Good Samaritan Catholic Primary School, Fairy Meadow is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW 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 CEDoW. This Report has been approved by CEDoW to ensure compliance with all the BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the parent body and be available on the school’s website by 30 June 2016.

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.gsfmdow.catholic.edu.au

Parish Priest: Bishop Peter Ingham
Pastoral Region Administrator: Fr Ron Peters
Principal: John Walsh
Date: 11 December 15
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 four years on, the feedback from the parent and Parish community in regards to Good Samaritan is very positive.

The schools’ commitment to prayer and involvement in the liturgical life of the church is central to life in our Catholic school. The words of the school song “Moved to Compassion” encourage students 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 (SPB4L) 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 of the 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, Jamberoo Recreation Park discounted tickets, car parking and the inaugural Trivia Night. All of the events were successful, providing additional funds to Good Samaritan Catholic Primary School for the purchase of new reading resources for every classroom. The fundraising also funded two discos for the students and contributed to the Year 6 Graduation and Dinner. Playground stencilling was completed during 1st Term, providing additional games and fun for the students. The Parents & Friends Associations’ (P&F) main focus for 2015 was to build upon the school community, the inaugural trivia night played a big part in strengthening an already strong community. Event planning for 2016 has started and the P&F looks forward to providing support to the Principal, staff and students of Good Samaritan and building the school community.

Parents and Friends Association, President

CEDoSJS/GSF/ASR2015 2
**Student Leadership**

In 2015 we, as school leaders, were associated with a variety of leadership groups throughout the year. This initiative contributed to making Good Samaritan a strong, faithful school community that helped us develop independence and leadership skills. For the first time we decided to rotate leadership roles, giving us a wider variety of experiences. A big focus this year was on sustainable behaviours towards the school and community environment. We introduced new ideas and rules to sustain the world. Some Year 6 students were involved in liturgical events drawing themselves and others closer to God. We have had a lot of opportunities throughout the year to widen our knowledge and are very grateful. Good Samaritan has prepared us for high school throughout our time here. Year 6 has been a wonderful year and we thank everyone.

*School Leaders*

**School Profile**

**School Context**

Good Samaritan 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 *539 students*. Good Samaritan School was formed from the amalgamation of St Francis Xavier’s Catholic Primary School Wollongong and St John Vianney’s Catholic Primary School Fairy Meadow. The school opened in January 2012 on the site of the former St John Vianney’s Catholic Primary School.

The schools’ vision embodies the hope for student’s development, engaging all students in meaningful learning that is based on Gospel values, is data driven and develops the ability of each student to be faith filled, global citizens who can be independent thinkers and problem solvers and approach all life experiences with compassion for all people and their environment.

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 as at August 2015 census**

<table>
<thead>
<tr>
<th>2015 enrolments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>248</td>
</tr>
<tr>
<td>Girls</td>
<td>291</td>
</tr>
<tr>
<td>Total</td>
<td>539</td>
</tr>
<tr>
<td>Indigenous</td>
<td>7</td>
</tr>
<tr>
<td>LBOTE</td>
<td>212</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 and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2015.

**Student Attendance**

<table>
<thead>
<tr>
<th>2015 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>93.1%</td>
<td>93.8%</td>
</tr>
<tr>
<td>Year 1</td>
<td>92.7%</td>
<td>93.4%</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.7%</td>
<td>94.6%</td>
</tr>
<tr>
<td>Year 3</td>
<td>92.4%</td>
<td>93.1%</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.3%</td>
<td>94.0%</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.7%</td>
<td>92.7%</td>
</tr>
<tr>
<td>Year 6</td>
<td>89.8%</td>
<td>92.3%</td>
</tr>
<tr>
<td>Whole school</td>
<td>92.8%</td>
<td>93.3%</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 Sentral in the Attendance Module. In the event of a student not providing a reason for the non-attendance, 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 and this needs to be approved by the Principal.

