Deeply planted in the land of the Aboriginal people, our

**Good Shepherd**

bends towards all people in a gesture of loving welcome. Each one is personally blessed and known by name.

Children and adults are drawn into this nurturing, nourishing, supportive, protective and compassionate love of the One who keeps all in view.

In this close companionship, the Good Shepherd reminds us that we too are to care for each other, to look after each other, to bend towards one another in comfort and support.

**to be together the heart of God**
Belief Statement

Our Core Purpose

To be together the heart of God.

Our Core Principles

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We learn best when we are prepared, encouraged and challenged to take risks.

We are the centre of our own learning.

We explicitly name, articulate and share Gospel values.

We embrace humour and excitement in our supportive community.

Our relationships build a welcoming community.

Our relationships are nurtured with respect, cooperation and compassion.

Our community shares the responsibility for teaching and learning.

Our teaching and learning is based on positive relationships.

Teaching and learning occurs when we learn from one another.

Teaching and learning programs are underpinned by quality curriculum.

Teaching and learning experiences make realistic links to life in our world.

Teaching and learning are guided by reflection and evaluation.
Term Dates 2014                      Term Dates 2015
Term 1: 3 February – 11 April            Term 1: 2 February – 10 April
Term 2: 28 April – 4 July               Term 2: 27 April – 3 July
Term 3: 21 July – 26 September          Term 3: 20 July – 25 September
Term 4: 13 October – 17 December        Term 4: 12 October – 18 December

School Contacts
Phone          6255 7888
Fax            6255 7999
Email          office.goodshepherd@cg.catholic.edu.au
Before and After School Care  1300 105 343
Website        www.goodshepherd.act.edu.au

School Leadership Team
Principal       Brad Gaynor
Assistant Principal  Ursula Jamieson
Religious Education Coordinator  Luke Maher
Coordinators    Penny Vanzwol, Sarah Corkhill & Alison Graeber
Office Manager  Joan Jones
Finance Manager Anne McKenna

Holy Spirit Parish Team
Fr Mark Croker and Fiona Wilkinson
Address        Holy Spirit Parish
               Burdekin Avenue
               Amaroo ACT 2614
Telephone      6242 9622

Vision of Community – Our Parish Team

From the very outset, our school has been built on the vision of home, school and parish growing together. The Holy Spirit Parish Team leads our community and directly supports the school through:

- Participation in staff development
- Participation in school community prayer and sacraments
- Weekly classroom visits
- The sacraments and rituals which celebrate children’s experience
- Spiritual support for families
- Leadership of and support for the Sacramental Programs
- Parenting courses
- Prayer and practical support

Prayer

Prayer is an intrinsic part of the daily school life. During the day each class takes time to pray. We endeavour on most days that the first 15 minutes of the school day are not interrupted to allow time for Morning Prayer. Prayer itself takes many forms - traditional prayers, scriptural, liturgical and creative prayer. These forms of prayer may be expressed in many ways: stillness, listening, reflection, dialogue, music, drama, song or dance. The principle aim of the school’s Faith Education Program is to expose the children to the full spectrum of prayer experiences and to deepen their relationship with Jesus.

Focus Prayer Assemblies

Every fortnight the school community gathers to examine a particular whole-school value. These values are published in the school newsletter and parents are encouraged to...
discuss and act on these values at home. Parents, family and friends are all welcome to attend these assemblies.

**School Hours**
The school day begins at 8.55 am at which time the children line up at the Assembly Point on the netball courts. The school day concludes at 3.10 pm. There are two breaks in the school day: 11.00 - 11.40 am, and again from 1.20 – 2.00 pm. Eating time at lunch is supervised in the classroom from 1.10 – 1.20 pm.

**Playground Supervision**
Supervision by a member of the teaching staff begins each morning at 8.30 am. Children should not be at school prior to this time unless arrangements have been made with Before School Care. Recess and Lunchtime breaks are supervised, as is the final duty of the day from 3.10 pm - 3.30 pm. Outside these times parents requiring child care for their children need to make arrangements with Out of School Hours Care.

