



success through industry

Catholic co-educational school
Diocese of Toowoomba

Annual report 2020

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email	GSC@twb.catholic.edu.au		Principal	Liisa Hammond	
Year levels	secondary ungraded		Enrolment	44	
Co-educational or single sex				co-educational	
Boarders	no	Outside hours school care	no	Vacation care	no
Contact person for information about the school and school policies			Liisa Hammond		

The school's mission

Vision

Each member of our community is empowered to gain *success through industry*.

Mission

The community at Good Samaritan College believe in the inherent dignity and capacity of all. It is an innovative enhanced learning community that prioritises the well-being of all members – spiritually, physically, mentally, and emotionally. We ensure accessibility and engagement in individual learning journeys through the provision of responsive, authentic and high-quality learning opportunities.

Distinctive curriculum offerings

Good Samaritan College is an initiative of the Toowoomba Catholic Schools Office, it provides a range of learning opportunities for disengaged youth. The curriculum offered is built upon the pillars of academic excellence and social-emotional growth. Fundamental to the curriculum offerings is the belief that every young person has the capacity to learn and excel in their learning as long as the curriculum is tailored to their individual needs.

Good Samaritan College is an ungraded College, which means that we offer learning based on a junior and senior curriculum.

Junior academic offerings: ACARA English and Mathematics, Reading Improvement Strategy (Comprehension Intensive Program), and Electives – Automotive studies, Life Skills, Project Based Learning, Woodwork, Health and Physical Exercise, Business and Home Economics.

Senior academic offerings: QCAA Essential English and Essential Mathematics, Applied Furnishings, and Social and Community Studies, and Certificate II courses – Skills for Work and Vocational Pathways, Automotive, Business, Hospitality, Sport and Recreation; and Certificate I Employment Pathways.

Social-Emotional Curriculum is universal at the College and includes:

Life skills: Rock and Water and Social Emotional Program (timetabled lessons). Other learnings include: social skills, personal health and hygiene, sexual health, healthy eating, grooming, community visits and practical support e.g. driving tests, Medicare cards, and support with Centrelink requirements.

Work readiness: includes courses at the Southern Queensland Institute of TAFE and other training providers, work experience, work skills workshops, work related qualifications e.g. RSA, White Card, and School Based apprenticeships and traineeships

Extra-curricular: includes visual arts, gardening, cookery, woodwork, physical education, ICT and sport

The social-emotional curriculum at Good Samaritan College is vital to the wellbeing of all the young people enrolled at the College. The team at Good Samaritan College achieve this through the modelling of appropriate interactions; including morning and afternoon community meetings, shared sit-down lunch, team building and kitchen duty teams. Care and concern is shown to all in the Social-Emotional program and the Good Samaritan College teaching team ensure that there is equity in interactions. A principle-based approach enables the meeting of individual needs through the planning of Personal Learning Plans (PLP) and counselling sessions.

The learning journeys of the young people begin at the initial enrolment meeting, which includes the clarification of student context, the reason the young person is seeking enrolment at Good Samaritan College and the establishment of individual goals. Goals are set in the four key curriculum areas of academic, work readiness, extra-curricular and life skills. The young person completes a PROBE test, Pat-R and Pat-M, as well as a careers interest test.

Once enrolment is accepted, staff members discuss and start the young person's PLP at Staff Meetings and a Planning Day. At the end of the young person's probation period of one month, the parent/guardians are invited in to discuss, complete and sign the PLP with the young person. It is at this meeting that the young person's academic and social goals are formalised for the following semester and incorporated into the young person's PLP. This forms the basis for their end-of-semester report. Good Samaritan College offers a modified curriculum and reports on the young person's PLP goals in the reports.

Extra-curricular activities

To support students in learning that sits outside the traditional classroom-based curriculum, there is a focus on excursions and the delivery of workshops by visiting teachers/workers. This enables the young people to engage and learn through a variety of sporting, cultural and educational experiences.

Excursions include trips to places within the Toowoomba and Brisbane regions. An example of excursions are: Table Top Mountain walk, Emu Gully, and surf awareness. An example of the workshops offered to young people include: the Hidden Histories, Indigenous Leadership camp, Love Bites, and Sexual Health Awareness.

Another example of an extra-curricular activity is the Great Race (cancelled due to COVID-19) and an overnight adventure camp.

Through a government grant, we provided driving lessons and purchased a driving simulator.

Social climate (including wellbeing and student behaviour support)

Good Samaritan College offers a full-time Social-Emotional program. A counsellor and community engagement officer are integral to the pastoral care services offered. Both these staff interact with young people and their families throughout the week. As required, Good Samaritan College has access to assistance from partner agencies such as health, housing, justice, welfare and family needs.

Young people and their parent/guardian are required to accept and sign the Principles and Statement of Understanding of Good Samaritan College each year. This document acknowledges the key principles of Good Samaritan College and bullying is addressed under the principle of Respect. This document is reviewed annually.

Characteristics of the student body

The young people of Good Samaritan College are identified as being at-risk, disengaged and disadvantaged. Most young people have experienced high levels of trauma, dysfunctional family-life and have experienced failure within a tradition mainstream setting.

Good Samaritan College population has maintained a high indigenous population, with many of the young people coming from a diverse range of religious backgrounds.

