



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



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

We are a Catholic Systemic School in the ACT catering for 640 students and their families. In 2016 we had twenty-four classes from Kindergarten to Year 6 with an average class size of 24. The purpose of this report provides the school with an opportunity to outline the achievements and initiatives that have occurred during the 2016 school year and was written by representatives of all sections of our community; staff, parents and students. At Good Shepherd Primary School, the staff, students, parents and parish strive to provide an integrated approach to education. The community integrates their faith with contemporary life and Gospel values are reflected in our policies, structures and relationships.

Parent Body Message

This year has been a busy year for our Community Council. The implementation of a school wide community levy has been warmly received. This has enabled the Council to commit to school improvement projects such as general school improvements, professional stage lighting in the hall, and a gathering which provided an opportunity to thank our volunteers as well as bringing our community together.

We have concentrated on new communication methods, road safety in and around the school and building partnerships between home and school. An example of this was our keynote speaker for the year, Mr David Price who is an educational futurist. We will continue to work on this initiative in 2017.

As with any volunteering role, these achievements would not be possible without the dedication of our council members. We are extremely blessed to have a large and active Council who are passionate about our school and community.

Student Body Message

This year in 2016 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.

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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.

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 was successful in winning 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*. 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 2016:

Girls	Boys	LBOTE*	Total Students
307	316	32	623

* 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 2016 was 92.83%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95%
Year 1	92%
Year 2	93%
Year 3	92%
Year 4	93%
Year 5	93%
Year 6	92%

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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
108	38	146

* This number includes 29 full-time teachers and 79 part-time teachers.

Percentage of staff who are Indigenous	0%
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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.

Section Six: Academic Profile

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	51%	49%	7%	11%
	Writing	52%	49%	0%	6%
	Spelling	51%	46%	14%	12%
	Grammar and Punctuation	59%	52%	1%	10%
	Numeracy	42%	36%	6%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	31%	35%	16%	15%
	Writing	9%	17%	21%	18%
	Spelling	20%	30%	13%	18%
	Grammar and Punctuation	33%	36%	12%	15%
	Numeracy	19%	29%	16%	17%

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 2016

In 2016 Good Shepherd School began a new COSA (Collaboration On Student Achievement) project. The emphasis this year was to have teachers consider aspects of their teaching pedagogy and whether it supported the development of future-ready students. When reflecting on their pedagogy each grade were encouraged to adopt an innovation that was aimed at supporting their students into the future.

With a focus on strong, collaborative relationships amongst the staff and teaching teams, we witnessed the development of cooperative and productive collegial partnerships. This resulted in teachers having clear and consistent approaches to collaborative planning, and a common approach to inquiry learning. In supporting this process the school invested funds into coaching and mentoring programs. There were ample opportunities given for the staff to work collaboratively, view and affirm peers and share both successes and challenges.

In considering the wellbeing of students, the school began the process of developing a whole school approach to positive school wide behaviours. This approach will enable students and staff to clearly understand and define expected behaviours across the school.

Priority Key Improvements for 2017

Our focus for 2017 will continue to be guided by the analysis of data from NAPLAN, by the recommendations of the School Registration panel made in 2012 and by the school's own school improvement process. School Registration will occur in 2017 and will be used to assist us in planning for the future in all areas of school life.

Our annual improvement goals for 2017 are:

1. By the end of 2017 we will have created a positive school environment through the introduction and implementation of Positive School Wide Behaviour(PSWB) program at Good Shepherd.
2. By the end of 2017 teachers will have increased confidence using Scripture in their RE lessons.
3. To investigate which teaching strategies and learning opportunities deliver improved student achievement in spelling.

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. At Good Shepherd, our School-wide Positive Behaviour Support program explicitly names our school rules and rewards positive behaviour. 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.

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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>.

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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. 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.

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In the annual Parent Satisfaction Survey, 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.

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

As part of the Good Shepherd annual evaluation process, a survey of student satisfaction was conducted in August 2016. The survey has provided feedback to the School Leadership Team and Community Council about the overall performance of all at Good Shepherd. The total number of responses received from students was 122. The majority of students surveyed indicated that they were proud of their school and that their class teacher encouraged them to learn to the best of their ability. Almost every student indicated that they felt safe at Good Shepherd Primary School. They indicated very strongly that if they had a problem, there were people they could approach for help. The students were appreciative of the sporting and other activities that they were able to be involved in. Almost all students agreed that the school helped them understand the Catholic faith.

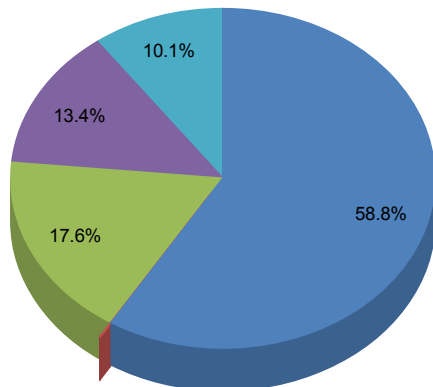
Teacher Satisfaction

As part of the Good Shepherd Primary School annual evaluation process, a survey of staff satisfaction was conducted in August 2016. The survey has provided feedback to the School Leadership Team and Community Council about the overall performance of all at Good Shepherd. The total number of responses received from staff was 45.

Over 98% of staff believe their colleagues are supportive, they feel committed to the school and the school encourages a climate conducive to learning and that they are given opportunities to be involved in school activities.

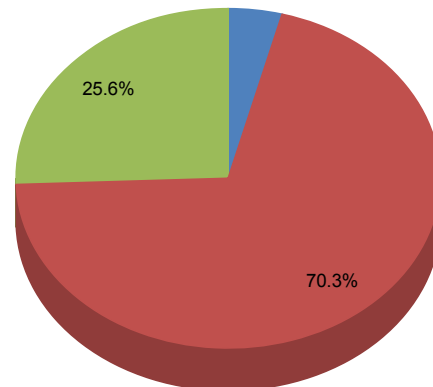
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (58.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.6%)
- Fees and Private Income (13.4%)
- Other Capital Income (10.1%)

Expenditure



- Capital Expenditure (4.1%)
- Salaries and Related Expenses (70.3%)
- Non-Salary Expenses (25.6%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$4,331,081
Government Capital Grants ²	\$1,890
State Recurrent Grants ³	\$1,299,412
Fees and Private Income ⁴	\$988,613
Other Capital Income ⁵	\$742,450
Total Income	\$7,363,446

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$279,127
Salaries and Related Expenses ⁷	\$4,786,242
Non-Salary Expenses ⁸	\$1,741,588
Total Expenditure	\$6,806,957

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.