Several playground areas are available for the children at playtimes. The playing equipment is accessed on a rostered basis. The children also have admittance to the Library Resource Centre during lunchtime breaks on designated days of the week.

On wet weather days, parents are asked to park cars and collect children from the classroom.

**Before and After School Care**
This facility is operated by Camp Australia and is housed within the school. The times of operation are 7.30 - 8.55 am and from 3.10 - 6.00 pm. Numbers are limited and bookings are essential.

**Attendance at School**
In accordance with the requirements of the Education Act, parents are encouraged to train their children in the habit of regular attendance at school. Generally, each day’s work is built upon the previous day’s work and any loss of time may upset the teaching and learning programs for the teacher and student.

However, a child who is ill or disturbed through family trauma does not participate well and should be kept at home to receive the care needed for recovery. The school should be notified by telephone of a child’s absence on the day the absence occurs. Upon returning to class, a brief written note of explanation from the parent/guardian must be presented to the class teacher.

Please Note: An email is not sufficient.

**Home Learning**
Home Learning experiences provide opportunities for students to become more responsible for their own learning and growth. The term ‘Home Learning’ refers to the wide range of learning experiences undertaken by children and their families outside school hours. At Good Shepherd Catholic Primary School, we believe Home Learning:

- promotes the joy of reading;
- balances a range of educational, recreational, family and cultural activities;
- links to individual student’s learning goals;
• develops students’ responsibility and self-discipline; and
• provides relevant, interesting and enjoyable experiences.

At Good Shepherd, we recognise parents are partners in their children’s learning. We support Home Learning experiences that:
• foster positive family interactions;
• can be shared, reflected on and celebrated with family; and
• provide an opportunity for families to support and encourage children’s school learning.

This policy acknowledges that students engage in rich learning experiences with their families, in particular, guided ‘play’. ‘Parents as Partners’ courses are offered by the school to educate parents on current teaching practice so they can better help their child at home.

To support Home Learning, teachers provide age appropriate materials that may come in the form of a Homework Matrix, Home Learning Logs, Alphabet Books and/or lists of activities that students can complete relating to a learning focus. Teachers strongly encourage students to:
• read at least four nights a week, using a Home Reading Journal;
• work towards achieving Learning Goals; and
• practise number and language skills.

Home Reading Program
Home Reading is an integral part of the school Literacy Program. The children are encouraged to track their own reading progress through Reading Logs. The teachers will explain the expectations for this and highlight ways of supporting your child with their reading development.

Communication between Home and School
The weekly newsletter ‘Shepherd Spy’ is emailed to each family every Thursday. The Newsletter contains items of interest, information and reminders of meetings and other school events. A Term Calendar is accessible through the school website as is the weekly newsletter.

There are many opportunities for you to meet with your child’s teacher and discuss your child’s progress throughout the school year. Details of these occasions are provided via the newsletter and letters sent home to parents.

General Health
In accordance with the ACT Government SunSmart Policy students at Good Shepherd must comply with the No-School-Hat-No-Play rule except during winter months. Shaded areas have been set aside for children to use if they do not have a hat. These areas are also available for all children to use if they wish. It is important that parents help their children apply sunscreen before coming to school, and provide them with the skills needed to reapply sunscreen as necessary. During June and July children are encouraged not to wear their hats. This policy is supported by the Cancer Council. Our motto is “End of May – hats off day. Start of August – hats on for all of us”.

Sunscreen is provided in every classroom.

Conscious of many allergies, especially to nuts, we endeavour to keep our school environment nut-free. We ask that the children not bring peanut butter or hazelnut spread
sandwiches to school, or other products based on nuts. Students are also encouraged to not share food.

**Immunisation**

The ACT Public Health Regulations reflect an attempt to prevent children from contracting the eight childhood vaccine-preventable diseases. You must present a copy of your child’s Immunisation Records at the time of enrolment. If your child is not immunised, you must follow the procedures set out by ACT Health. Children who are not immunised will be excluded from school when there is an outbreak of a vaccine-preventable disease in the school. It is mandatory that you notify the school if your child contracts an infectious disease.

**Medical Information**

If your child has any special medical needs or conditions, (eg. asthma, allergies, epilepsy) it is essential that the school be given this information. Please record any relevant information on the enrolment form and discuss your child’s needs with the Principal.

