Annual School Report to the Community
2015

Good Shepherd Primary School
Amaroo
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Principal
Mr Graham Pollard
Section One: Message from Key Groups in our Community

Principal's Message

This Annual Report provides the school with an opportunity to outline the achievements and initiatives that have occurred during the 2015 school year and was written by representatives of all sections of our community; staff, parents and students. A continuing focus for this year has been the implementation of the “Bring Your Own Device” initiative which commenced in Years Five and Six. The program has been supported by staff availing themselves to ongoing Professional Development courses which has been essential in the roll out of this initiative.

During this year parents and carers have also been provided with opportunities to inform themselves of the various skills and responsibilities which are required to support their child become good digital citizens. A decision to extend the program to Year Four will be made towards the end of this year following feedback from all stakeholders.

Parent Body Message

The Community Council earmarked the improved communication between school and home as an important priority this year. The high point of this initiative was a presentation delivered by renowned child psychologist, Michael Carr Gregg. The evening was particularly well supported by our parent community who attended in large numbers. Several other adult education evenings were also offered during the year; topics included Literacy, Numeracy and Digital Citizenship.

The Council continued its excellent work in both funding grounds improvement projects, and on occasions supplying the manpower to complete the task. Major tasks included the repainting of the pergolas and Science Block as well as two grounds maintenance working bees.

After several months of consultation the Council agreed to introduce a levy which would free up the community from the constant burden of raising funds. The Council is now able to focus their attention on projects which build and enhance community consultation.

The Council would like to acknowledge the smooth transition into the Bring Your Own Device Program which was successfully introduced into the senior classes this year.

Student Body Message

This year in 2015 we, the Year 6 Leaders of Good Shepherd School have been assisting teachers and younger students around our school community. We have been doing this by taking responsibility for day to day duties such as taking out the bins, calling out birthdays at assembly, putting up our school flags and mediating small problems between students.

Recently members of our Year Group also had the additional responsibility of guiding and welcoming potential newcomers to our school during Open Day. This was a thoroughly enjoyable task which gave us a great opportunity to speak about all aspects of school life from our perspective.

Each Year six student has also taken on the role of being a Buddy to a Kindergarten child to help them get used to their new primary school environment. I think we speak for all students in Year Six when we say we feel honoured to be leaders of our great school.
Section Two: School Features

Good Shepherd Primary School is a Catholic systemic Co-educational School located in Amaroo.

The continued growth of the Gungahlin district has been reflected in the enrolments of the four schools which comprise the Parish of Holy Spirit. Good Shepherd School works in close cooperation with the two neighbouring Catholic Primary schools, Mother Teresa Harrison and Holy Spirit Nicholls. The growth of a local Catholic Secondary School, St John Paul II College has also provided a pathway for the majority of our Year Six students in their choice of a school beyond their Primary years.

Good Shepherd School offers a variety of co-curricular activities which are intended to cater for the ability levels and interests of its students. The offerings include Rostrum Public Speaking, Da Vinci Decathlon and Maths Olympiad. Overnight Camps of one or two nights in a setting off site are also offered for students in Years Four, Five and Six. The school also offers many opportunities for students to participate in sporting initiatives. Swimming Lessons, Netball and Cheerleading are well supported activities.

During Term Three the school offers a Peer Support Program for all students in the school. The Program is delivered through vertical groupings of students who are led by a trained Year Six students. The aim of the initiative is to promote cooperation and mutual respect amongst the student body while providing opportunities for Year Six students to further develop their leadership skills. Further leadership opportunities for our older students are available in the preparation leading to the reception of the Sacrament of Confirmation which requires participants to become involved in an aspect of community development.

This year our staff, in cooperation with our Community Council has offered several adult education evenings. The most notable of these evenings was a presentation by noted child psychologist, Michael Carr Gregg which attracted strong support from our local community including parents from schools other than Good Shepherd. The presentation was offered again the following day for staff members, tailored to meet the needs of the group. Once again this was well attended both by our staff and many from other schools, Government and Non Government throughout Canberra.

