About This Report

Good Samaritan Catholic Primary School, Fairy Meadow is registered by the Board of Studies NSW 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 Annual Action Plan.

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 Board of Studies NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the Board of Studies NSW, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2014.

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

Good Samaritan Catholic Primary School
PO Box 147
Fairy Meadow NSW 2519
Ph: (02) 4226 6577
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: 20 December 2013
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 School amalgamated with St Francis Xavier’s School. This amalgamation, which has been a long and detailed process, brought challenges and enormous opportunities for the community of Good Samaritan Catholic Primary School. The schools’ communities became one to continue the proud tradition of Gospel values brought to life through quality Learning and Teaching Programs that have met the needs of all children irrespective of their learning needs in an inclusive school setting. Now two years on, the feedback from the parent and Parish community in regards to Good Samaritan is very positive.

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 included outstanding National Assessment Program Literacy and Numeracy (NAPLAN) results, the warm collaboration of the staff, the provision of a new toilet block, shade structure and refurbished canteen, the consolidation of School Wide Positive Behaviours for Learning (SPB4L) and the generous and enthusiastic participation of staff members at Professional Development Courses. 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. Overall we have had a very successful year, in learning, in sports events, the Arts and Music, Gifted Education, Best Start Program and Learning Support.
Parent Involvement

Many parents provided their valuable time in supporting all our fund raising events. I would like to personally thank them for their support. The fundraising events throughout the year included Mother’s and Father’s Day stalls, Easter raffle, car parking and our annual Community Fair. All of the events were successful, providing additional funds to Good Samaritan Catholic Primary School for the purchase of new technology and providing a shaded structure over our assembly area.

During the year the Parents and Friends Association (P&F) also focused on building upon an already strong school community by supporting Book Week, our annual disco, First Holy Communion, Year 6 Dinner and finishing the year off with an inaugural movie night.

Looking forward, 2014 events planning has started. I look forward with all the parents and friends of the school, to providing support to the Principal, staff and students.

President, Parents and Friends Association

Student Leadership

Every Year 6 student at Good Samaritan Catholic Primary School was a leader in their own way throughout 2013. This opportunity was a chance for all students to develop leadership skills which would assist us in our future and help prepare us for high school. We had different leadership groups and each of them had a different area to focus on throughout the year. Good Samaritan had nine different groups which included: House leaders, Stewardship leaders, Social Justice leaders, Liturgy leaders, Assembly leaders, Library leaders, Creative Arts leaders, Hospitality leaders and Technology leaders. Each group was given endless opportunities to help out our community through such things 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 social functions at the school. It was a privilege to be part of such a process.

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 533 students.

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 and problem solvers and develop a life long love of learning.

The main role of the school is to support parents as the primary 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>2013 Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>Girls</td>
</tr>
<tr>
<td>Total</td>
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<tr>
<td>Indigenous</td>
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<td>LBOTE</td>
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</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exist 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.gsfmdow.catholic.edu.au](http://www.gsfmdow.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 2013.

**Student Attendance**

<table>
<thead>
<tr>
<th>2013 Attendance</th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>95.9</td>
<td>93.8</td>
</tr>
<tr>
<td>Year 1</td>
<td>95.4</td>
<td>96.1</td>
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<tr>
<td>Year 2</td>
<td>94.0</td>
<td>95.5</td>
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<tr>
<td>Year 3</td>
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<td>Year 5</td>
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<tr>
<td>Year 6</td>
<td>92.5</td>
<td>92.9</td>
</tr>
<tr>
<td>Whole school</td>
<td>94.45</td>
<td>94.8</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.

Students absent from School

If a student is absent from school for more than three days without notification from the parents then the class teacher or Senior School Support Officer (SSSO) would contact the parent as well as make their supervisor and the Principal aware of their actions. Records of frequent absences are recorded in student files.

Student with frequent absences/ School refusing

Monitoring the frequency of absences is the responsibility of the class teacher and the Principal.

