

**Good Samaritan Catholic
College, BLI BLI**

Annual Report 2019

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**



**GOOD SAMARITAN
CATHOLIC COLLEGE**
JOURNEY WITH COMPASSION

Contact information

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Principal's foreword

The 2019 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

School progress towards its goals in 2019

The College was able to meet or exceed the expectations set out in the goals below. In writing, 90% of Year 3 and 81% of Year 7 students achieved the benchmark, while in Reading 87% of Prep students and 100% of Year 1 and 2 students achieved the benchmark. In planning and teaching, RSE was integrated into the planning template for all teaching areas in all year levels and is used regularly. The College Vision and Mission statement was finalised and published to the community after a consultation process and the College Wellbeing Framework was developed, including processes to promote strong student attendance.

Goal	Progress
By the end of 2019, teachers will consistently use the BCE Effective and Expected Practices in the teaching of reading and writing across P-3 and Year 7, resulting in at least 75% hitting benchmark in Year 3 and 65% in Year 7 writing, and resulting in 90% hitting benchmark in P-1 reading and 92% in Year 2 reading.	Achieved
By the end of 2019, staff are aware of and confident in, integrating RSE in planning and teaching across different subject areas.	Achieved
By the end of 2019, the Catholic Identity of Good Samaritan Catholic College will be visible across the community by the development of the College's mission and vision statement.	Achieved
By the end of 2019, a College Wellbeing Framework will be developed to promote student engagement and attendance through targeted and timely support.	Achieved

Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in reading and writing for all students but particularly those in Years 7 and 8, embedding Catholic perspectives throughout the curriculum, the wellbeing of all students through the finalisation of the PB4L matrix and targeted differentiation for students.

Our school at a glance

School profile

Good Samaritan Catholic College is a **Catholic** school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2019: Prep to 12

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	184	88	96	7

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body

As a new P-12 College, there are diverse characteristics of our students. The 52 initial enrolments for Year 7 were drawn from 24 different schools and came from a range of family, ethnic, indigenous and faith backgrounds. Approximately 25% of the foundation year student population were eligible to be on the NCCD register, including a number of students with significant learning needs and disabilities. Most students come from stable family life and families are generally aspirational. Most students are drawn from the immediate local area or the close surrounding suburbs. There is strong demand for enrolment with applications and expressions of interest for future years exceeding available places.

Curriculum delivery

Approach to curriculum delivery

- The College ensures the learning and teaching program is underpinned by the full implementation of the BCE Model of pedagogy.
- Our P-12 College recognises and underscores the specialisations of Early Years learning, Middle Years learning and Senior Years learning and ensures pedagogical practices that immerse students and teachers in full exploration of these phases of learning.
- Across P-12, the College engages teachers in weekly responsive planning involving identification of next learning derived from the Australian Curriculum (including Catholic Perspectives and RSE), analysis of student achievement and identification of student needs, review and response.
- The College ensure the explicit teaching of appropriate developmental literacy and numeracy understandings and skills across the curriculum and engages collaborative professional learning for all teachers.
- The College explicitly monitors the development of student writing and reading skills and strategically intervene with students to build capacity in these critical areas.
- The College readily engages students, parents and teachers in reflective practices, goal setting and moderation of learning achievement.

Co-curricular activities

- The College undertakes a variety of co-curricula activities and the number is growing each semester.
- There are a variety of sporting opportunities at the College for students including Netball, Football (including a Brisbane Roar Football Academy), AFL (through AFL QLD), Rugby League (engaging QRL), golf (associated with Maroochy River Golf Club) and more.
- The College engages opportunities in The Arts including 'Hip Hop Dance' troupes, vocal groups, music ensembles and bands.
- The College has developed a comprehensive instrumental music program engaging vocal development, strings and guitars, keyboards and wind instruments, and a range of percussion instruments.

- The College engages in a variety of Sunshine Coast and SE QLD competitions and events including Readers' Cup, Voices on the Coast, a variety of writing and poetry competitions and more.

How information and communication technologies are used to assist learning

The College has begun with a distinct focus on students and staff building digital technology skills and online communications skills. All students engage with iPads consistently in their learning with students engaging with the suite of Microsoft Office 365 programs. Flipped and blended learning approaches are developed by all teachers. All teachers have engaged with deep and consistent professional learning with the Office 365 platform, with Apple products and with iPads for learning. 65% of our teachers are certified Apple Teachers. The College engages digital learning consistently in the classroom throughout the learning and teaching cycle and has developed a range of digital tools for students, parents and teachers to engage with when reflecting on learning, organising themselves for learning, goal setting and identifying next learning, submitting completed learning and receiving and reviewing feedback.