During this year our Community Council has also begun to investigate the development of a Building and Grounds Master Plan. The Plan is in response to finding a more permanent solution regarding the future of transportable classrooms which have now remained on site for over ten years. The Council is hoping to apply for a Block Grant to support the funding of proposed building plans which include consideration of building design to meet the pedagogical changes in classroom practice.
Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old.*

Religious Life & Religious Education

Good Shepherd Primary School follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old.* In 2015, our whole year Prayer Focus entitled "Walk with Me" is designed to help our community to explore their faith through well known saints who have inspired generations of disciples.

Each of our individual prayer celebrations, which are jointly presented by two classes, is based on the life of a chosen saint.

The saints have been described in many ways; companions, guides, servants of God, models of holiness. During 2015 it is hoped that a specific focus on the qualities of an individual saint might help our school community rediscover and nurture their own spiritual journey through the powerful witness saints have offered the Christian Faithful.

The scriptural reference for 2015 is "For we walk by faith, not by sight." (2 Cor 5:7)

A major focus of our professional development this year has been the faith formation of all staff members. All staff have attended courses which have been designed to both inform and nurture their personal faith. The courses included opportunities for personal reflection in combination with small group discussions. An overnight staff retreat at a nearby estate provided staff with an opportunity to authentically witness to each other's journey away from the bustle of school life.

This year our Religious Education Coordinator reconfigured a school award system to link with our school motto, *To Be The Heart Of God.* The new system identifies a school value and then seeks to reward and recognise students at a whole school assembly who have tried hard to attain the identified value for that week.
Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>310</td>
<td>301</td>
<td>33</td>
<td>611</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an Enrolment Policy for Catholic Schools. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2015 was 92.51%. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 4</td>
</tr>
<tr>
<td>Year 5</td>
</tr>
<tr>
<td>Year 6</td>
</tr>
</tbody>
</table>

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, 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, School staff, as part of their duty of care, monitor part or whole day absences.

School 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 School 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 Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.
Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>91</td>
<td>27</td>
<td>118</td>
</tr>
</tbody>
</table>

* This number includes 29 full-time teachers and 62 part-time teachers.

Percentage of staff who are Indigenous 0%

Professional Learning

This year our staff elected to restructure our structure into pedagogical teams. The intention was to better focus the professional development of staff to enable stronger and more rigorous growth. This initiative was supported by revisiting our school culture under the lens of teamwork. Each year group was asked to write a Team Charter which outlines the rights and responsibilities of team members to each other.

Our staff continued to develop their understanding of how to authentically integrate technology into the curriculum using the SAMR model as the focus.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.
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 School 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 School 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 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>51%</td>
<td>48%</td>
</tr>
<tr>
<td>Writing</td>
<td>63%</td>
<td>47%</td>
</tr>
<tr>
<td>Spelling</td>
<td>45%</td>
<td>41%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>53%</td>
<td>52%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>32%</td>
<td>34%</td>
</tr>
</tbody>
</table>

| 5    |                                 |          |          |          |          |
| Reading | 28%                             | 34%       | 31%       | 18%       |
| Writing | 10%                             | 19%       | 9%        | 18%       |
| Spelling | 24%                            | 33%       | 18%       | 15%       |
| Grammar and Punctuation | 24%                       | 36%       | 18%       | 17%       |
| Numeracy | 17%                             | 28%       | 22%       | 16%       |
Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School’s Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

Good Shepherd School continued to progress a school-based action research project that was commenced in 2014. The project which is entitled Collaboration On Student Achievement (COSA) encourages staff to reflect in teams on an aspect of their pedagogy. The project has two emphases, authentic integration of Information and Communication Technology into the school curriculum and the development of a functional Formative Assessment program for classroom teaching.

The move towards Bringing Your Own Device in our senior classes has encouraged our Leadership Team to establish strong collegial bonds across grade levels in order to prevent a two tiered school. The school has subsequently invested funds into providing opportunities for staff to mentor and observe each other’s classroom teaching. The purpose is to share ICT skills gained in lesson planning and delivery.

The school staff nominated the following areas for Internal School Review: Catholic Identity and Faith, Professional Practice and Collaborative Relationships, Strategic Resourcing and Teaching and Learning. Each area was subject to a staff survey, followed by data collection and a final summary report.