Monitoring the frequency of absences is the responsibility of the class teacher, Assistant Principal and 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 or Assistant Principal meet 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 CEDoW;
- 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 16 support staff at Good Samaritan Catholic Primary School. This number includes 14 full-time, 19 part-time teachers.

Teacher Standards

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

<table>
<thead>
<tr>
<th>Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2015 was 94.9%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 100%.

Professional Learning

During 2015 Good Samaritan personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities. These included:

A. Good Samaritan whole school development days involving 54 staff. These days focused on:

- CEDoW Compliance Policies and Procedures
- SPB4L - “Moving into The Classroom”
- English – “Comprehension Strategies - The Effective Eight”
- Mathematics - The NSW Board of Studies Working Mathematically Strands with a Focus on Problem Solving and Mathematical Comprehension”
- English - “The Gradual Release Model and Assessment”
- Mathematics - “Agreed Core Practices for Good Samaritan Using the Wollongong CEO Guidelines for Quality Mathematics”
- SALT Training
- e-learning modules
- “Care for Our Common Home”

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

- School-wide Positive Behaviours for Learning (SPB4L) (7 staff over 4 sessions)
- Sentinel Training (2 staff)
- iPads for Learning (4 staff);
- The new Science Curriculum (2 staff)
- The new History Curriculum (1 staff)
● Shining Lights Program (3 staff)
● Igniting the Fire (3 staff)

The average expenditure by the school on professional learning per staff member was $241.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of $512.

Catholic Life & Religious Education

The school Vision statement, based on the Parable of the Good Samaritan, highlights the values of the school community as love, compassion, inclusivity and justice. This year, these elements were a major focus in light of Pope Francis’ encyclical, Evangelii Gaudium. Pope Francis asks that all people become people of Mission in all their words and actions. After the Religious Education conference, One Heart, Many Voices, the staff gathered to affirm the aspects of Mission that they are already engaged in and to set a vision for the future.

Each classroom was equipped with the necessary items to make the classroom conducive to formal prayer, as well as contemplative and meditative prayer. This allowed the opportunity for students to come into a closer relationship with God in a quiet and peaceful sense.

The school community participated regularly in Parish Mass on Fridays and Prayer was celebrated as a school community for feast days, National Aboriginal Islander Day Observance Committee (NAIDOC) Week, Reconciliation Week, Migrant and Refugee Week, ANZAC Day, Remembrance Day and the beginning of Year of Mercy. Students contributed to the celebrations, as readers, in processions, choir and participated actively as a Catholic community.

A Prayer of Creation was celebrated to welcome Pope Francis’ encyclical Laudato Si which calls all to be stewards for our common home. This led to the conscious decision to have the Staff Spirituality Day focus on the environment. The staff was guided through a day of learning, reflection and action with a plan to continue the conversation in 2016.

The school community was again very active in its mission of reaching out to the marginalised in society. $1892 was raised for Project Compassion during Lent and $906 was raised for the Nepal Earthquake Disaster Appeal. Throughout the year the school community contributed food items and reading books for the Vinnie’s Van, and at Christmas time food hamper items were collected for the Wollongong and Fairy Meadow St Vincent de Paul Chapters. The school community participated in the Relay for Life raising awareness of the need for outreach. Donations in excess of $3 000 were raised.

Representatives from the school joined in a Wollongong Combined Schools Choir to commemorate the 100th Anniversary of the Landing at Gallipoli, held at WIN Stadium, Wollongong. They performed the Australian Anthem, the New Zealand Anthem, We Are Australian and The Road to Gundagai. For Remembrance Day, Year 6 students represented the school at the ceremony at the Cenotaph in Wollongong. A team of Year 6 students was also given the opportunity to be a part of the launch for Project Compassion and World Mission Month, both of which took place within other school communities. At Christmas, Learning Support Centre students and peers from Stage 3 entertained the elderly clients of Chesalon Day Centre.
Religious Literacy Assessment

The Religious Literacy Assessment framework of Knowing, Working with, Applying and Valuing the Tradition informs and shapes assessment in RE across K-6 with a focussed system collection of data in Year 4. The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2016. It encompasses knowledge, practices, strategies and skills for communicating within a Catholic community. The school cohort in 2016 consisted of 56 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August and 56 completed the Extended Task (Part B). The Extended Task was based on the Unit 4.6: One with God’s Creation 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:
- the Seasons of the Church
- the meaning of the Parables that Jesus told

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:
- know the prayers associated with the Liturgy of the Word and the Liturgy of the Eucharist.