![Child taking pills]

If there is a need to administer medication to your child or to supervise the self-administering of medication by your child, parents must provide written consent by completing the appropriate form and providing the necessary information. These forms are available from the School Front Office or the school website. Medication cannot be administered without this form being completed.

Medication (other than asthma medication) is not to be stored in the children’s bags or desks. Lockable storage is provided at the School Office where a record is maintained of all medication administered. The class teacher must be made aware of any children with asthma medication in their bags.

**Sickness at School**

In the event that a student becomes ill at school they will be accompanied to the Sick Bay where they are supervised while parents are being contacted. The provision of an updated emergency contact number is vital in these situations.

**Accidents**

If an accident occurs during school hours the following procedure will be followed:

- For minor accidents, a staff member trained in first aid will treat the child, and if necessary inform parents.
- For more serious accidents, an ambulance will be called and parents notified.
- Sick or injured children will be supervised while they are waiting for parents to attend to them.

**Absence for Family Holidays**

We encourage families to take family holidays during the official school holidays to minimise any affect on the learning sequence.

However, if a family holiday or extended absence occurs during term time, the school will not set any formal written or maths activities for a student during such a period.

Please discuss this with your child’s teacher in the event of a family holiday occurring during school time.
Change of Address or Phone Contact Numbers

Should you change your address, email or phone number (work or home), please notify the school immediately. This helps to avoid loss of valuable time in an emergency. This information can be updated quickly by simply phoning the school.

Behaviour Management

Behaviour Management at Good Shepherd is based on “Restorative Practice.” Our goal is that children learn to accept responsibility for their actions and have an understanding of the effect their actions have on other people. We aim to develop in the children strong, positive, Christian attitudes including tolerance and consideration of, cooperation with, respect for and empathy toward others. We constantly strive to create a school that is happy and harmonious. We are guided by values that are life giving and positive, rather than a set of rules that begin with ‘Don’t’.

However, children who display unacceptable behaviours which run contrary to our values are firmly dealt with by the classroom or supervising teacher in the first instance, or for extreme misbehaviour, by members of the School Leadership Team.

The process involves

Step 1 Warning
Verbal or non-verbal warning given.

Step 2 Time Out in Class
Student is not part of the class and may or may not be provided with work to complete.

Usually 5 minutes.

Step 3 Time Out of Class
Student is sent to a member of the Leadership Team at the Front Office.

Student completes the Time Out Sheet. The Time Out Sheet is signed by the student, class teacher and Principal, sent home and returned signed by the parent.

When student wishes to re-enter the classroom, a Corridor Conference is held.

Information is documented in the Behaviour Journal.

Step 4 Thinking Time
Student meets with the Principal or Assistant Principal to discuss the issue/s.

The Student completes the Thinking Time Sheet, followed by Restorative Justice practices if necessary. Parents are contacted and other agencies involved if required.

Thinking Time Session is at Lunch time.

Information is documented in the Behaviour Journal.

We do not use corporal punishment at any time.
Healthy Food

Good Shepherd Catholic Primary School is committed to the health of children attending our school. Research has proven a direct correlation between children’s diet and their school performance. Children who eat healthy foods are better able to do their school work and behave appropriately. We ask parents to insure that the children come to school having eaten a healthy breakfast and to provide healthy food choices for their recess and lunch.

Canteen

Our school canteen currently operates on Monday, Wednesday and Friday of each week. It is operated by a professional caterer. A menu is issued at the beginning of each year and lunches may be ordered on Monday, Wednesday and Friday. There are no over-the-counter sales, all food is distributed by a lunch order system. Notices in our newsletter, Shepherd Spy, advise regularly on specials available at the canteen.

School Counsellor

Catholic Care and the Catholic Education Office provide the school with a part-time counsellor each week. The role of the counsellor is to be available to parents, students and teachers who seek some sort of advice with academic, social or behavioural problems. Parents may request an interview with the counsellor. If a teacher wishes to refer a student to the counsellor, parents are contacted and permission sought. Generally, primary aged students do not refer themselves to the counsellor without parental consent.

