

**Good Samaritan Catholic
College, BLI BLI**

Annual Report 2020

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



**Brisbane
Catholic
Education**

teaching • challenging • transforming

Contact information

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Principal's foreword

The 2020 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.

Good Samaritan Catholic College is a Prep to Year 12 College located at Bli Bli on the Sunshine Coast. The College opened in 2019 and is steadily growing towards full enrolment. The first seniors will graduate from the College in 2024. As part of Brisbane Catholic Education, our co-educational College aims to be a welcoming and supportive community of people who respect ourselves, each other and the environment. Our School provides a place to assist all students to excel to the best of their ability in all areas, contribute to the community and lead the way in our changing society.

The College's motto "Journey with Compassion" is lived every day in the lives of our students, staff and community. We are a place of learning where confident, self-directed and focussed students thrive in a supportive environment, working towards a positive and hope-filled future.

School progress towards its goals in 2020

Catholic Identity - All teachers of RE are engaged in ensuring RE is taught effectively and in an engaging way. All RE teachers have presented to all staff ways of doing this.

Planning templates reflect Catholic Perspectives and PD for all staff has been completed.

Teachers have received PD in this area and all RE teachers plan with the APRE to ensure this has been achieved.

Learning and Teaching - All teachers are planning with leadership and learning leaders using a common template. Targets for reading and writing are on track.

All teachers use the practices and College PD program has been focussed on this. Targets for year 7&8 writing are on. Track

Wellbeing - The College well-being framework, the PATH matrix, is used by all staff and PB4L structures are embedded in practice. Processes for monitoring attendance and engagement are in place.

Student Support - All teachers plan with the Support Team in a collaborative cycle to target differentiation for all students.

Future outlook

College Goals and priorities for 2021 focus on:

Catholic Identity – Provide opportunities for an expressed, celebrated, visible and lived Catholic Identity.

Learning and Teaching – Every student invests in their learning demonstrating literacy growth above expected effect size.

Wellbeing – Every student and staff member invests in safe and supportive practices that nurture wellbeing and the common good.

Staff – Retain, identify and recruit expert staff committed to a Catholic P-12 philosophy.

Diversity and Inclusion – Ensure inclusive quality outcomes for all, regardless of disability, disadvantage or background.

Organisational Efficiency – Develop sustainable processes that meet government compliance obligations and provide optimal necessary College infrastructure.

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 2020: Prep to 12

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2020	385	189	196	13

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

The Good Samaritan Catholic College comes from a diverse socio-economic background. Approximately 50% of students identify as Catholic with the remaining cohort identifying as other Christian denominations, other religious backgrounds or no religion. All families indicate strong support for the Catholic Identity of the College. Most students come from an Anglo-Saxon background though there are a number of different ethnic groups represented in the College. There were 13 students who identified as Indigenous. The College has a higher than average number of students on the NCCD register, with almost 25% of the student population identified. Almost all students live in the local area and the parents are very supportive of the College. Enrolment demand is very high and extensive waiting lists are established for most Year levels.

Curriculum implementation

Curriculum overview

Good Samaritan Catholic College provide students learning through responsive teaching, allowing learning opportunity beyond the Australian Curriculum entitlement. The College recognises students' developmental growth, transitioning from early years learning, through middle years and senior years, providing a basis for lifelong learning beyond the College.

Early Years Learning

Prep – Year 1

Students in Prep and Year 1 work on a fortnightly timetable and engage with their core teachers for the majority of their learning. In Science, HPE, Music and ICT, students engage with specialist teachers, making full use of the resources and facilities of the College. For one 3-hour session per fortnight, students engage in rotational learning where they explore a variety of diverse learning opportunities (explained below).

