About This Report

Good Samaritan Catholic Primary School, Fairy Meadow is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) 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 (SRI) 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 BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to BOSTES, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2015.

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

Phone: (02) 4226 6577
Fax: (02) 4226 5311
Email: info@gsfmdow.catholic.edu.au
Website: www.gsfmdow.catholic.edu.au

Parish Priest: Fr Ron Peters

Principal: John Walsh
Date: 10 December 2014
**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 the 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. The new school development which has been a long and detailed process brought challenges and enormous opportunities for the community of Good Samaritan Catholic Primary School. The school community continues 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 three 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 some excellent National Assessment Program - Literacy and Numeracy (NAPLAN) results, the collaboration of the staff, the provision of updated facilities and security fencing, the consolidation of School Wide Positive Behaviours for Learning (SPBL) and the generous and enthusiastic participation of staff members at Professional Development Courses. The Learning Support Centre, Art room, Performing Arts, 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, 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 and I would like to personally thank them for their support. The fundraising events throughout the year included Mothers’ and Fathers’ Day stalls, Easter raffle, entertainment books, car parking
and our Community Fair. All of the events were successful, providing additional funds to Good Samaritan Catholic Primary School for the purchase of new sports jerseys and audio and visual technology for our school hall. Playground stenciling was also organised throughout the school playground.

During the year the Parents & Friends Association (P&F) focused on building upon an already strong school community by supporting Book Week, First Holy Communion and the Year 6 Graduation and Dinner.

Looking forward, 2015 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, students and building our school community.

_Parents and Friends Association, President_

**Student Leadership**

Every Year 6 student at Good Samaritan Catholic Primary School was a leader in his or her own way throughout 2014. 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. 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 545 pupils. 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 and 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>2014 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 Primary 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.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 2014.

**Student Attendance**

<table>
<thead>
<tr>
<th>2014 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>94.8%</td>
<td>94.5%</td>
</tr>
<tr>
<td>Year 1</td>
<td>95.0%</td>
<td>94.2%</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.5%</td>
<td>95.5%</td>
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<tr>
<td>Year 3</td>
<td>94.7%</td>
<td>95.9%</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.5%</td>
<td>95.3%</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.6%</td>
<td>95.4%</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.3%</td>
<td>93.2%</td>
</tr>
<tr>
<td>Whole school</td>
<td>94.5%</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.

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.

Monitoring the frequency of absences is the responsibility of the class teacher and the Principal. The processes for following up students with frequent absences or who are refusing to attend school are:

- 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 (School counsellor, part time program etc.);
- if no improvement, use Managing Student Pastoral and Educational Concerns (MSPEC) tool to seek assistance from CEO;
- develop a case management strategy; and
- if no improvement refer to Head of School Services.

**Staffing Profile**

_________________________________________________________________

There are a total of 39 teachers and 15 support staff at Good Samaritan Catholic Primary School. This number includes 17 full-time, 22 part-time teachers.

**Teacher Standards**

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:
Teacher Attendance and Retention

The average daily teacher attendance rate for 2014 was 95%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 100%.

Professional Learning

During 2014 Good Samaritan Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through SRI priorities.

These included:

A. Good Samaritan Catholic Primary School whole school development days involving 45 staff.

These days focused on:
- Michael Mangan and Anne Frawley “Creative Arts in Religious Education”;
- Staff Spirituality Day “The Inner Journey”; and
- Northern Illawarra Catholic Schools (NICS) Staff Development Day, Australian Curriculum.

B. Other professional learning activities provided at school level including CEO run courses:

- School Wide Positive Behaviours for Learning (SPB4L) (7 staff x 2);
- 1:1 iPad’s (2 staff);
- Diocesan Learning and Teaching Framework (DLTF) (9 Staff);
- Gifted and Talented Identification and Planning (all staff x 3);
- Introduction of the new Science Curriculum x 2; and
- Lamplighters Program for Leadership Team.

The average expenditure by the school on professional learning per staff member was $121. In addition, the Catholic Education Office provided professional learning opportunities with an additional average expenditure per staff member of $1 522.
Catholic Life & Religious Education

In 2014, the charism of the Good Samaritan Sisters, found within the parable of the Good Samaritan, highlighted the values that assisted the school community to animate its vision of inclusivity and compassion while drawing all into relationship with God.

The prayer life of the school focused the children’s attention on their relationship with God through the teachings of Jesus. Story telling, through Godly Play, engaged the students in these teachings. Class prayer, using both formal and informal prayer reflected these teachings along with the Church Seasons, Feast Days, traditions and rituals of the Church year. Prayer spaces throughout the school reflected the engagement of the students.