Library

One of our primary objectives is to develop a love of literature in the children. The children are encouraged to use the Library Resource Centre as an extension of their classrooms. All classes have a formal Library lesson each week during which time they are encouraged to borrow from the school collection. All children should have a Library Bag to help protect the books from accidental spills in their school bag.

Excursions and Performances

During the year children will be given opportunities to participate in a variety of educational activities either at school or at other venues. The cost of the activity and transport is deducted from the Enrichment Levy which is included in the School Fees.

Children in Year 5 and 6 participate in a 3-day (2 nights) school camp experience each year. Year 4 partake in an overnight excursion. The cost of this camp is added to the School Fees.

Students from Kinder to Year 3 participate in an intensive swimming program in Term 4.

Stationery Requirements

The school supplies all exercise books, art and craft supplies and all other stationery needs for the children. A Resource Fee is incorporated in the school fees each term. Children are urged to keep a range of stationery supplies at home for assignments and general home learning activities. All material should be clearly labelled and books covered with adhesive contact.
School Fees
In conjunction with the Parish, the Catholic Education Office provides our buildings and pays the teachers’ salaries. The school is responsible for all other costs associated with the running of the school. School fees and fundraising become essential elements to our existence as a quality learning community. A detailed breakdown of the School Fees is included as a separate sheet in the Enrolment Package. We encourage school fees to be paid using the direct debit system. A School Fee Collection Policy is available on the School Website.

Family Involvement
To help us provide the best possible education for your child, your involvement as parents is welcomed and encouraged. Help comes in many forms:

At home:
- Talking with your child about school (highlighting the positive aspects).
- Ensuring your child is happy with school.
- Ensuring that your child is reading and/or being read to regularly.
- Ensuring that Home Learning is completed and discussed.

At school:
- Participating in the Sacramental Programs.
- Assisting the teachers with art/craft, computer work, typing stories, or any area of the curriculum you enjoy and in which you feel confident.
- Attending grounds maintenance working bees.
- Attending open meetings of the Community Council.
- Assisting with a working party or sub committee.
- Co-ordinating or assisting with a fund raising activity.

Learning Support - Butterfly Program
The aim of the Butterfly Program (Learning Support Program) is to support and encourage those children in the school who, for a variety of reasons, are referred by the class teacher for extra help. We recognise that some children require additional support in order to maximise their educational opportunities.

Our Butterfly Program offers learning support from Learning Support Teachers and Learning Support Assistants. The most effective practice for helping learners with special needs is one which involves a concerted and collaborative approach between the class teacher, home and the Butterfly Program Team. Flexible approaches are taken to address different student needs.

Parking/ Drop Off/ Pick Up
Parking is located at the eastern entrance of the school and adjacent to the church. Parents are asked to note the disabled parking zones. For convenience in the mornings, a Drop-off Zone is located along the front of the Administration Building. Parents are encouraged to use this if they do not intend to stay at the school.

Due to limited car parking space and with the aim to reduce congestion, the Drop-off Zone becomes the Pick-up Zone in the afternoon. The car parking area adjacent to the church is to be used as the Pick-up Zone by families who have only one child attending our school. This enables quick collection of children. Pick-up begins at 3.20 pm each afternoon. Parents are asked not to queue before this time. At no time is parking permitted in the Drop-off and Pick-up Zone.

On wet weather days, parents are asked to park cars and collect children from the classroom.
**School Uniforms**

A full list of the uniform is included separately in the Enrolment Package. The school uniform and all accessories are available through Savvy School and Formal Wear, our preferred supplier. They are located at 83 Lysaght Street, Mitchell or can be contacted on 6162 1032. The Community Council receives a commission from this provider and prices are very competitive. The Community Council operates a Clothing Pool for pre-loved uniforms.

**Sport**

It has been intended from the initial formation of the school that we develop a strong commitment to a sound sporting program. The children participate in weekly Physical Education activities and several sporting clinics run by sporting clubs throughout the year. These clinics have included Cricket, Hockey, Tennis, Aussie Rules, Rugby League and Rugby Union and Soccer. The children from Kindergarten to Year 3 are also involved in the Learn to Swim Program towards the end of each school year.