Core Learning

	Religion	English	Mathematics	Science	HASS	Health	PE	Technologies	Arts	Music
Prep	5 hrs	15 hrs	9 hrs	2 hrs	2 hrs	2 hrs	2 hrs	2 hrs	2 hrs	2 hrs
Year 1	5 hrs	15 hrs	9 hrs	2 hrs	2 hrs	2 hrs	2 hrs	2 hrs	2 hrs	2 hrs

Rotational Learning

	PMP	Chinese	Dance	Social Skills	Literacy	STEM
Prep	30 min	30 min	30 min	30 min	30 min	30 min
Year 1	30 min	30 min	30 min	30 min	30 min	30 min

Year 2 – Year 4

Students in Year 2, Year 3 and Year 4 work on a fortnightly timetable and engage with their core teachers for the majority of their learning. In Science, HPE, Music and Chinese, students engage with specialist teachers, making full use of the resources and facilities of the College. For one 3-hour session per fortnight, students engage in rotational learning, often again with specialist teachers, where they explore a variety of diverse learning opportunities (explained below).

Core Learning

	Religion	English	Mathematics	Science	HASS	Health	PE	Chinese	Arts	Music
Year 2	5 hrs	15 hrs	9 hrs	2 hrs	2 hrs	2 hrs	2 hrs	2 hrs	2 hrs	2 hrs
Year 3	5 hrs	11 hrs	9 hrs	3 hrs	5 hrs	2 hrs	2 hrs	2 hrs	2 hrs	2 hrs
Year 4	5 hrs	11 hrs	9 hrs	3 hrs	5 hrs	2 hrs	2 hrs	2 hrs	2 hrs	2 hrs

Rotational Learning

	Coding	ITD	Dance/Drama	Social Skills	Literacy/Numeracy	Sport
Year 2	30 min	30 min	30 min	30 min	30 min	30 min
Year 3	30 min	30 min	30 min	30 min	30 min	30 min
Year 4	30 min	30 min	30 min	30 min	30 min	30 min

Middle Years Learning

Year 5 and Year 6

Students in Year 5 and Year 6 work on a fortnightly timetable and engage with their core teachers for much of their learning. In Science, HPE, The Arts (Visual Art / Media / Dance / Drama), Technology (Design Technology / Food Technology / Digital Technologies) and Chinese, students engage with specialist teachers, making full use of the resources and facilities of the College. Being the first years of middle years, the students work in a more structured timetable of learning and engage with a wider variety of teachers.

	Religion	English	Mathematics	Science	HASS	Health	PE	Chinese	Arts	DIGITEC	Design Tech
Year 5	5 hrs	11 hrs	9 hrs	3 hrs	6 hrs	1 hr	3 hrs	2 hrs	3 hrs	3 hrs	3 hrs

Year 5 students rotate through Design Technology Materials, Food Technology and Graphics in their Design Technology lessons, engaging project-based learning in these fields. They also rotate through Dance, Visual Arts and Media studies in a similar project-based format in their learning of The Arts.

Year 7 and Year 8

Core Learning

Students in Year 7 and Year 8 work on a fortnightly timetable and engage with a core teacher for multiple subjects. Their core and PC teacher acts as a 'learning advocate' for the students in their core class. In the middle years, students work in a structured timetable of learning and engage with a wider variety of teachers.

	Religion	English	Mathematics	Science	Humanities	Health/ PE	Chinese
Year 7	5 hrs	8 hrs	7 hrs	6 hrs	6 hrs	4 hr	4 hrs
Year 8	5 hrs	8 hrs	7 hrs	6 hrs	6 hrs	4 hr	4 hrs

Rotational Learning

Year 7 students rotate through Design Technology Materials, Food Technology Design Technology lessons, engaging project-based learning in these fields. They also rotate through Dance, Visual Arts and Music studies in a similar project-based format in their learning of The Arts. Each rotation lasts for 8 weeks with students engaging in two 3-hour blocks per fortnight in their rotation.

	DTMAT	DTFS	Music	Visual Arts	Dance
Year 7	6 hrs	6 hrs	6 hrs	6 hrs	6 hrs

* Each rotation in a subject is 8 weeks in duration

Year 8 students rotate through Design Technology Materials, ICT and Robotics Technology lessons, engaging project-based learning in these fields. They also rotate through Media, and Drama studies in a similar project-based format in their learning of The Arts. Each rotation lasts for 10 weeks with students engaging in two 3-hour blocks per fortnight in their rotation.

