

Good Samaritan Catholic College, Hinchinbrook

Annual School Report to the Community

2019



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Principal

Mr James Corcoran

ABOUT THIS REPORT

Good Samaritan Catholic College is registered by the NSW Education Standards Authority (NESA), and managed by Sydney Catholic Schools Ltd (SCS) as trustee for the Sydney Catholic Schools Trust, the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the College community and Sydney Catholic Schools. This *Report* has been approved by Sydney Catholic Schools in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation.

This *Report* complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

Principal's Message

2019 has been a year of great celebration as the college looked back on 20 years of secondary Catholic education at Hinchinbrook. At each of our key college events; Opening Mass, High Achiever's Assembly, Year 12 Graduation, prize giving, college assemblies and Good Samaritan Day, we took the opportunity to reflect on those shoulders on who stand and the legacy left to us to pass onto succeeding generations of students, families and staff. Our learning intention as a staff is to "know your learner," and the multitude of curricular, co-curricular and extra-curricular activities the students are offered and undertake certainly attests to the high relational nature of Good Samaritan and of education more broadly. Thank you to the staff who have challenged, inspired and cared for the students these past 12 months. I would also like to acknowledge the unstinting support of Br Pat Hurley, Parish Priest of Good Shepherd, who ministers to us all in such a faith-filled and gentle way. I trust each and every member of the Samaritan community has developed a fuller understanding of 'Journeying with Compassion' as we look forward to the next decade of educational excellence at Hinchinbrook.

Parish Priest's Message

Good Samaritan Catholic College Hinchinbrook, continues to witness and to pursue effective means of supporting Catholic parents in the promise of witnessing the love of Jesus Christ to the children enrolled in the college. This includes ensuring that the students have a regular participation in Mass in The Blessed Sacrament Chapel, having opportunities for adoration, offering year groups a time of reflection or retreat once a year, praying the rosary, involving them in charitable works in the wider community, developing and maintaining an environment where the individual and the school and parish communities are all respected. Students in the college were also actively involved in the celebration of 25th anniversary parish celebrations at Good Shepherd, Hoxton Park at the international food fair and church refurbishment blessing and rededication.

Parent Body Message

Parents at Good Samaritan Catholic College are involved in the partnership with the college in the education of their sons and daughters. During 2019, parents underlined this support through their involvement at Information Evenings, Performance Evenings, Student / Parent / Teacher Interviews and a parent forum. The forum led by Dr Chris Seton Paediatric and Adolescent Sleep Physician, of the Woolcock Institute of Medical Research covered 'Sleep Problems in Teens and Tweens...and how to fix them!' and was very well received.

Communication between home and school was also streamlined with the addition of the 'Contact Us' button on the revamped college website. The Good Samaritan community was also

supported the twenty-fifth anniversary celebrations that included the International Food Fair, Parish Dinner Dance and parish church refurbishment blessing. A number of parents at the college also enjoyed the Parent Helper Dinner and the opportunity to socialise with the college leadership team. We look forward to the completion of the capital works program that we see an additional 20 permanent classrooms added to the college and the subsequent removal of the demountables.

Student Body Message

Our leadership year began with our orientation day exploring our Christian story and leadership in a Catholic context with St Luke's Good Samaritan Parable as our inspiration. This experience set the foundations for our leadership group and proved a positive bonding experience. We enjoyed the challenge of leading whole school assemblies and developed a keen sense of social justice through activities like Good Samaritan Day where through fundraising via food stalls, games and the amazing fairground we were able to support a charity directly linked to our House Patrons. Congratulations to our fellow leaders and our House Captains who successfully led community days like the college Swimming and Athletics Carnivals. We owe the college a vote of thanks for the time and effort put into our education along with retreats and college liturgies that cannot go unmentioned, as it is through this commitment to us as young Catholics that we have truly been embolden to 'Journey with Compassion.' As we leave Good Samaritan we wish the community the very best in its future development.

SECTION TWO: SCHOOL FEATURES

Good Samaritan Catholic College is a Catholic systemic Co-educational College located in Hinchinbrook.

The college provides a secondary education for Catholic families from the parishes of Hoxton Park, Sadleir-Miller, Bonnyrigg, Mount Pritchard, Lurnea and Austral. The college was established in 1999 and caters for students in Years 7-12.

The College motto, 'Journeying with Compassion', derived directly from the Parable of the Good Samaritan, is the basis of the College's Mission Statement and provides its foundational ethos. The College community believes that we give witness to our Mission Statement through 'Encountering God', 'Promoting Educational Excellence', 'Nurturing Individual Growth' and 'Being a Samaritan'.

"Journeying with Compassion", is the Gospel message of Good Samaritan Catholic College. Our context in this journey is threefold:

We live in the Land of the Southern Cross. Therefore, we are able to journey with our neighbours who come from so many backgrounds; the Australian Aboriginal peoples as well as peoples from all over the world.