The process for following up students with frequent absences or who are refusing to attend school is:

- Class teacher to discuss with parents/ student;
- if no improvement, refer to the Principal;
- Principal meets with parents to discuss concerns and develops an intervention strategy;
- if no improvement, use Managing Student Pastoral and Educational Concerns (MSPEC) tool to seek assistance from the Catholic Education Office. Inform the Head of School Services;
- develop a Case Management Strategy; and,
- if no improvement refer to Head of School Services.
Staffing Profile

There are a total of 33 teachers and 12 support staff at Good Samaritan Catholic Primary School. This number includes 15 full-time, 18 part-time teachers.

Teacher Standards

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

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

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2013 was 95.4%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 100%.

Professional Learning

During 2013, Good Samaritan Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:
A. Good Samaritan Catholic Primary School whole school development days involving 30 staff. These days focused on:
   - SPB4L – Moving in to the Classroom;
   - Australian Curriculum - NICS Inservice day; and,
Other professional learning activities provided at school level including CEO run courses:

- School-wide Positive Behaviours for Learning (SPB₄L) (whole staff);
- Pastoral Care (whole staff);
- Occupational Therapy in the Classroom (whole staff);
- Understanding and Implementing the recommendations of Speech Therapy Reports (teaching staff);
- Epilepsy Awareness and Management (whole staff);
- Asthma Awareness and Management (whole staff);
- Anaphylaxis Awareness and Treatment (whole staff); and,
- Cardio Pulmonary Resuscitation (CPR) (whole staff).

The average expenditure by the school on professional learning per staff member was $224.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of $1 287.

**Catholic Life & Religious Education**

In 2013, compassion was again the guiding value of Good Samaritan Catholic Primary School. The focus was on building a community where the relationships between students, parents, teachers, the Parish and pastoral region community strongly depict the values taught by Jesus in the parable of the Good Samaritan.

The school community has continued to build a relationship with Jesus through prayer. The students pray daily in classrooms with a focus on both traditional and personal prayer related to the needs of themselves, their families and the school and wider community. The school gathers to pray each Monday and important celebrations are marked with whole school Liturgies. Weekly Friday Mass gave Grades the opportunity to pray with the Parish. The school community has joined the Parish and pastoral region in celebrating important events throughout the year with the students participating in various ministries throughout the Mass.

The Holy Week prayer celebrations based around Jesus washing the feet of his disciples and instructing them to go and do the same was a liturgical highlight of the year along with the Christmas prayer celebration which saw every student play a role in presenting the Gospel through word, action and song.

Students from Year 6 joined with their peers from Catholic primary schools in the south east of the Diocese to participate in the Gathering Mass which was celebrated by Bishop Peter on 21 August at All Saints Church, Shellharbour City. Year 3 students joined students from other Catholic schools in the northern Bellambi.
Year 5 students were invited to form a Mini Vinnie’s group within the school and have organised 2 major projects. The first, a visit to Chesalon Day Centre to visit the elderly clients and present them with a box of home made Christmas cakes, cards and decorations and entertain them with Christmas carols was the first outreach project for the students. The second project was the organising and promoting of the St Vincent de Paul Christmas Hamper Appeal within the school which was very successful.

In 2013 the Good Samaritan School community raised $856 for Project Compassion, $244 for the St Vincent de Paul Christmas Appeal along with a substantial amount of food for Christmas hampers, and $1 023 to Bear Cottage, a children’s hospice.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2013. The school cohort in 2013 consisted of 77 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 26 August and 87 completed the Extended Task (Part B).

The Extended Task was based on the Unit: One With God’s Creation and was completed during the first half of Term 3.

The results of the written task were collated by the Australian Catholic University, then combined with the extended task mark and the results were sent to parents and the school.

Good Samaritan Year 4 students produced some outstanding work and achieved excellent results.

The performance of each student was described as developing, achieving or extending.

Students showed a high level of performance in:

- their basic knowledge of Jesus and His teachings and how they can respond to Jesus’ command to love God and others

Students showed a need for improvement in:

- their understanding of the Rite of Reconciliation; and
- recalling and sequencing the key events of Advent, Easter and Christmas.

The performance of each student was described as developing, achieving or extending.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A, 25% of students were placed in the developing level, 66% in the achieving level and 12% were in the extending level.
For Part B, 14% of students were placed in the developing level, 62% in the achieving level and 24% were in the extending level.

Combining Parts A and B, 24% of students were placed in the developing level, 63% in the achieving level and 13% were in the extending level for Religious Literacy.

