Key Area 6: Parents, Partnerships, Consultation and Communication**
  6.1 Parent Involvement
  A new model of P&F is developed for Good Samaritan school.
School Review and Improvement components to be reviewed and rated in 2013:

- **Key Area 2: Students and their Learning**
  
  2.1 Educational Potential: the development of individual learning goals and tracking sheets for gifted students.
  
  2.2 Rights and Responsibilities: the continued development and implementation of SPB4L practices and procedures.

- **Key Area 3: Pedagogy**
  
  3.2 Provision for the diverse needs of learners
  
  3.3 Teaching Practices
  
  Whole school focus in response to the 2012 NAPLAN results in Literacy and Numeracy, as well as differentiation of learning for all students with diverse and complex learning needs, in an inclusive setting.
  
  3.7 Professional Learning
  
  The development of an understanding of the new Australian Curriculum in English and Mathematics.

- **Key Area 5: Resources, Finances and Facilities**
  
  5.1 ICT Resources
  
  The development of a strategic plan for the purchase, use and curriculum application of ICLT Resources.