Our second context is The Journey of the Cross. Our baptism calls us to walk in the footsteps of Jesus in our daily living and learning. As a faith community, we believe not only in the power of the Cross, but also in the victory of the resurrection which awaits us all.

The hands reaching out provide our third context. They call to mind Luke's Parable of the Good Samaritan in which the good Samaritan was "moved with compassion," acted as a real neighbour to the traveller who was left for dead. We always journey with others, and often with people who need a helping hand. Our situation at Good Samaritan Catholic College as a faith community, places us in a position to reach out to all, especially those within our community.

Students attending this College come from a variety of backgrounds and nationalities. The College caters for students from a large range of socio-economic and cultural backgrounds. Teachers are committed to providing a holistic education for students, recognising the diversity of their needs, and the importance of students achieving to their potential.

The College is also able to offer Vocational Education courses at the St Joseph's Trades Skill Centre (TSC) that is proudly a part of Good Samaritan community. Along with Good Samaritan

students the St Joseph's TSC caters for students in surrounding local Catholic and Independent schools. Courses offered include Automotive, Electrotechnology, Human Services, Construction and Hospitality.

There are clear expectations for students in respect to academic performance, behaviour and presentation. The staff emphasise that each student has both the right and responsibility to learn in a safe and positive environment, and to strive for personal excellence. The wellbeing structures of the College are designed to ensure that this happens.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019:

Girls	Boys	LBOTE*	Total Students
691	646	1231	1337

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2017, 89% completed Year 12 in 2019.

Enrolment Policy

The Archdiocese of Sydney has established an [Enrolment Policy for Systemic Catholic Schools](#). Sydney Catholic Schools monitor the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Sydney Catholic Schools](#) website.

Student Attendance Rates

The average student attendance rate for 2019 was 91.50%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	94.46%
Year 8	91.45%
Year 9	90.54%
Year 10	91.14%
Year 11	91.38%
Year 12	90.04%

Managing Student Non-attendance

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

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Sydney Catholic Schools or designated Sydney Catholic Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior Secondary Outcomes. Year 12 2019	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	45%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

Student Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2019 Graduating Class	59%	31%	9%	1%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
107	39	146

* This number includes 88 full-time teachers and 19 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by Sydney Catholic Schools. The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The College held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	Key Learning Area and Pastoral Care: Collaborative planning
Term 2	Student Voice & Pivot
Term 3	Learning through Diversity
Term 4	Staff Spirituality Day: Celebrating the Present

Teacher Standards

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 37 teachers;
- Provisional 19 teachers;
- Proficient 3033 teachers.

Additionally, there are approximately 9 teachers who are currently actively engaged in the

submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Catholic Schools have a unique role in the evangelising and educating mission of the Church.

The *Archbishop's Charter for Catholic Schools* sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, the College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Archbishop of Sydney.

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Students in Years 6 and 8 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Good Samaritan Catholic College is a diverse, dynamic community confident in the call to develop the gifts of love, justice, mercy, generosity and compassion through the education of young people. We embrace an educational partnership with home and parish which strives to foster compassionate action within our students in their life journey. As a Catholic college, we respond to Christ's challenge to 'become neighbour' and move beyond one's self, as modelled in the parable of the Good Samaritan. We do this by:

Encountering God:

We guide our students to a discovery of the One True Living God through scripture, prayer, liturgy, tradition and parish communities by expanding the Good Samaritan parable so students encounter the real person of Christ.

Promoting Educational Excellence:

We empower students to reach their potential and become lifelong learners through the development of independent and creative thinking within a contemporary context.

Nurturing Individual Growth:

We acknowledge the individuality and dignity of all members of our community and value their gifts. We want all to embrace their uniqueness in God’s creation, to grow into the most full person possible and so with confidence become a light to the world.

Being a Samaritan:

We stir within students and all members of our community a choice to see the face of Christ in all people and be a Samaritan, by leading lives built upon love, justice, mercy, compassion and service.

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Our School's average result (as a mark out of 50)	
Year 8	26.55

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Sydney Catholic Schools website.

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Sydney Catholic Schools (SCS). The Sydney Catholic Schools Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

The college offers all NSW Education Standards Authority (NESA) mandated courses. Stage 5 electives include Commerce, Drama, Food Technology, Graphics Technology, Industrial Technology (Wood), Information Software Technology, Italian, Music, Photography and Digital Media, Physical Activity and Sport Studies, Textiles Technology, Visual Arts and Visual Design. The college also offers an extensive range of Higher School Certificate (HSC) courses which incorporate board developed courses, board endorsed courses and vocational education courses. The number of students in each of these courses varies according to resources and interest. The school offers HSC extension courses in English, History, Mathematics and Science.