Good Samaritan College also works with the young people who are engaged with the youth justice system.

Despite these challenges, the student body of Good Samaritan College is characterised by the young people's willingness to re-engage in their learning journeys via our alternative curriculum.

Parent/carer involvement

Celebration Days are held at the end of each semester, where staff, students and families celebrate the positive outcomes and successes of the young people. It is during the enrolment process that parents and caregivers discuss their aspirations for the young person enrolling and are made aware of the need to work in partnership with Good Samaritan College to achieve the goals that are set.

Discussions with parent/carer may include discussions about progress of PLPs, goals, career pathways, connections with other agencies or other issues that may be relevant or important.

School income by funding source

School income reported by the financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *MySchool* website at www.myschool.edu.au.

Staff

Workforce composition

	Total teaching staff	Total non-teaching staff	Indigenous staff
Headcount	8	4	0
Full-time equivalents	6.6	1.8	0

Teacher qualifications

Qualification	% of teaching
Doctoral / Post-Doctoral	0%
Masters	0%
Bachelor Degree	100%
Diploma	0%
Certificate	0%

Professional Development (participation and expenditure)

2020 School Budget Allocation: \$10,000

The following information is an overview of staff participation in professional development at Good Samaritan College for 2020.

- Certificate IV in Training and Assessing
- Social and Emotional Training e.g. Rock and Water, Trauma-Informed Practices, Non-Violent Crisis Intervention
- QCAA training and development
- Deep Learning and HIT Pedagogies
- Industry Placement Training

Student attendance

Average whole of school student attendance rate (expressed as %)

58%

Student attendance for each year level (expressed as %)

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
45%	60%	57%	64%	56%	58%

Description of how non-attendance of students is managed by the school

All young people are collected by a Good Samaritan College bus daily.

The young people and their parents/guardians are provided with the school mobile number and the school number at the beginning of each year.

Young people and their parents/guardian are encouraged to phone either number to report an absence and are reminded throughout the school year of the procedure of phoning the mobile number or school number to indicate why the young person will not be attending for the day and does not need to be collected.

School attendance is monitored via roll-marking and at fortnightly student meetings and Personalised Learning Plan (PLP) meetings.

If absenteeism is an issue, the principal telephones the parent/guardian to discuss the concern.

If follow up is required, an organised face to face meeting may be organised by the principal, Counsellor and Community Engagement Officer.

A SMS system continues to effectively monitor attendance and to improve Good Samaritan College communications with parents and guardians.

National Assessment program Literacy and Numeracy (NAPLAN) results

The National Assessment Program Literacy and Numeracy (NAPLAN) did not occur in 2020 due to COVID-19.

Year 12 post-school destination

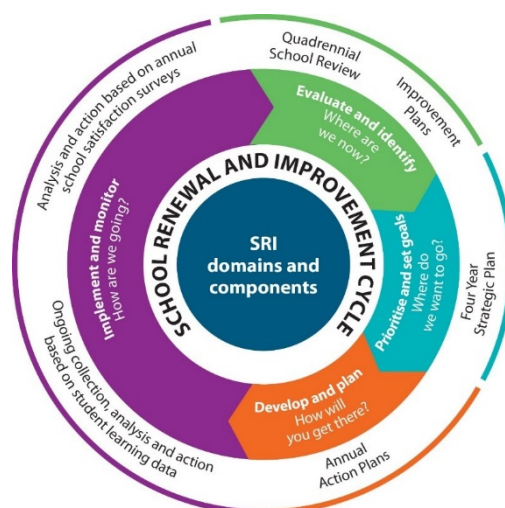
This information is published by 30 September each year.

School renewal and improvement

Overview of procedures

Since October 2017, all schools/colleges operated by The Corporation of the Roman Catholic Diocese of Toowoomba, have committed to the Toowoomba Catholic Schools School Renewal and Improvement Procedure (SRIP). This adapted a procedure called Excellence in Catholic Education (EiCE) which had been in place since 2012.

The diagram below shows the elements of the SRIP and the relationship between the elements.



SRIP requires all thirty-one schools/colleges to continually self-review their effectiveness using SRI domains and components and develop and implement strategic and annual action plans as a result. The domains and components describe what TCS believes to be the characteristics of a high-quality Catholic school.

As a part of the SRIP all schools also engage in a TCS Quadrennial School Review (every four years) where a panel external to the school but drawn from senior TCS and TCSO personnel works with the school community to review their effectiveness. The panel consists of three or four members, depending on school size, and the panel spends two or three days in the school. Usually seven or eight schools will be involved in a TCS Quadrennial School Review each year.

In addition to the SRIP, schools are required to undertake the Non-State Schools' Accreditation Board's (NSSAB's) review and report annually to the school community to comply with Regulation s.20(d).

Parent, staff and student satisfaction

Biannually, Good Samaritan College engages in data gathering from parents, staff and students to assist it in evaluating the effectiveness of its educational program.

Materials provided by Research Australia Development & Innovation Institute (RADII) are used. Part of the RADII process is the collection of data regarding the overall satisfaction of parents, staff and students. Overall satisfaction responses for 2019 are shown below.

Parents

100% of parents satisfied with children's educational progress at the school.

Staff

100% of staff satisfied overall with educational progress of students.

Students

92% of Years 7 - 12 students satisfied with their learning at this school.