For Part A, 18% of students were placed in the developing level, 80% in the achieving level and 2% were in the extending level.

For Part B, 7% of students were placed in the developing level, 81% in the achieving level and 12% were in the extending level.

Combining Parts A and B, 13% of students were placed in the developing level, 77% in the achieving level and 10% 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 2015

- **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.

School Review and Improvement components to be reviewed and rated in 2016:

- **Key Area 1: Catholic Life and Religious Education**
  1.2: Religious Education
  
  Staff will participate in Professional Development which will support teachers in providing a comprehensive range of teaching and learning practices which reflect the developmental and
learning needs of students and are driven by data from Religious Literacy Results along with classroom assessment.

1.3: Catholic Life and Culture
The Religious Education Co-ordinator supported by the Religious Education Committee and Leadership Team will continue to build the capacity of all in the school community to participate in school, parish and Pastoral Region Prayer and Sacramental Life and to so be nourished that they will steward their gifts to be on God’s Mission

- **Key Area 3: Pedagogy**
  3.6: School climate, learning environment and relationships
  To continue to build the capacity of all staff to improve pedagogical practices in the targeted areas of Religion, English and Mathematics. All staff will have access to targeted professional development that is delivered in a variety of ways and times and which positively influences student’ learning gains.

- **Key Area 4: Human Resources Leadership and Management**
  4.4: Succession planning
  All staff will be involved in staff committees and will be responsible for assisting the committee to lead all staff in professional development in their area of expertise.

- **Key Area 5: Resources, Finance and Facilities**
  5.3: Environmental Stewardship
  Staff will use a version of the Good Samaritan Parable to build an understanding of and gain support for green options in the school community including nude lunches and snacks to decrease the rubbish produced every day by packaging.

  5.4 - Financial management
  Processes and Procedures for managing school finances will be reviewed and refined to ensure they comply with best practice.

- **Key Area 6: Parent, Partnership, Consultation and Communication**
  6.3 - Linkages with the wider community
  Pathways will continue to be built for students to connect with their school, pastoral region and wider global community by providing them with opportunities to steward their time, talents and gifts to participate in prayer, attend appropriate local celebrations and support the mission arm of the Catholic Church by supporting St Vincent de Paul, Catholic Mission and Project Compassion along with other charities reflecting the needs of the community.

---

**Financial Summary**

In the 2015 school year the following was spent on a variety of improvements and resources:

**Parish SEDSO**
- $22,701 - fencing of the Infant’s playground 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 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education and Training.

Student Welfare

Good Samaritan School continued the School Wide Positive Behaviours for Learning (SPB4L) program, which focused on establishing safe and predictable behaviours both in classroom and non-classroom settings. Teachers and students worked together to establish clear, concise behavioural expectations and these were explicitly taught. The program continued to develop expectations through teaching and modelling of appropriate behaviours.

The 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 a new system of House colour tokens, along with verbal praise for actions that demonstrate an understanding of and abidance of the school rules. Each week the House with the most tokens was announced and their flag displayed in the playground. The overall winner of Term 4 had a visit by the local NRL team as their end of year reward.

This year we introduced the Good Samaritan Award for students showing all round good behaviour and Christian values at all times. One child per class was chosen each Term to receive the Award which was presented at the end of Term Mass. Parents were invited to attend and then share in Morning Tea with the Principal.

Managing Student Pastoral and Education Concerns (MSPEC) has allowed the school to provide a clear approach to the response and management of student welfare. The MSPEC team met weekly to discuss
student’s needs and to support teachers in writing Individual Intervention Plans to be implemented in
the classroom to improve individual student learning gains.