Priority Key Improvements for 2016

The Leadership Team of Good Shepherd established a Strategic Plan for implementation over the next three years. The targeted areas for next year were identified as being:

- revitalize our School Vision and Sense of Mission
- develop a whole school approach to social and emotional wellbeing
- strengthen professional collaboration in order to improve practice
- refine teaching practice to ensure that it is child-centred
- build effective and productive partnerships
Section Eight: School Policies

Student Welfare Policy

Good Shepherd Primary School is a community shaped by the teachings of Jesus Christ. As such, we want our school to be a happy place; a warm and safe environment where shared beliefs, consistent expectations and a framework for support encourage each individual to grow and learn. When dealing with inappropriate behaviour we use Restorative Justice Practices.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the school’s Student Welfare and Expectations Agreed Practice is available on the school website or from the Front Office.

The full text of the School’s Student Welfare Policy may be accessed on the School’s website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a 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. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the Complaints Policy may be accessed on the Catholic Education website at https://cg.catholic.edu.au.

The school follows the Catholic Education Policy as listed on the CE website.

The Good Shepherd Primary School policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. A full text of the school policy is available on the school website or from the Front Office.
Section Nine: Community Satisfaction

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 School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

The Good Shepherd Community Council conducted a survey via the Survey Monkey Forum seeking the opinions of parents and carers. A series of questions were included covering a range of aspects including school effectiveness. The return rate of approximately 25% of families was an excellent response.

Parents expressed their overwhelming satisfaction that the ethos and values of the school are obvious to the entire community. This opinion was further reinforced by the strong satisfaction rating recorded regarding the positive reputation of Good Shepherd Primary School students.

Respondents expressed strong support for the continuation of the various enrichment activities which are offered at Good Shepherd Primary School.

Positive responses were also recorded regarding the school’s ongoing efforts to improve communication channels between the school and the home. A significant proportion of respondents indicated that they were now using the skoolbag app as a method of maintaining their communication with the school.

Student Satisfaction

This year our staff facilitated focus groups comprised of representatives of children in Years Four, Five and Six. The purpose of the groups was to encourage children to share their thoughts about a variety of school related topics in a supportive, structured environment. Students were selected by their classroom teacher and organised into small groups. The leader asked participants a series of discussion starter questions and then invited responses.

The topics covered included; improvements to school grounds and facilities, what makes a good teacher, one thing I would like to change about our school, what can you do if you feel bullied and how did you enjoy the Peer Support Program.

The feedback provided enabled staff to incorporate ideas for future planning.

Teacher Satisfaction

Staff were invited to participate in a Survey Monkey Forum in order to ascertain their feedback regarding the operation of Good Shepherd Primary School. Topics covered included Work Culture, Catholicity, Communication, Facilities including Occupational Health and Safety, Leadership and General Comments.

The survey attracted a participation rate of 94%. Staff rated all of the above mentioned areas as high or very high (the second or third highest rank in a six point approval scale). All comments were collated by the Leadership Team and considered in the planning processes for the following year.
Section Ten: Financial Statement

**Income**

- Commonwealth Recurrent Grants (58.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.5%)
- Fees and Private Income (14.1%)
- Other Capital Income (8.6%)

**Expenditure**

- Capital Expenditure (2.8%)
- Salaries and Related Expenses (72.1%)
- Non-Salary Expenses (25.1%)

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL INCOME</th>
<th>RECURRENT and CAPITAL EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants $1</td>
<td>Capital Expenditure $4</td>
</tr>
<tr>
<td>$4,142,376</td>
<td>$183,281</td>
</tr>
<tr>
<td>Government Capital Grants $2</td>
<td>Salaries and Related Expenses $7</td>
</tr>
<tr>
<td>$1,993</td>
<td>$4,757,904</td>
</tr>
<tr>
<td>State Recurrent Grants $3</td>
<td>Non-Salary Expenses $8</td>
</tr>
<tr>
<td>$1,306,628</td>
<td>$1,659,684</td>
</tr>
<tr>
<td>Fees and Private Income $4</td>
<td>Total Expenditure $9</td>
</tr>
<tr>
<td>$996,438</td>
<td>$6,600,869</td>
</tr>
<tr>
<td>Other Capital Income $5</td>
<td></td>
</tr>
<tr>
<td>$604,240</td>
<td></td>
</tr>
<tr>
<td>Total Income</td>
<td></td>
</tr>
<tr>
<td>$7,051,675</td>
<td></td>
</tr>
</tbody>
</table>

**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.