This year, students' learning was enhanced by the continuation of academic class groupings across the junior school (Years 7 to 10). The aim of this approach places students in a specific learning environment to meet their academic needs, enabling them to work at a pace commensurate with their ability.

Particular features of the school's curriculum include:

- a whole-school emphasis on the explicit teaching of numeracy and literacy
- the use of data to inform teaching and learning via the college tracking data base
- a whole-school emphasis on curriculum differentiation to support the individual needs of all students
- the Newman Stream Program for gifted and highly capable students
- an extensive range of vocational education courses offered through St Joseph Trades Skills Centre
- learning support programs
- targeted intervention to support students below the national benchmark in literacy
- transition programs from primary to high school and school to work
- identification and implementation of programs to address the learning needs of students who have English as an Additional Language or Dialect.

Beyond the classroom, students were involved in a broad range of co-curricular activities and initiatives, including internal sport, and sports associated with Macarthur Independent Schools

Association and the Combined Catholic Colleges' competitions. Students were able to utilise their talents in the area of drama and music through performances at Assemblies and Performing Arts Showcase Evenings. The college was also involved in debating and public speaking. Students were supported in their study through after-school homework help, and through a study skills program.

SECTION SEVEN: STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	26.19%	29.10%	17.06%	19.00%
	Reading	25.79%	29.30%	9.13%	15.30%
	Writing	21.83%	15.30%	15.48%	28.20%
	Spelling	35.71%	30.60%	8.33%	16.00%
	Numeracy	31.45%	34.20%	8.47%	15.20%

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	14.48%	19.00%	17.65%	25.10%
	Reading	15.84%	20.90%	16.74%	20.60%
	Writing	11.76%	12.50%	31.22%	38.10%
	Spelling	30.77%	21.00%	9.05%	19.70%
	Numeracy	18.89%	24.40%	15.21%	16.20%

Higher School Certificate

The results of the College’s Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years appear as 0%. Some courses no longer run and therefore will show as 0%.

Higher School Certificate	Percentage of students in top 2 bands (Bands 5 and 6)					
	2017		2018		2019	
	School	State	School	State	School	State
English (Advanced)	93%	64%	80%	63%	0%	0%
English (Standard)	32%	16%	35%	15%	0%	0%
English Advanced	0%	0%	0%	0%	88%	62%
English Standard	0%	0%	0%	0%	35%	12%
History Extension	33%	80%	100%	24%	100%	77%
Mathematics Extension 2	100%	84%	0%	0%	100%	86%
Studies of Religion I	76%	50%	48%	37%	68%	46%

The 2019 HSC results were very pleasing, with the sustained effort of students and staff resulting in significant comparative learning gain. 78% of subjects were above state average, with seven subjects achieving the statistically significant benchmark of being more than 5% above the state average. There was one HSC all-rounder achieving Band 6s in ten units of their pattern of study and 80 Band 6s were also achieved by the group. Focussing on 'knowing your learner' has seen improvements in learning outcomes for our HSC students with a strong focus on literacy skills across all year groups.

In 2019 the number of students issued with a RoSA without finishing the HSC	19
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Student Welfare Policy

The college's Student Welfare policy is based the mission and vision of Good Samaritan Catholic College and exercised through its leadership team, staff, clergy and parents. A combination of vertical house experiences combined with year-level horizontal structured lessons were implemented as a specific and planned means of helping students to value themselves, recognise their rights and responsibilities, strive for personal excellence, and experience wellbeing and success. Programs include anti-bullying, study skills, social interactions and relationships, vocational awareness, personal health and safety and resilience. The implementation of the Student Welfare policy has fostered an environment where the individual rights, responsibilities and talents of students were respected and acknowledged. The role of teachers in promoting positive relationships and establishing a caring environment is continually emphasised at Good Samaritan Catholic College. No changes were made to this policy this year.

The full text of the College's Pastoral Care Policy may be accessed on the College's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College.

The college's Student Discipline and Behaviour Management policy is regularly communicated to all members of the college community. Student management is promoted through both affirmation and behaviour modification strategies. Affirmation is achieved through positive reinforcement and feedback, the use of the College diary and an awards system. Behaviour modification is accomplished through enforcing expectations, communication with students, the use of the college diary as a communications tool, and various other behaviour modification strategies. All teachers are responsible for ensuring that good student management is maintained in their classrooms and in the playground at all times. There is a clearly communicated expectation that students develop the self-discipline necessary to live up to their responsibilities. No changes were made to this policy this year.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

Anti-Bullying Policy

The Archdiocese of Sydney has established an *Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Archdiocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was reviewed in August 2016 and no changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

Complaints and Grievances Resolution Policy

The Archdiocese of Sydney has established a *Resolution of Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was updated and approved in September 2017.