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.

A buddy system existed between Kindergarten and Year 6, which assisted the younger students with
their introduction to Primary school and provided them with mentors and a support system. A buddy
system also exists between Year 1 and Year 5. In 2015 Kindergarten engaged in the program ‘Everyday
Peace Makers’ with the assistance of staff from CatholicCare who also worked with CEO staff and Year 5
and 6 students in the ‘Mindfulness’ Program.

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 CEDoW website: www.dow.catholic.edu.au. No
changes were made to these Diocesan documents in 2015.

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 mathematics, the CEDoW ‘Guidelines for a Quality Mathematics Session’ were used to engage in
professional development at a series of staff meetings. A ‘Good Samaritan Catholic Primary School
Agreed Core Mathematical Practices’ document was created, outlining an expected standard for all
teaching practice in Mathematics. A particular focus was given to developing staff capacity in planning
Guided Numeracy sessions that meet the needs of all learners through tracking and planning using the
Numeracy Continuum and the Sentral online data tracking tool. A whole school approach to using
comprehension strategies and problem solving strategies in Mathematics was implemented.

The English Committee, using data from NAPLAN and feedback from staff, identified reading and in
particular comprehension as an area of focus for 2015. The English Committee were given time at staff
meetings each Term and Staff Development Days to focus understanding on the Super Eight
Comprehension Strategies. As part of the *Agreed Practices For K-6 English* at Good Samaritan,
comprehension strategies and routines are implemented within each class Teaching and Learning
Program. Focuses are taken from the Literacy Continuum, BOSTES English Syllabus and observations
through reading and writing. All 8 comprehension strategies are covered each year in every Grade.
Teachers understand that the student’s gains in decoding skills in reading should match their ability to
comprehend what they are reading.

The Good Samaritan Parents’ and Friends’ Association supported the school by buying a substantial
number of new reading resources for all classrooms to support the teaching of Comprehension
Strategies.
A Literacy support teacher has worked closely with Grades 2 and 3 throughout the year within the area of English. During Term 2 and 3 the support teacher worked closely with Year 2 teachers to establish a Quality English block based on the NSW English syllabus for the Australian curriculum and the CEDoW Quality English guidelines. During Terms 3 and 4, Year 3 teachers were supported in establishing the reciprocal reading routine within classes. The process involved establishing professional goals based on the Australian Institute for Teaching and School Leadership (AITSL) standards, modelling teaching strategies and reflection processes, team teaching and Grade teacher observations and feedback.

This year has seen the mandatory implementation of the NSW Science for the Australian Curriculum Syllabus document. Throughout 2014-2015 staff have received professional development in the implementation of the document with a focus on Working Scientifically and Working Technologically. Staff also received professional development in the area of coding and all classes were invited to participate in a global event “The hour of code”. Robots were purchased as a resource for supporting the teaching of Code and Science, Technology, Engineering and Mathematics (STEM) education.

National Science week was celebrated as a whole school as a part of Good Samaritan Book week celebrations around the theme of “Science in lights”. This initiative was supported by the Science committee, a group of staff involved in Science decision making and mentoring for all staff at Good Samaritan. A member of staff has also been involved in a CEDoW STEM Project Team, of which Diocesan recommendations are being developed in the area of STEM education.

**Assessment and Reporting**

Processes in using Progressive Achievement Tests in mathematics and reading comprehension have been refined to improve the quality and accuracy of data used by teachers for identifying student achievement levels. In the inaugural year of using both tests, the students completed the Progressive Achievement Tests in Mathematics and Reading Comprehension in both February and November. This information assisted the teachers in identifying learning gains and reporting these gains to parents as a part of the data used to inform academic reports.

In English this data has been used along with classroom assessment data to place all students on the continuum on Sentral. This has also been duplicated on a data wall to track the learning gains of all students throughout the year in reading and comprehension and implement assessments from the Diocesan Literacy Assessment Plan for those students not reaching benchmarks on the continuum throughout the year. Students identified as not meeting benchmarks on the continuum were then supported in their learning with Individual Intervention Plans.