Looking out toward the Parish and Pastoral Region the school community continued to build links for the students with the broader church community through class participation in Parish Mass on Fridays throughout the year. Classes also sponsored a Parish Mass on Sunday mornings where appropriate, and participated in the various ministries of the Mass including altar serving, reading, choir, and participation in the various processions throughout the Liturgy. Parents generously provided morning tea for the Parish after Sunday Mass. Staff supported the students participation in Liturgy and Sacramental Programmes within the Parish and Pastoral Region both in school time and on the weekends. Staff volunteered to take Sacramental classes for the Pastoral Region for the Sacraments of Confirmation, Penance and Eucharist.

The staff and parent community have worked to create story telling boxes for each classroom in Early Stage One and Stage One so that teachers can engage children in Godly play. Teachers have participated in professional development involving the use of creative arts in their Religious Education Programs.

Good Samaritan School hosted a number of liturgical celebrations for the Diocese and Pastoral Region in 2014 including the Lumen Christi Feast Day Mass and BBQ, The Year Six Gathering Mass with the Bishop for a number of schools in the Diocese and the Annual Principals’ Mass. Similarly, we moved out from our school with teacher, parent and student representatives to join our Parish and Diocese in various locations to celebrate the Bishop’s 50th Anniversary to the priesthood, the launch of Project Compassion and World Mission Month. Our school choir represented the school and enhanced the celebrations of the Mass for the 50th Anniversary of Caritas and the Illawarra 100th Anniversary of ANZAC celebration at Balgownie Cenotaph.

The school community reached out to assist others through fund raising efforts, which raised the student’s awareness of the need for compassion and right action. $1212 was raised for Project Compassion and $1904 for Jeans for Genes. A substantial amount of food was donated to St Vincent de Paul to assist with the Vinnie’s Van Outreach Program and again for
the Christmas appeal. The school community participated in the Relay for Life raising awareness of the need for outreach and donations of $3900 were raised.

Stage 3 students continued their outreach to others through the Mini Vinnie’s group within the school and organised to visit the Chesalon Day Centre where they again engaged with the elderly clients and presented them with a box of home made Christmas cakes, cards and decorations and entertained them with Christmas carols. The Year 6 Leaders for Liturgy, Social Justice and Mini Vinnies worked tirelessly throughout the year to support all Liturgies and social justice initiatives.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2014. The school cohort in 2014 consisted of 68 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 25 August 2014 and 66 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.

The Australian Catholic University collated the results of the written task and 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.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in the student’s:

- knowledge of Mary; and
- knowledge of the Commandments.

The students’ responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- demonstrate an awareness of how they experience the presence of Jesus in their lives.

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

For Part A, 28% of students were placed in the developing level, 58% in the achieving level and 13% were in the extending level.

For Part B, 13% of students were placed in the developing level, 59% in the achieving level and 28% were in the extending level.

Combining Parts A and B, 27% of students were placed in the developing level, 56% in the achieving level and 16% were in the extending level for Religious Literacy.
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 2014:

- **Key Area 1: Catholic Life and Religious Education**
  
  1.1 Vision and Mission
  Goal: To complete the Mission Statement for Good Samaritan Catholic Primary School.

- **Key Area 2: Students and their Learning**
  
  2.3 Reporting Student Achievement
  Goal: To improve reporting procedures to better inform parents.

  2.4 Integration of ICT
  Goal: To improve student learning through the introduction of 1:1 iPad’s.

- **Key Area 3: Pedagogy**
  
  3.1: Curriculum Provision
  Goal: To improve student achievement through the effective implementation of the Australian Curriculum in English and Maths.

- **Key Area 4: Human Resources, Leadership and Management**
  
  4.2: Professional Development of Staff
  Goal: To provide opportunities for staff professional development for the new Australian Curriculum in English and Maths, and to improve teacher effectiveness and improve student outcomes.

- **Key Area 5: Resources, Finances and Facilities**
  
  5.2: Use of Resources and Space
  Goal: To formulate a workable maintenance plan for 2014.
• **Key Area 6: Parent, Partnership, Consultation and Communication**

6.1: Parent Involvement  
Goal: To develop protocols and practices for parents to engage in two-way communications with the school community.

**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  
Goal: To complete the process of developing a Mission Statement for Good Samaritan School.

1.2: Religious Education  
Goal: To improve understanding of effective assessment, specifically in the area of RE and create more comprehensive learning and teaching in this area.

• **Key Area 2: Students and their Learning**

2.4: Integration of ICT  
Goal: Continuation of the introduction of the 1:1 iPad program.

2.5: Pastoral Care  
Goal: To embed SPB4L into the culture of Good Samaritan.

• **Key Area 3: Pedagogy**

3.5: Assessment  
Goal: Implement strategies to analyse and record assessment data.