The full text of the *Resolution of Complaints Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

Initiatives Promoting Respect and Responsibility

The college's whole-school wellbeing framework clearly articulates the way in which members of the community are called to work together and communicate in a respectful manner. This framework has at its core the notion that all members of the community are entitled to respect, and that with this comes a responsibility to be respectful of others and contribute in a positive way to the community. A key priority is the ongoing strategic approach to the issue of bullying. Using the Parable of the Good Samaritan as its foundation, the student wellbeing program addresses this complex issue in an age, and at times gender, appropriate manner. Student voice is considered paramount and students and staff complete surveys to provide more extensive data on student wellbeing issues.

The College implements the Sydney Catholic Schools' Inquiry and Review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. The School's Strategic Improvement plan and Inquiry and Review cycle is based on the Sydney Catholic Schools Strategic Plan: [New Horizons](#)

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan and informed by the document *New Horizons: Inspiring Spirits and Minds*. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the school administrative office.

Key Improvements Achieved in 2019

Key improvements and achievements made in 2019 based on the 2014 Inquiry and Review Process included:

- 'Studies in Catholic Thought' programs, scope and sequence and assessment overview were completed and resources developed and linked to programs.
- Introduction of the pilot of the PIVOT tool as a means of enhancing student voice through meaningful student feedback to teachers.
- Piloting 'Canvas' as an online learning platform at the St Joseph TSC.
- Completing a successful reaccreditation process of the Newman program.
- Teachers engaged in professional learning which developed their knowledge of PAT, their skills in analysing baseline data, and their ability to utilise this data to improve teaching strategies.

Other achievements included :

- Installation of College Honour Boards that acknowledge College Captains, the College HSC Dux and Archbishop's Award winners.
- Good Samaritan Day celebrations that included a whole school mass and carnival. Funds raised on the day were distributed to charities aligned with the six College house patrons.
- Participation of 12 students and 2 staff at the Australian Catholic Youth Festival in Perth and the subsequent development of a College Youth Group.

Priority Key Improvements for 2020

The following strategic intents are significant directions and challenges that the college has identified to pursue in 2020:

- Implementing the college's Capital Works program to accommodate the increase in enrolments, and ensure student learning takes place in learning spaces which align with the college's vision for learning.
- Rolling out the COMPASS Learning Management System.
- Engagement of the college community with the Inquiry and Review process.
- Developing contemporary professional practice for diverse learning.

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent Satisfaction

In 2019, the college sought the opinions of parents on a range of aspects of school life including school effectiveness. Two formal means were utilised; the 'Tell Them From Me' survey instrument and through the school's learning management system, SENTRAL. These were used as ways to gather views from all members of the school community and relevant and useful data was garnered from these sources. Other useful and less formalised processes included feedback gathered at the five Student Parent Teacher Interviews opportunities and a parent forum was held. On the whole, based on the feedback, parents and carers expressed a high degree of satisfaction with the day-to-day operations, channels of communication, general school effectiveness and the pastoral care provided for all students.

Student Satisfaction

Student satisfaction is high, demonstrated by the level of students' engagement in their learning, college spirit and significant numbers of student involvement in a broad range of college co and extra-curricular activities. Monthly meetings with college leaders across years 7–12 are also a key way in which student aspirations are demonstrated. Other modes of gauging student satisfaction included; the 'Tell Them From Me' survey instrument, the anti-bullying surveys and the pre and post-learning unit evaluations that inform teacher practice.

Teacher Satisfaction

In 'Tell Them From Me' survey instrument the whole college staff were surveyed and the data strongly indicated that they work in a learning environment which is characterised by a culture of reciprocated respect and collaborative professional connections. A high level of support staff and teacher morale is shown by the myriad of ways in which all staff cooperate with a clear sense of mission and focus on improved learning outcomes and pastoral care for students entrusted to their care. This level of satisfaction is also manifest in the number of staff who offer their personal time for out of hours overnight activities like college retreats, camps, Immersion opportunities, and other extra and co-curricular activities. Teachers were also appreciative of the innovative staff spirituality day that included mass, a mini pilgrimage and communal table.

SECTION ELEVEN: FINANCIAL STATEMENT

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2019 year is detailed below:

RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants ¹	\$12,706,932	Capital Expenditure ⁶	\$1,332,362
Government Capital Grants ²	\$0	Salaries and Related Expenses ⁷	\$15,704,566
State Recurrent Grants ³	\$3,634,213	Non-Salary Expenses ⁸	\$4,681,440
Fees and Private Income ⁴	\$4,453,654	Total Expenditure	\$21,718,368
Other Capital Income ⁵	\$441,500		
Total Income	\$21,407,595		

For the 2019 year the Good Samaritan Catholic College received \$171,296 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.