SCHOOL CONTACT INFORMATION

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This report was prepared by:

Leadership Team of Good Shepherd Primary School

Brad Gaynor
PRINCIPAL
MESSAGE FROM OUR SCHOOL COMMUNITY

Principal’s Message
Welcome to the Annual Report for the 2012 school year. Contained within this report are messages from the various stakeholders that form our school community, data that provides information regarding the school’s performance in the NAPLAN tests and additional information which provides insights into the operation and future planning of our school.

This year our school celebrated its 10th Anniversary with a range of celebrations to mark this special event. It was a wonderful opportunity to reflect on all the achievements the school community has in such a short amount of time. We look forward to the next 10 years with the same excitement and enthusiasm.

School Community Council Message
Another positive year for the Community Council, with the continued generous support of the Good Shepherd parents and community, the Community Council has been able to continue to deliver a range of positive projects such as further ICT technology upgrades, classroom resources, AV and PA system upgrade in the school Hall.

A new initiative was the establishment of the Parent Network that aims to build stronger communication and community ties throughout the school. Other community building events included Fathers and Mothers Day Stalls, Working Bees, Sporting Carnivals and Orientation Days.

Student Representative’s Message
Year 6 have participated in many activities and have learnt and grown as people in 2012. Student leadership was a focus again this year. The Leadership Program provides the opportunity for all Year 6 students to experience the responsibility of leadership by taking on one of the following roles:

- Hospitality Hosts
- Special Project Leaders
- Environment Leaders
- Shepherd Spies

Peer Support is held fortnightly and is a great way for us to find ways to deal with problems and meet new people. Our buddy program works well with Year 6 and Kindergarten.

SCHOOL FEATURES

Good Shepherd is a Catholic Primary School located in Canberra, ACT. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 630 students.
Students attending this school come from a variety of backgrounds and nationalities consisting of 49% male and 51% female students; 1% indigenous students; and 3% Language Background other than English (LBOTE).
The school employs 44 staff comprising 37 teachers and 7 non-teaching staff, the latter being employed in a variety of capacities including Learning Support Assistants and Front Office Staff. The school also employs a dedicated Defence Force Transition Aide and a School Chaplain both of whom are funded via Commonwealth Grants.

The school’s website can be found at www.goodshepherd.act.edu.au

**RELIGIOUS EDUCATION**

Good Shepherd follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

In 2012, our whole year Prayer Focus entitled “Jesus, the Good Shepherd” aimed at building our own relationship with Jesus. Through the exploration of specific attitudes and actions the students discovered more about how Jesus treated others and how we can follow his example in the way we treat and speak to those around us. The Values focused on for 2012 were Responsibility, Guidance and Support, Wisdom, Justice, Doing My Best, Compassion, Forgiveness, Serving Others, Inclusivity and Friendship. The Prayer Focus Celebrations are presented with a Scripture base and give the children practical ways to live out these Gospel Values.

**STUDENT ACHIEVEMENT - NAPLAN**

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. 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.

**School and National Mean Scale Scores**

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>419</td>
<td>415</td>
<td>414</td>
<td>424</td>
<td>395</td>
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<tr>
<td>School</td>
<td>442</td>
<td>433</td>
<td>413</td>
<td>447</td>
<td>409</td>
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</tbody>
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<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>493</td>
<td>476</td>
<td>494</td>
<td>490</td>
<td>488</td>
</tr>
<tr>
<td>School</td>
<td>516</td>
<td>484</td>
<td>504</td>
<td>506</td>
<td>491</td>
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**Proportion of students at or above the National Minimum Standard**

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
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<tr>
<td>School</td>
<td>99%</td>
<td>100%</td>
<td>99%</td>
<td>99%</td>
<td>98%</td>
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The above tables show strong achievement in 2012 NAPLAN Testing for Good Shepherd School with school mean scale scores at or above national means in all areas of testing. The highlights for NAPLAN this year were Year 3 Boys improving by 27 scale scores from the 2011 data in the test aspect of Reading. Year 5 Girls scored above the state average growth in the test aspect of Spelling.