Parents of students from Year 1 through to Year 6 received an Academic Report containing the Common Grade Scale for their child at the end of Term 2 to report on student learning in Semester 1. Parents of all students from Kindergarten to Year 6 received an academic report in December, to report on their child’s learning during Semester 2 with reports for students from Year 1 to Year 6 again containing the Common Grade Scale. Students not working towards the same Stage Outcomes as their peers were offered a Report that focused on learning gains for their child. Parents were also offered the opportunity to meet with their child’s teacher after each of the Academic Reports was received. Kindergarten parents were offered the opportunity to meet with their child’s teacher to discuss academic learning and progress in all aspects of their child’s development at the end of Term 2. Teachers and parents were encouraged to meet to discuss any concerns that they had for a student throughout the year at a time convenient to all involved in the meeting.
Technology supporting learning

The implementation and use of Information Technology within the school continued to play a critical role in 2015. This included the continued implementation of the 1:1 iPad program ‘iPads 4 Learning’ in Year 4 and the extension of this program into Year 5. Professional development was given to teachers working within these Grades at both a school and a Diocesan level. As a school we purchased Hapara, which provides teachers with a platform to create activities with learning pathways based on student needs and interests. The school also purchased News ‘O’ Matic, which is the daily newspaper for kids. Teachers are able to provide students with a window into the news in a fun and engaging way. Stories are also differentiated to meet the needs of all students. The Hotmaths online learning tool has been utilised to support individual student needs in Year 6.

Cross Curriculum

A major focus on comprehension strategies across all Key Learning Areas (KLA’s) during 2015 has been supported by professional development for all teaching staff that has been planned and delivered by the English and Mathematics committees. These strategies have been taught throughout all Grades. While the 8 ‘Super Strategies’ have been taught explicitly during English they have been used in all KLA’s whenever students have been asked to comprehend information presented in single or multi-modal formats.

The MSPEC Team have met with class teachers each week throughout the year to discuss the learning needs of students who have not made benchmarks as outlined in the Literacy and Numeracy assessment plans or have exhibited other concerns related to their development. Appropriate assessments have been completed, intervention plans written and implemented and CEO referral for further support or testing has been made where necessary. Learning Support teachers and School Support Officers collaborate with class teachers to implement literacy and numeracy intervention for all students in need across the school.

In 2015 emphasis has been placed on professional development for staff in preparation for the implementation of the NSW History Syllabus for the Australian curriculum. An inventory of appropriate resources has been made and the purchase of new resources is a priority.

The CEDoW guidelines supported the teaching of the schools’ Indigenous students who were supported in their learning through small, guided groups with an emphasis on literacy and numeracy skills. These small groups also allowed an informal mentoring system to develop which allowed to student opportunities to work on important individual goals that assisted them in appreciating their unique abilities and contributions to the school and wider community. The students also participated in specific learning opportunities across the curriculum to develop their knowledge and understanding about 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.

A highlight of 2015 has been the school communities growing awareness of the need to work together to care for the environment. This has resulted in a number of initiatives planned by the staff and student’s environment committee including:

- Environment Assembles - planned and organised by Year 6 Environmental Stewardship Committee
- Worm Weekly Newsletter
- Composting Procedures / Worm Farm
- Waste free Mondays and Wednesdays
Meeting the needs of all students

Children who need to have their needs met 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 44 children receiving SWD funding.

The Reading Recovery Program, a literacy intervention program for students experiencing difficulty in the early acquisition of literacy skills, enabled 16 Year 1 students to be tutored this year. 13 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. 17 students have accessed the Learning Support Centre during 2016. All 17 students participated in a two-hour English learning session and a one-hour Mathematics learning session.

The Learning Support Teachers have supported teachers through assistance in completing appropriate assessments for students referred to the MSPEC Team and the coordination of meetings for outside specialists involved in the support of each student. This has assisted teachers with data that has allowed them to plan for the specific learning needs of each student.