	DTMAT	ICT / Robotics	Media	Drama
Year 7	6 hrs	6 hrs	6 hrs	6 hrs

* Each rotation in a subject is 10 weeks in duration

Year 9

Students in Year 9 work on a fortnightly timetable and engage with a core teacher for some subjects. Their core and PC teacher acts as a 'learning advocate' for the students in their core class. In the middle years, students work in a structured timetable of learning and engage with a wider variety of teachers. Year 9 students engage in elective subject choices alongside their core learning, providing them the opportunity to explore courses derived from the Australian Curriculum, deepening their engagement in diverse areas and beginning the process of ascertaining their future learning pathway.

Core Learning Structure

	Religion	English	Mathematics	Science	Humanities	Health/ PE	Chinese
Year 9	5 hrs	8 hrs	7 hrs	6 hrs	6 hrs	6 hr	4 hrs

** HPE Learning and Humanities learning for one semester only, supplemented by elective choices*

Elective Learning

Elective courses are conducted for one semester. Students study three chosen courses per semester, with each course occurring four hours per fortnight. Given the developmental needs of students at this stage, they must not yet 'specialise' in one field, but select courses across diverse fields.

Extra-curricular activities

The College presents students with an array of extra-curricula opportunities that lead from the core learning curriculum and allow students to extend and specialise in multiple areas.

In sport, the College has developed a burgeoning Netball club, a Football (soccer) academy, rugby union and rugby league teams that compete in local and regional competitions, a Golf academy, the College Running club. Students also compete for the College in Equestrian, Surf Lifesaving and in district Swimming, Cross-Country and Athletics. Numerous students have represented Nambour District and North District in a variety of sports. In Years 7-9, the College competes in the North District Interschool Sport competition. The College has formed strong working relationships with Noosa Football Club, Maroochy River Golf Club, Marcoola Surf Club, Bli Bli Athletics Club and Jetts Gym Bli Bli. As the College continues to grow, the sporting opportunities and relationships with excellent sporting organisations will also continue to grow.

In the arts, the College has developed numerous Dance troupes and ensembles across the different Dance disciplines. The College has an extensive instrumental music program engaging vocals and a diverse range of instruments led by expert professional tutors. The College also has developed rock bands and other Music ensembles that allow students to pursue excellence in their field. In Visual Art the College has implemented the 'Open Art' opportunity where, guided by our professional artist, students are provided the opportunity to explore techniques and develop their talents.

Linking to the academic sphere, the College regularly participates in Reader's Cup, Voices on the Coast, STEM and Robotics challenges and Writing challenges and competitions.

How information and communication technologies are used to assist learning

Across the years of learning the College provides constant opportunity for students to engage with ICTs. ICT learning is embedded across all learning areas with students in Prep – Year 9 engaging with iPads in their learning. All staff receive extensive and ongoing training in providing powerful learning opportunities for students making use of ICT. Students also engage in specific ICT, STEM, Technologies and Robotics learning in their academic learning at the College.

Social climate

Overview

Across all areas of the College, the Positive Behaviour for Learning approach is embedded in all that we do to ensure students engage fully in their academic, social, wellbeing and formational learning. The College has a tiered approach to providing all students with support to guide their development. All staff receive extensive and ongoing training in Positive Behaviour for Learning approaches, with the College consistently making use of data to ensure responsiveness to all engagement and wellbeing issues that emerge.

The College is highly active in ensuring students learn and engage fully with anti-bullying approaches and supports to uphold student wellbeing. Pastoral Care and support is highly valued at the College with all staff engaging in approaches to guide the holistic development of each student.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

Percentage of parents/ carers who agree that:	2018	2020
This school helps my child to develop their relationship with God	NA	100%
School staff demonstrate the school's Catholic Christian values	NA	98%
Teachers at this school have high expectations for my child	NA	93%
Staff at this school care about my child	NA	98%
I can talk to my child's teachers about my concerns	NA	92%
Teachers at this school encourage me to take an active role in my child's education	NA	92%
My child feels safe at this school	NA	99%
The facilities at this school support my child's educational needs	NA	96%
This school looks for ways to improve	NA	97%
I am happy my child is at this school	NA	98%

Percentage of students who agree that:	2018	2020
My school helps me develop my relationship with God	NA	86%
I enjoy learning at my school	NA	91%
Teachers expect me to work to the best of my ability in all my learning	NA	98%
Feedback from my teacher helps me learn	NA	98%
Teachers treat students fairly at my school	NA	91%
If I was unhappy about something at school I would talk to a school leader or teacher about it	NA	72%
I feel safe at school	NA	92%
I am happy to be at my school	NA	87%