As in 2011, the most outstanding achievement the Year 3 cohort, can be seen in Writing with no students achieving below national minimum and 60% in bands 5 and 6. Grammar and Punctuation were also strong with 58% in bands 5 and 6. In the area of Numeracy, 1/3 of the students achieved within Band 5 and 6.

Within the Year 5 cohort, 48% of the students were in bands 7 and 8 for Reading. The Boys showed a decrease in Numeracy performance from 2011 results as did the girls in Grammar and Punctuation. Both of these areas will be focussed on in the Teaching and Learning for 2013.
SCHOOL POLICIES

Enrolment Policy
In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Annual Report page of the school’s website or on the Catholic Education Office website at http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx

All prospective enrolments are encouraged to make an appointment with the Principal in order to familiarise themselves with the expectations and operation of the school. Kindergarten children are also required to participate in an induction program which is held towards the end of the year.

Attendance Policy
While the responsibility for attendance lies with parents, the staff at Good Shepherd encourage students and parents to have full participation in school life.

The roll is marked each day and any unexplained absences are followed up in writing by the classroom teacher using the ‘Unexplained Absence’ proforma letter. If students are absent for unexplained periods of time their teacher informs the Principal who will contact the family.

If attendance becomes a challenge for a student or family, teachers are committed to working closely with appropriate individuals, parents and community organisations having regard for social, cultural and religious factors associated with indigenous students, students from culturally and linguistically diverse backgrounds and socially disadvantaged students.

When school procedures are not successful, the Principal writes to parents, requesting that they and the student meet together to resolve issues that may be hindering the child’s regular attendance.

The Principal informs the Catholic Education Office of serious attendance issues.

Further information can be obtained from the Student Attendance Agreed Practice.

Behaviour
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.

Complaints and Grievances Resolution Policy
The 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.

PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

Professional Learning
All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole staff days, subject specific inservices, meetings and conferences.

The school held 5 whole staff days in 2012. The content of these days was as follows:

- Reading and the Australian Curriculum
- Staff Spirituality
- Mental Health and Well Being
- RE Accreditation
- First Aid

Teacher Qualifications
All teachers are qualified as required by the relevant State and Territory bodies.

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2012 was 97%. Days absent were through professional development, sick leave, carers leave, graduation leave and long service leave.

The teacher retention rate from 2011 to 2012 was 93%.

STUDENT ATTENDANCE

The average student attendance for the school during 2012 was 95%.

School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
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<tbody>
<tr>
<td>Kindergarten</td>
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<tr>
<td>Year 1</td>
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<tr>
<td>Year 2</td>
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<tr>
<td>Year 3</td>
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<td>Year 4</td>
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<tr>
<td>Year 5</td>
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<tr>
<td>Year 6</td>
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PARENT, TEACHER AND STUDENT SATISFACTION

Following our community satisfaction surveys, the results indicate:

- 96% strongly agreed or agreed that Good Shepherd is a Catholic school where Catholic ethos and Gospel Values are obvious.
- 86% strongly agreed or agreed there are both formal and informal opportunities for parents to meet with teachers.
- 83% strongly agreed or agreed the behaviour of students at Good Shepherd is positive.
- 81% strongly agreed or agreed with the school’s renewed emphasis on anti-bullying and restorative justice practices.
- 85% strongly agreed or agreed Good Shepherd has a high standard of School Uniform.
- 100% strongly agreed or agreed activities such as Reading Eggs, swimming, camps, excursions and incursions are worthwhile.
- 89% strongly agreed or agreed the staff at Good Shepherd form positive relationships with students and families.
- 87% strongly agreed or agreed communication between the School and home is effective. (Eg, Newsletter, Notes, Online Calendar, Email)
- 95% strongly agreed or agreed with Good Shepherd’s strong emphasis on Literacy & Numeracy.
- 100% strongly agreed or agreed with Good Shepherd’s increasing focus on ICT (laptops, ipads, IWB, etc) and that it is important for a child’s future.
- 94% strongly agreed or agreed to a balanced approach to homework that supports working families and busy children.
- 71% strongly agreed or agreed that the introduction of the Parent Network in 2012 was a positive step in further developing the Good Shepherd community. 25% were unsure.
- 97% strongly agreed or agreed with the Community Council’s emphasis on improving the facilities at Good Shepherd. (Eg, new shade structure, Hall PA/AV upgrade, Admin refurbishment, gardens, etc)
- 52% strongly agreed or agreed that members of the Community Council were friendly and accessible for feedback. 44% were unsure of who the Community Council members were.