Good Samaritan has continued to maintain the implementation of the Diocesan Model for Gifted Education to guide the school philosophy and practice in the area of Gifted Education. During 2015 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, 15 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 who chose to, 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.

Expanding Learning Opportunities

Students in Years 3-6 had the opportunity to participate in the University of New South Wales (UNSW) Examinations with a broad range of success.

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
trials. 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.

Good Samaritan School experienced great success in Netball, placing 2nd (12/13 Yrs.) and 4th (12/13 Yrs.) at the NSW Catholic Primary School Championships. Good Samaritan also placed 1st (Year 5) and 2nd (Year 6) at the All Schools (Independent/Catholic/Public schools) Illawarra Netball Carnival. Good Samaritan was also the Champion Girls Team at the Diocesan Cross Country Carnival and the Champion Girls School at the Diocesan Swimming Carnival.

The school also hosted and competed in the Catholic Development Fund sponsored Diocesan Public Speaking Competition, with great success in placing 1st (Year 6) and 2nd (Year 5) at Regional level and placing 2nd (Year 5) at the Diocesan Final.

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 86 Year 3 students and 64 Year 5 students who sat for the 2015 NAPLAN. The National Minimum Standard of achievement in Year 3 is Band 2 and in Year 5 is Band 4. In 2015, Good Samaritan students performed above the National Average in Reading, Writing and Spelling with a significant improvement in Reading. A focus for the school in 2016 will be to further improve learning gains in all classes in Spelling. In Year 5 there was also improvement in Reading results with the majority of students placed in Bands 7 and 8.
### 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 2015: % 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><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>10%</td>
<td>31%</td>
</tr>
<tr>
<td>National</td>
<td>13%</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>2%</td>
<td>36%</td>
</tr>
<tr>
<td>National</td>
<td>9%</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>17%</td>
<td>38%</td>
</tr>
<tr>
<td>National</td>
<td>16%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>9%</td>
<td>41%</td>
</tr>
<tr>
<td>National</td>
<td>13%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>18%</td>
<td>48%</td>
</tr>
<tr>
<td>National</td>
<td>17%</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.

<table>
<thead>
<tr>
<th>NAPLAN 2015: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>95%</td>
<td>92%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>97%</td>
<td>93%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>92%</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>93%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>96%</td>
<td>92%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>95%</td>
</tr>
</tbody>
</table>

**Parent, Student and Staff Satisfaction**

**Parent Survey**

Parent feedback obtained through the P&F, written and verbal feedback to staff indicate that parents are very supportive of the inclusive learning environment that allows all students to access appropriate learning opportunities that cater for the needs of all. The opportunities for students and their families to develop their understanding of the teachings of the Catholic church in relation to each person’s responsibility to the other and the environment, through Mission, is highly regarded. Opportunities to further build community such as the P&F Trivia Night were highly regarded as opportunities that should be further extended in future years. Communication between the school and parents has again been an area of concern for a small number of parents in the school. The school has several ways of communicating with all in the school community and in most instances these are very effective. The Leadership Team has prioritised this concern to ensure that wherever possible, communication with parents about the individual needs of students is as timely and informative as possible.
**Staff Survey**

The staff at Good Samaritan overwhelmingly believe that students are assisted in developing their knowledge and understanding of the Catholic tradition, are challenged to maximise their learning to achieve their personal best and are provided with a safe and supporting environment. Staff members feel that they are supported in the delivery of the curriculum by having access to appropriate professional development, resources and personnel to support them when the need arises.

**Student Survey**

The students surveyed strongly believe that all students are included at Good Samaritan and there are many opportunities for all students to participate in sporting and academic activities that support their development. They believe that the teachers make learning interesting, challenging, yet fun and always scaffold learning so that students have a strong sense of success. They believe that the school rules are known and taught and that this process makes being at school predictable for them as they understand expectations. They believe that the positive relations they have with their teachers make this school a good school.