**School Review and Improvement**

School Review and Improvement is an ongoing 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 2013:**

- **Key Area 2: Students and Their Learning**
  2.1 Educational Potential
  Develop a shared understanding amongst staff of the Diocesan Model of Gifted Education, focusing on appropriate intervention in order to best meet the needs of the learner.
  
  2.2 Rights and Responsibilities
  To continue to develop and implement the SPB4L practices and procedures.

- **Key Area 3: Pedagogy**
  3.2 Provision for the Diverse Needs of Learners
  To differentiate the learning for all students with diverse and complex learning needs in an inclusive setting.
  
  3.3 Teaching Practices
  To develop a whole school focus for the implementation of effective pedagogy to improve learning outcomes using relevant data.
  
  3.4 Planning, Programming and Evaluation
  To review and implement Good Samaritan's pedagogy for flexible and dynamic learning.
3.7 Professional Learning
Develop an understanding of the new Australian Curriculum in English and Mathematics.

- **Key area 5 Resources, Finance and Facilities**
  5.1 ICLT Resources
Develop a strategic plan for the purchase, use and curriculum application of ICLT Resources

School Review and Improvement components to be reviewed and rated in 2014:

- **Key Area 1: Catholic Life and Religious Education.**
  1.1 Vision and Mission

- **Key Area 2: Students and their Learning.**
  2.3 Reporting Student Achievement
  2.4 Integration of ICLT

- **Key Area 3: Pedagogy.**
  3.1 Curriculum Provision

- **Key Area 4: Human Resources, Leadership and Management.**
  4.2 Professional Development of Staff

- **Key Area 5: Resources, Finance and Facilities.**
  5.2 Use of Resources and Space

- **Key Area 6: Parents, Partnerships**
  6.2 Parent Involvement

The Review of our Vision and Mission in 2013 indicated a need to continue working on this key area as well as the Australian Curriculum, Information and Communication Learning Technologies, Student Reporting and the involvement of parents and teachers in partnership for improved learning outcomes.
Financial Summary

In the 2013 school year the following was spent on a variety of improvements and resources, $105,600 (Central SEDSO) in addition to a $70,000 school contribution on the following major works:

- the retaining wall to assist with storm water flow;
- the widening of the driveway for safer access for student drop off;
- the demolishing of the old toilet block and the refurbishment of the new primary toilet block to give access to all students;
- $20,000 to install a shade cloth over the assembly area;
- $39,447 to purchase a variety of IT equipment;
- $13,042 to purchase 3 Smartboards; and,
- $5,550 to purchase a permanently installed outdoor PA System.

The following graphs reflect the aggregated income and expenditure for Good Samaritan Catholic Primary School, Fairy Meadow for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Good Samaritan School continued SPB4L, which focused at the beginning of 2013 on establishing safe and predictable non-classroom settings. In Term 3 and 4 the program moved into the classroom where teachers and students together collaboratively established clear, concise behavioural expectations and these were explicitly taught. The program continued to develop non-classroom setting expectations through teaching and modeling of appropriate behaviours.

Our school rules, Be Safe, Be Respectful, Be Responsible are known and referred to daily by all in the school community. Supporting the SPB4L framework, positive behaviour was recognised and encouraged through Merit Awards, Principal Awards and helping hands, along with verbal praise for actions that demonstrate an understanding of and abidance of the school rules. Whole school rewards such as game afternoons were planned when 1000 helping hands were earned across the school in non classroom settings.

A CatholicCare counsellor worked at the school 5 days per fortnight and provided student counselling when required. The counsellor supported students and parents with difficulties as well as guiding parents and staff with welfare issues. The counsellor also ran a social skills program, Rock and Water, to assist the social development of some students.

A buddy system existed between Kindergarten and Year 6, which assisted the younger students with their introduction to Primary schooling and provided them with mentors and a support system.

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 2013.

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

Curriculum and Pedagogy

In 2013 school priorities have focused on quality practice in teaching English. Teachers from Years 4 and 5 participated in a ‘Quality Teaching Rounds Pilot Project’. This project involved teachers designing and implementing a collaborative unit in the area of English using outcomes from the new Board of Studies NSW (BOS) English syllabus. This project gave teachers the opportunity to reflect on current pedagogical practices and how they were aligned to the Diocesan Learning and Teaching Framework (DLTF). Resources developed in this project will be used to assist teachers in our diocese as they implement the new curriculum.