The children participate in school carnivals and house competitions which enable them to experience different levels of competition from inner school, inter school, Canberra district and for the very talented, Australian level. Every child at Good Shepherd is a member of the Gungahlin Sports Association and is therefore eligible to participate at district level carnivals if they demonstrate the appropriate skills. At the beginning of the year the class teacher will inform parents which day the children are required to wear the school sport uniform.

**The Arts**

The children receive a weekly Arts lesson. The lessons provide opportunities for students to gain increasing understanding and accomplishment in the Arts and for students to appreciate the meanings and values that each of the creative arts offer.

At Good Shepherd, we acknowledge each of the artforms unique contribution to the Arts and students’ lifelong learning. The teaching of these skills allows students to understand some of the conventions in the artforms, and use these in their making, composing, listening, performing and appreciating.

An opportunity exists for children to participate in Musical Tuition on a user pays basis. Musicorp independently bills parents if they have chosen for their child to be involved in this extra music program. For more information, please refer to www.musicorp.com.au.

**Information and Communication Technologies**

ICT is a deliberate focus at Good Shepherd. The school is committed to building a strong resource base in computer technology. All classes are involved in frequent exposure to this essential element of modern education. Our student computer network is accessed from individual classrooms using laptops, ipads, interactive whiteboards and through the Computer Centre.

**Kindergarten Information**

Towards the end of Term 4 an Information and Orientation session is conducted for those enrolling in Kindergarten the following year. While the parents attend the meeting, the preschool children will join the Kindergarten teachers for their introduction to primary school.

When class groups are formed they are not based on ability groups, but rather a balance of gender and age.
Student Support Groups
This initiative of Good Shepherd School provides a clear support structure for children who are referred to the group for social, behavioural, academic or medical needs. The group includes the class teacher, parent/s, school support staff and outside specialist (eg. Paediatrician). The focus for the group is to set goals for the student being supported.

Reporting and Assessment
Assessment in primary school is focussed across the full school year. Every successful teacher sees the importance of continuously gathering information and making judgements about his or her students’ strengths, weaknesses, abilities, achievements and needs. Such assessment is used in planning future learning experiences. Teachers use a range of assessment procedures, including:

- Personal reflection and goal setting;
- Recording observations of children’s learning;
- Occasional administration of progress tests designed to suit a particular group of children;
- Maintaining checklists;
- Constructing work samples;
- Keeping daily records;
- NAPLAN (National Assessment Program Literacy and Numeracy) in Years 3 and 5;
- Specific screening.

Communication between teachers and parents is vital to the success of the children. The following opportunities are available for Reporting and Communication:

Term 1: Meet and Greet Session
Setting of Learning Goals (Years 1 - 6)
Parent Information Letter

Term 2: Parent/Teacher Interviews
Setting of Learning Goals (K – Year 6)
Information Letters
NAPLAN Testing
Student Achievement Reports
Opportunity for follow-up interviews

Term 3: Setting of Learning Goals (K – Year 6)
Information Letters
NAPLAN Reports
Learning Journey

Term 4: Setting of Learning Goals (K – Year 6)
Information Letters
Student Achievement Reports
Opportunity for follow-up interviews

Should you require additional communication with the class teacher outside this formal structure, please contact your child’s teacher.

School Community Council
The School Community Council has a major role to play in our school by:

- Providing a parent forum
- Helping to build community
- Developing partnerships between parents and teachers
- Fundraising

Enrolment Information Booklet
Developing and maintaining the grounds
Managing the budget
Assisting in Policy Development

Eight meetings are held during the year. Elections are held at the Annual General Meeting. Meetings are for all members of our school community and are advertised in the School Calendar and Newsletter and minutes of the meetings are available on the School Website.

Integration
When reading about the various learning areas in the following pages, you should keep in mind that learning in the primary school continually moves across the boundaries set down in government documents. When children focus on a particular topic, they may well discuss, interview, read, write, study graphs, measure or make models; they may inquire, test ideas, calculate, paint, sing or do any of a thousand and one activities that defy narrow classification.