• **Key Area 4: Human Resources Leadership and Management**

4.3: An ethical workplace culture  
Goal: Create an environment in which all employees feel valued and provided with fair and equitable opportunities for professional development.

• **Key Area 5: Resources, Finance and Facilities**

5.3: Environmental Stewardship  
Goal: To create a more inclusive approach across the school to the benefits of environmental stewardship.
• Key Area 6: Parent, Partnership, Consultation and Communication

6.2: Reporting to the Community
Goal: Continuing process of monitoring the communication systems with all members of the school community.

Financial Summary

In the 2014 school year the following was spent on a variety of improvements and resources:

Parish SEDSO
• $22,701 - fencing of the Infants area;
• $12,384 - fencing of primary and administration area;
• $3,713 - new carpet.

Parents & Friends Association
• $13,365 - installation of hall P.A. system;
• $4,700 - installation of projector and video system in hall.

The following graphs reflect the aggregated income and expenditure for Good Samaritan Catholic Primary School, Fairy Meadow for the year ended 31 December 2014. This data is taken from the 2014 financial return to the Australian Government, Department of Education, Employment and Workplace Relations (DEEWR).
Student Welfare

Good Samaritan School continued the SPB₄L Program which focused at the beginning of 2014 on establishing safe and predictable non-classroom settings as well as moving into the classroom where teachers and students together collaboratively established clear, concise behavioural expectations, which were explicitly taught. The Program continued to develop expectations through teaching and modelling 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 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 4 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, Everyday Peacemakers, to assist the social development of some Grades.

A buddy system existed between Kindergarten and Year 6, and Year 1 and Year 5, which assisted the younger students with their introduction to Primary schooling and provided them with mentors and a support system.

The establishment of a Mini Vinnie’s group proved very successful in raising funds for those less well off. As well, initiatives involving the environment including the worm composting system have been a successful introduction to the concept of stewardship.

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* is 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 CEO website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2014.

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 2014 school priorities have focused on implementing the new Australian Curriculum through the BOSTES syllabus in English and Mathematics. The Mathematics Scope and Sequence developed in 2013 was implemented in all classes in 2014.

The English Scope and Sequence was developed and implemented during the year and the staff engaged in professional development at a series of staff meetings on teaching concepts in English. Collegial planning has been undertaken with support from CEO personnel to develop and implement units of work based on concepts using a wide range of resources. Teachers have also used planned assessment of learning to plot students on the learning continuum for English and Mathematics. This ensures that the learning needs of each student can be identified, planned for and assessed in a structured ongoing plan. The Diocesan assessment of English and Mathematics has been introduced to staff in preparation for full implementation in 2015.

The BOSTES syllabus documents in English, Mathematics, Human Society and Its Environment (HSIE), Science and Technology, Creative Arts (CA), 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, Italian and within the library.

Assessment and reporting

Assessment for, as and of learning is an ongoing focus for teachers and students and is based on the BOSTES syllabus outcomes. Teaching staff allows 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 NAPLAN. Students in Years 4, 5 and 6 were also afforded an opportunity to participate in the University of New South Wales (UNSW) competitions in English, Mathematics, Science, Writing and Spelling. Year Four students completed the Diocesan Religious Literacy Assessment.

Technology supporting learning

1:1 iPads were introduced and integrated into Year 4 classrooms in 2014. Students have used these learning devices to support their learning with tremendous success. With the support of CEO personnel and the school’s Technology Committee, teaching staff further enhanced student learning through the implementation of the iPads across all Key Learning Areas (KLAs). The Information Communication Learning Technologies (ICLT) Committee also developed policies and user agreements to support the rollout of the 1:1 initiative for both
parents and students. Two information evenings were hosted by Good Samaritan to support parental understanding of this new initiative and a website was developed to support both parents and students.

Good Samaritan continued to place emphasis on digital citizenship. Classes participating in a digital citizenship course facilitated by CEO personnel and also an information session for the parent community supported this.

The integration of ICLT across the curriculum has continued in 2014. Teacher workshops have been conducted throughout the year to support professional learning across a range of areas including the Google Suite. A school plan has been implemented for the ongoing upgrade of technology resources across the school.

To enhance communication and collaboration between staff, students and parents and creativity in learning experiences for students, ICLT will continue to be a key initiative at Good Samaritan.

**Cross Curriculum**

A range of literacy strategies are incorporated into all KLAs 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 many students have been assessed using the Writing and Reading Assessment Profile (WRAP) assessment to pinpoint areas of need across all aspects of the English Curriculum. The Literacy and Numeracy Continuums are used across the school, as is the Progressive Achievement Tests (PAT) Maths Assessment.