The BOS syllabus documents in English, Mathematics, Human Society and Its Environment (HSIE), Science and Technology, Creative Arts, Personal Development, Health and Physical Education (PDHPE) along with the Diocese of Wollongong Religious Education Curriculum form the basis for developing the school’s curriculum. Teachers implemented these curriculums across the four Stages of Learning within the school and the classroom teachers were supported by specialist teachers who work with students in areas of Reading Recovery, Art, Music, School Band, and Italian within the library.

Assessment for, as, and of learning is an ongoing focus for teachers and students and is based on the BOS syllabus outcomes. Teaching staff allow students to demonstrate authentic learning by using a wide range of assessment tools to closely monitor student learning. Year 3 and Year 5 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). Students in Years 4, 5 and 6 were also afforded an opportunity to participate in the University of New South Wales competitions in English, Mathematics, Science, Writing and Spelling. Year Four students completed the Diocesan Religious Literacy Assessment.

The integration of Information Communication and Learning Technologies (ICLT) across the curriculum has continued in 2013. Teacher workshops and sharing sessions have been conducted throughout the year to support professional learning. The implementation of a Stage 2 1:1 iPad program will commence in Year 4 from 2014.

Cross Curriculum

A range of literacy strategies are incorporated into all Key Learning Areas (KLAs) but are primarily centred within the context of the English block. School Support Officers (SSO) 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 many students have been assessed using the WRAP assessment to pinpoint areas of need across all aspects of the English curriculum.
Kindergarten Teachers were all fully trained in the Best Start Program for assessing and monitoring the students and have used the learning continuum to track the learning gains of students and plan a learning program around their learning needs. The Kindergarten teachers supported the Year 1 teachers during the 2013 school year to become familiar with and implement the use of the continuum in the Year 1 classroom. Assistance will be given to the Stage 2 teachers in 2014 to continue this process.

In 2013 emphasis has been placed on the development of a Scope and Sequence for the new Mathematics curriculum that will be implemented in 2014. Resources have been supplemented and planning has begun to centralize all resources for easy access for all teachers.

The CEO guidelines supported the teaching of our Australian Indigenous background. Students’ participated in specific learning opportunities across the curriculum to develop their knowledge and understanding about our Indigenous culture. Practical application of Indigenous awareness was regularly implemented through school prayer, and participation through school activities during National Sorry Day and Reconciliation Week.

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 and important celebrations.

**Diversifying Learning**

The Review Committee met weekly throughout the year with classroom teachers and relevant personnel to discuss and act on the particular learning and behavioural needs of students. These meetings have assisted teachers in developing individual programs to support student needs within the whole school environment. Funding is used to support children with specific identified learning needs.

The Reading Recovery Program, a literacy intervention program for students experiencing difficulty in the early acquisition of literacy skills, enabled 17 Year 1 students to be successfully discontinued from the Program this year.

The needs of many students have been met through extra planning and support both within the classroom and in the Learning Support Centre. The More Support for Students with Disabilities (MSSD) Project has supported teachers through collaborative professional development opportunities to gain a better and very practical understanding of how to cater for the individual needs of students. This has influenced the planning and implementation of the Learning and Teaching Program of teachers throughout the school. The MSSD Project has also given the school community access to professionals in the area of Speech, Occupational Therapy, Pastoral Care and Mental Health so that teacher awareness and ability to respond to needs has grown. Students in Early Stage 1 and Stage 1 have been assessed by an Occupational Therapist and Small group programs have been developed from this to assist all students in those Grades.
This year Good Samaritan has maintained the implementation of the Diocesan Model for Gifted Education to guide our philosophy and practice in the area of Gifted Education.

Throughout the year 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 and a plan was developed by teachers to support the further development of these students. During Semester Two identified students from Stages 2 and 3 participated in the Diocesan SPLCED (Stretching Potential Through Learning In Interactive Challenging Environments In The Diocese of Wollongong) Program.

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.