Social climate

Overview

The College wellbeing program is built around the BCE PB4L processes and practices. The positive behaviour matrix is used by staff to identify student needs and respond to them. Restorative Justice processes are followed to intervene when necessary with student behaviour. The College has a zero tolerance policy towards bullying and participates in the National Day of Action yearly. The inclusive practices of the College include classroom based support for students with additional needs and differentiated planning for all students in dedicated regular planning sessions. A comprehensive Pastoral Care program is followed across the College with dedicated PC time every day in all classes.

Family and community engagement

Families are invited to participate in their child's learning in a variety of ways. The College operates a Parent Engage program to involve interested parents in the planning and implementation of College community events and special days. A Helping Hands group assists those families in need through the provision of meals and other support as needed. A volunteer program operates in the College for parents, Grandparents and members of the local community. The College is involved in local community events such as ANZAC Day, Remembrance Day, Community Fun Run and fund raising for local charities. There is a relationship established with the adjacent Over 50 housing estate and this engages members of that community with the College. All families of students with diverse needs requiring adjustments to meet access the curriculum and participate in College life are involved in regular meetings and consultations regarding their child's progress. A comprehensive process is followed prior to enrolment to ensure that the College can meet the needs of the child.

Environmental footprint

Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical Laudato Si' Care for our Common Home.

As a new College, all environmental recommendations are included in the College master plan and incorporated into the building programs. As the various building stages are completed, the plan will be reviewed and amended as appropriate.

Environmental footprint indicators	
Years	Electricity kWh
2019	82315

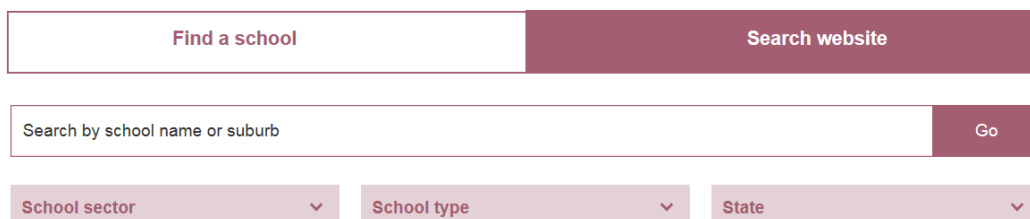
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff	Non-Teaching Staff
Headcount	19	11
Full-time Equivalent	18.2	9.1

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	7
Graduate diploma etc.**	3
Bachelor degree	9
Diploma	
Certificate	

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2019 were \$15000

The major professional development initiatives are as follows:

- Catholic Identity – Charism, College Mission and Vision
- Learning and Teaching – Responsive Pedagogy, Effective and Expected Practices, Pedagogical Framework.
- PB4L
- Rainbows Program
- First Aid Training
- New College induction
- WH&S
- Child Protection

The proportion of the teaching staff involved in professional development activities during 2019 was **100%**

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	97.2%

Proportion of staff retained from the previous school year.

From the end of the previous school year, **100%** of staff was retained by the school for the entire 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	92.4%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	94.1%

Average attendance rate per year level			
Prep attendance rate	93.8%	Year 7 attendance rate	90.7%
Year 1 attendance rate	91.5%	Year 8 attendance rate	
Year 2 attendance rate	93.6%	Year 9 attendance rate	
Year 3 attendance rate	93.2%	Year 10 attendance rate	
Year 4 attendance rate		Year 11 attendance rate	
Year 5 attendance rate		Year 12 attendance rate	
Year 6 attendance rate			

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2019 for all Brisbane Catholic Education schools across years Prep-6 was 91.9% and years 7-12 was 88.5%.

Description of how non-attendance is managed by the school

The College ensures all rolls are marked by all teachers according to BCE procedures. As a P-12 College, all rolls are marked every lesson in the secondary component and for specialist lessons in the primary area.

Primary rolls are marked twice per day. Parents of students with an Unexplained Absence are contacted by text message after 9am each day. If the absence continues, the parent is contacted by phone. Extended absences are followed up by parental contact from the College support team or leadership as appropriate. Attendance is monitored and students encouraged to attend at all times. Regular correspondence to parents about the importance of regular attendance is sent via email, newsletters and Facebook.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	436.5	432.3		
Writing	399.8	423.1		
Spelling	394.6	418.7		
Grammar and punctuation	427.1	439.8		
Numeracy	380.2	408.1		

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	559.3	546.0		
Writing	487.9	513.2		
Spelling	536.9	545.6		
Grammar and punctuation	539.7	541.7		
Numeracy	543.6	554.1		

Year 12 outcomes

No data available.

Overall position bands (OP)

Year	Number of students in each band for OP 1-25				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2019					

As at March 2019. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Year	Number of students awarded certificates under the Australian Qualification Framework (AQF)		
	Certificate I	Certificate II	Certificate III or above
2019			

As at March 2019. The above values exclude VISA students.

Student destinations

Post-school destination information

The results of the 2019 post-school destinations survey, Next Step – Student Destination Report (2019 Year 12 cohort), will be uploaded to the Brisbane Catholic Education’s website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.