In 2014 emphasis has been placed on the development of a scope and sequence for the new Mathematics and English Curriculum. Resources have been supplemented and planning has begun to centralise all resources for easy access for all teachers.

The CEO Guidelines supported the teaching of our Indigenous students who 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.

**Meeting the needs of all students**

At Good Samaritan we strive to be a student centred school, providing learning and teaching experiences that are appropriate for each individual child. Staff members use a variety of pedagogies and learning frameworks to diversify the curriculum and facilitate quality learning and teaching experiences for all students.
**Diversifying Learning**

Children with special education needs continue to be supported in their learning through the development of individual learning plans and curriculum provision. A Managing Student Pastoral and Educational Concerns (MSPEC) Committee operates to support teachers who express concern regarding a child's learning progress. The MSPEC Committee met fortnightly 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. In some circumstances additional support was sought from CEO personnel and outside agencies. Funding is used to support children with specific identified learning needs.

Students whose learning needs qualified them for Student with Disability (SWD) funding, had Individual Plans (IP) developed by their class teachers at the beginning of the year, in consultation with their parents and other teachers involved in their care. These were updated throughout the year. We currently have 47 children receiving SWD funding.

The Reading Recovery Program, a literacy intervention program for students experiencing difficulty in the early acquisition of literacy skills, enabled 13 Year 1 students to be tutored this year. 10 were successfully discontinued and 3 were referred off.

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.

Good Samaritan has continued to maintain the implementation of the Diocesan Model for Gifted Education to guide our philosophy and practice in the area of Gifted Education. During 2014 all students in Year 3 participated in the Australian Council of Educational Research (ACER) General Ability Test. Learners identified in stanines 8 and 9 were further tested using the Slosson Intelligence Test for Children and Adults. This year, 7 additional learners were identified in the superior to very superior range 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 SPLICED (Stretching Potential Through Learning In Interactive Challenging Environments In The Diocese of Wollongong) Program, participating students completed engaging and challenging activities based on the seven KLA’s. This year the staff of Good Samaritan participated in some Curriculum development involving CEO personnel, who conducted a series of staff meetings based on Gifted Education.
This year students at Good Samaritan entered the UNSW Competitions in the areas of Writing, Spelling, Mathematics, English, Science and Computer Skills. Year 5 and 6 students competed in the Public Speaking Competitions at both the regional and Diocesan levels and a Year 6 student at Good Samaritan came 2nd in the Diocesan final.

**Expanding Learning Opportunities**

Students in Years 3-6 had the opportunity to participate in the UNSW Examinations with a broad range of success. We had students participate the SPLICED Program with one of our students winning a Diocesan competition to design a logo for an upcoming conference at the University of Wollongong (UOW) on Giftedness.

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.

The school also competed in the Catholic Development Fund sponsored Diocesan Public Speaking placing second in the Year 6 Diocesan Final.

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, Wollongong Sculptures, The Pirates of Penzance musical at Wollongong High School of the Performing Arts, The Gold Rush Colony at Mogo, Canberra and Year 6 enjoyed a three day camp in Berry.

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 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 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 61 Year 3 students and 87 Year 5 students who sat for the 2014 NAPLAN. The National Minimum Standard of achievement in Year 3 is Band 2 and in Year 5 is Band 4.

In 2014, Good Samaritan students performed better in Year 3 in most aspects of Writing, however Reading and Numeracy were down on previous years. In Year 5, a high percentage of students were placed in Bands 5 & 6 for all aspects of Literacy and Numeracy.

**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 % in Bands</th>
<th>2014:</th>
<th>YEAR 3</th>
<th></th>
<th>YEAR 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td>School</td>
<td>7%</td>
<td>51%</td>
<td>42%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
<td>39%</td>
<td>46%</td>
<td>15%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>2%</td>
<td>36%</td>
<td>62%</td>
<td>5%</td>
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<td>13%</td>
<td>48%</td>
<td>39%</td>
<td>13%</td>
</tr>
<tr>
<td>Spelling</td>
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<td>45%</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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</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.

<table>
<thead>
<tr>
<th>NAPLAN 2014: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
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<tr>
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<td>93%</td>
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<tr>
<td>National</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
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<td></td>
</tr>
<tr>
<td>School</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
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<tr>
<td><strong>Spelling</strong></td>
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<tr>
<td>School</td>
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<tr>
<td>National</td>
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<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
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<tr>
<td>School</td>
<td>97%</td>
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<tr>
<td>National</td>
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</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 over 90% of parents are very happy with the overall functioning and education at Good Samaritan. 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, 4%, have concerns regarding the effective communication of information about student progress and information of school activities and events.

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. 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.