**Expanding Learning Opportunities**

Good Samaritan continues to provide a variety of expanded learning opportunities for its students. Members of the school choir and band participated in a number of performances with the highlights being the advanced band performance in a competition in Kogarah and the participation of the choir in the Northern Illawarra Catholic Schools (NICS) concert at Holy Spirit College. We also had a Creative Arts showcase night for parents where singers and performers displayed their various talents for the school community.

All students were provided with the opportunity to participate in the schools' athletics and cross country carnivals, with Stages 2 and 3 and several students from Stage 1 participating in the swimming carnival. Students were selected to represent the school in the regional carnivals, with a large number of students gaining further recognition by being named in Diocesan and MacKillop teams for athletics, swimming, cross country, netball, rugby league, soccer, basketball and hockey. In rugby league several teams enjoyed success in several competitions, including the Paul McGregor and Rod Wishart Shields. Students were selected to represent the Diocese at the Primary School Sports Association (PSSA) athletics and swimming at a State Level. Five students were acknowledged and commended for their sporting achievements at the 2013 Annual Diocesan Sporting Awards.

Throughout the year the school entered teams in soccer and netball gala days. The school also competed in the Catholic Development Fund (CDF) sponsored Diocesan Public Speaking, placing first in the Year 6 and second in the Year 5 categories.

Excursions were planned to support and enhance learning across the curriculum K-6. These included visits to the Rocks in Sydney, Symbio Wildlife Park, the Wollongong Botanic Gardens, the Nan Tien Temple, Canberra and Year 6 enjoyed a three-day camp in Berry.
In 2013, 48 students were involved in the highly successful Northern Illawarra Catholic Schools (NICS) Showcase performance titled 'Higher and Higher'. Other opportunities included the Science and Mathematics Challenge Day (Stage 3) at Holy Spirit College and accessing programs through the Life Education Van.

**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**

NAPLAN is implemented for students in Years 3 and 5 and the results provide 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.

There were 65 Year 3 students and 31 Year 5 students who sat for the 2013 NAPLAN. The National Minimum Standard of achievement in Year 3 is Band 2 and in Year 5 is Band 4.

In Year 3 Literacy, 69% of students achieved a band 5 or 6 in all aspects of English; 60% of students achieved Band 4 or higher in Reading; 84% of students achieved Band 4 or higher in Writing; 63% of students achieved Band 4 or higher in Spelling; 60% students achieved Band 4 or higher in Grammar and Punctuation.

2.3% of students were placed in the Lower 2 bands for English

In Year 5 Literacy, 38% of students achieved a band 5 or 6 in all aspects of English; 43% of students achieved Band 7 or higher in Reading; 36% of students achieved Band 7 or higher in Writing; 34% of students achieved Band 7 or higher in Spelling; 39% students achieved Band 4 or higher in Grammar and Punctuation.

5.4% of students were placed in the Lower 2 bands for English

In Year 5 Mathematics 22% of students achieved band 7 or higher.

10% of students were placed in the lower 2 bands.
At least 90% of all students in Years 3 and 5 have performed above the National Minimal Standards in all areas of English and Mathematics.

**Student Achievement in Bands**

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses 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. 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 2013: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
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<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
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<td></td>
<td>Bands 1 and 2</td>
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<td>12%</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>54%</td>
</tr>
<tr>
<td></td>
<td>54%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Good Samaritan Catholic Primary School, Fairy Meadow Annual School Report 2013
**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.

<table>
<thead>
<tr>
<th>NAPLAN 2013: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>95%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>95%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>95%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>96%</td>
</tr>
</tbody>
</table>
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. From the parent, student and staff surveys and discussions the following results were collated.

From a parent perspective, Good Samaritan School is highly effective in developing knowledge and understanding of the Catholic tradition and is supportive of the Parish and pastoral region. A small percentage of parents are concerned about whether their children gain from attending the Pastoral Region Sacramental Program rather than being prepared for the Sacraments through the daily Religious Education Learning and Teaching Program.

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 has 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 members that have worked collaboratively across Grades and Stages to support the learning needs of all students. The staff is aware of how their hard work and dedication is appreciated by the school community and are affirmed in their work regularly by both members of the Leadership team and the parent body.

The response from students overall indicated that they felt safe and happy in the school environment and that measures of support were in place through the School Wide Positive Behaviors for Learning Program.