PRIORITIES AND TARGETS

In 2012, the staff participated in Professional Development to provide us with an opportunity to ensure curriculum documents aligned with national requirements and to assist us with an effective process of implementation of the Australian Curriculum. New programming formats were trialled, taking into consideration the Australian Curriculum Achievement Standards. Work on the successful implementation of the Australian Curriculum will continue in 2013.

Good Shepherd places strong emphasis on the areas of Literacy and Numeracy. In 2013, we will continue to ensure our teaching programs are current, based on sound research and regularly assessed and evaluated. We believe in differentiation of the curriculum to ensure all students have access to information and learning that best suits their needs. We value the dedication and commitment of our staff to ongoing professional development to ensure our school maintains its reputation of quality teaching and learning particularly in the areas of Literacy and Numeracy.
In 2013 staff will continue to be committed to maintaining our school-wide Literacy and Numeracy programs that give priority to establishing blocks of core teaching times. Within these sessions the use of the Gradual Release Model and the infusion of ICT will continue to be given priority.

Targets for Literacy include:
- Improve student results in spelling, grammar and punctuation;
- Increase % of students in higher bands.

Targets of Numeracy Include:
- Increase % of students in higher bands;
- Improve expected growth rate of all students;
- Continued focus on problem solving.

In 2013 we will focus on deepening the staff’s understanding of the use of the Understanding By Design in the Social Sciences. This will align well with our growing emphasis on inquiry learning and giving students the opportunity to explore areas of interest in their work.

Information Communication and Technology will continue to be a focus area in 2013. Specialist ICT lessons will be more aligned to the teaching and learning in the classroom. New Interactive Whiteboards have been installed in all classrooms and teachers look forward to using them more effectively in 2013. The LIFE Learning Management System will be introduced with emphasis on Web 2.0 learning technologies thoroughly implemented into teaching programs.

Assessment will be a target area with emphasis on professional development, focusing on assessment practices to improve knowledge and understanding of formative, summative and diagnostic assessment. This will lead into an agreed approach for the collection, analysis, recording and storage of assessment.

2013 will see continued improvements made to our Learning Support Model. The newly developed agreed practice for Learning Support will be rolled out to staff and embedded within the structure of teaching and learning. Commitments will be made to differentiated practice and documenting this in class programs for all students requiring adjustments and accommodations.

2013 will also see the school undertake a structured review of all documentation to align policy with practice, and to ensure the currency of information that staff need in undertaking their role.

Other focus areas for 2013 include:
- Development of cycle for enrichment activities within the school.
- Investigate options for a Language Other Than English (LOTE)
- Review and update of our Student Welfare and Expectations Agreed Practice and procedures so all members of the school community have shared ownership of, and clarity, about the structures to be implemented.
- Extension of our pastoral care programs to include provision for community and families in need. This will be developed further within the new Parent Network and other supportive initiatives.
FINANCIAL INFORMATION

Good Shepherd Amaroo - Income

- Commonwealth Recurrent Grants: 57%
- Government Capital Grants: 0%
- Other Capital: 3%
- Fees and Private Income: 23%
- State Recurrent Grants: 17%

Good Shepherd Amaroo - Expenditure

- Salaries, Allowances and Related Expenses: 76%
- Non-Salary Expenses: 20%
- Capital Expenditure: 4%