Percentage of staff who agree that:	2018	2020
Working at this school helps me to have a deeper understanding of faith	NA	95%
School staff demonstrate this school's Catholic Christian values	NA	100%
This school acts on staff feedback	NA	97%
This school looks for ways to improve	NA	97%
I am recognised for my efforts at work	NA	97%
In general, students at this school respect staff members	NA	92%
This school makes student protection everyone's responsibility	NA	100%
I enjoy working at this school	NA	97%

Family and community engagement

The College engages families deeply in the learning process for students, striving to form an authentic learning partnership with students, parents and caregivers. There are numerous mechanisms the College engages to strengthen this learning partnership:

- In normal operating times, students lead learning celebrations where families are invited to come to the College and engage with the work of their student, posing important questions and seeking student direction about next learning. Parents are then invited to view the work of other students and pose other questions.

- All students engage in Three-Way Conferences where the student guides their family through their learning and their report, identifying learning strengths across subjects, sharing goals for next learning and answering parent and teacher questions posed.
- Students engage in project-based learning where their finalised work is presented to families and members of the community.
- The College actively promotes very frequent communications about learning with parents, again strengthening the consistent messages about learning with families.

The College is very active in engaging with the local community through its community partnerships program. The College seeks to engage local businesses and organisations in providing deeper opportunities for students in learning, in the co-curricula sphere and in future workplace opportunities and regularly hosts events and initiatives to build community relations.

The College uses the Brisbane Catholic Education Support processes to engage meaningfully with all families to ensure all students have equitable access to learning and the curriculum. Using a comprehensive suite of supports that engage all stakeholders, the College ensures its staff have strong capacities to differentiate to ensure all students have full opportunity to engage in their learning.

Environmental footprint

Reducing the school's environmental footprint

During the building program in 2020, solar panels and water tanks were installed at the College to lower the environmental impact. All lighting in the College is LCD and there is no air-conditioning installed.

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* website.

How to access 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	33	20
Full-time Equivalents	30.5	13.5

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	11
Graduate diploma etc.**	5
Bachelor degree	17
Diploma	
Certificate	

*Teaching staff includes School Leaders

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

Professional development

The major professional development initiatives are as follows:

- Catholic Identity
- Teaching and Learning with a focus on writing
- Wellbeing and Student Support

The proportion of the teaching staff involved in professional development activities during 2020 was 100%

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	97.5%

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 2020.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2020 for all Brisbane Catholic Education schools across years Prep-6 was 92.1% and years 7-12 was 89.2%.

Description	%
The overall attendance rate* for the students at this school	91.9%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	94.5%

Average attendance rate per year level			
Prep attendance rate	92.7%	Year 7 attendance rate	92.7%
Year 1 attendance rate	93.7%	Year 8 attendance rate	91.1%
Year 2 attendance rate	91.1%	Year 9 attendance rate	
Year 3 attendance rate	91.7%	Year 10 attendance rate	
Year 4 attendance rate		Year 11 attendance rate	
Year 5 attendance rate	94.8%	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.

Description of how non-attendance is managed by the school

The College follows all BCE processes for attendance recording using the eMinerva system. Parents are notified via text message if a student absence is not notified by the parent using the parent portal. If a student's absence is unexplained or lasts longer than three days, parents are contacted by the College. If necessary, pastoral processes are put in place to support student attendance. Roll marking is completed by classroom teachers using the eMinerva online system. Prep to Year 6 classes are marked three times per day (morning and after each break) while Year 7 to 12 classes are marked each lesson. Regular absences are tracked and parents contacted by class, pastoral or leadership staff members if necessary. The College has implemented a number of Pastoral processes including regular parent messages about the importance of attendance and follow up on absences as strategies to increase attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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.

A screenshot of the search bar on the My School website. It features a search input field with the placeholder text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned at the far right of the search bar.

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

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

A screenshot of the navigation menu on the My School website. The menu is a dark red bar with several items: "School profile", "NAPLAN" (which is highlighted with a white background and a small downward arrow), "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map".

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.