Teachers use integration to describe their commitment to this principle of ‘bringing things together’ and keeping learning whole. They value it, plan for it to happen and strive to make it work. You will hear the term Integrating Focus which brings together a number of broad learning areas.

Curriculum Overviews
Shown here is a brief overview of the curriculum offered at Good Shepherd. The overview is not intended to be comprehensive. Opportunities will arise during the school year to examine the Key Learning Areas in more detail.

Religious Education
Religious Education is based on the Canberra/Goulburn guidelines Treasures New and Old. The curriculum is based around the following strands: Church in the World, Prayer and Celebration, Jesus and Discipleship, God and God’s Creation.

English
The English curriculum is based on the Australian Curriculum. The curriculum has three strands: Language, Literature and Literacy. Incorporated in these are the elements of: Reading, Writing, Listening and Talking. They are viewed as a whole, not separate subjects. Our understanding is that children learn by doing. We expect children to learn to read by reading and to write by writing. The underlying skills of phonics, spelling and grammar are taught in context.

Mathematics
The Mathematics curriculum is based on the Australian Curriculum. The curriculum content is divided into the following Content Strands of: Statistics and Probability, Measurement and Geometry, Number and Algebra. Mathematical teaching is primarily a ‘hands on’ approach, with children working with concrete materials on a daily basis.

Studies of Society and the Environment
In Studies of Society and the Environment we promote learning through the process of investigation, communication and participation. Through this process we aim to develop individuals who can be flexible, autonomous, cooperative and responsive to a changing environment. In 2012 we began to engage in the Australian Curriculum History.
The Arts
There are five strands in learning area: Dance, Drama, Media, Music and Visual Arts. Through these areas children can exercise their imaginations, express their thoughts, grow in understanding themselves and their feelings, and grow in their understanding of their culture and the culture of others.

Science and Technology
The Science Curriculum is based on the Australian Curriculum. Both the Science and Technology curricula lead the children into the natural and constructed world and to search for explanations of natural phenomena. As they observe and reason, as they build and test theories, they are taught scientific ways of thinking and problem solving, and develop their ability to distinguish between evidence and personal opinion. The Science Curriculum has three interrelated strands: Science Understanding (Biological, Chemical, Earth and Space and Physical Sciences); Science as a Human Endeavour (Nature and Development of Science and Influence of Science); Science Inquiry Skills (Questioning and Predicting, Planning and Conducting, Processing and Analysing Data and Information, Evaluating and Communication). The four main strands of Technology include: Design Making and Appraising, Information, Materials and Systems.

Health, Lifestyle, Sustainability and Physical Education
In Health and Physical Education children learn to develop positive attitudes about themselves and their bodies and to act in ways that will promote their all-round health. The principle strands of the syllabus include: Active Lifestyle, Dance, Games and Sports, Growth and Development, Gymnastics, Interpersonal Relationships, Personal Health Choices and Safe Living. Much of the learning for this subject will take place in our school garden which is located near E Block.

The Good Shepherd School Houses
To develop and enhance the Good Shepherd School spirit, children at Good Shepherd are placed into one of our four houses. We involve the children in many house-based activities throughout the year which promote fair play, team work and cooperation. During these activities or carnivals we encourage the children to wear a t-shirt or jumper in their house colours. Children are allocated to a house when they arrive at Good Shepherd.

The houses at Good Shepherd are named in honour of people who in one way or another have brought leadership, identity and connection to our community.

NOOLUP – Yellow and Orange
Written records tell us that the aboriginal elder Noolup was a great leader to his people. Noolup travelled across Ngunnawal country and beyond, establishing strong kinship ties across the region, earning deep respect. Good Shepherd School has been built on the land that was held sacred by Noolup and his people. It is with great pride that we named our first house Noolup in his honour, and use the colours of yellow and orange to signify the earth and ochre, the sand and bark, the earthy, natural colours of the environment in which he lived. Noolup’s story teaches us the qualities we strive to develop in our own lives - a strong connection and relationship with the land and the people, and a sense that all things should be held sacred.
CAVANAGH – Green and White
Our school is built on land that was farmed by the Cavanagh family who came from Ireland about 150 years ago to start a new life here in Australia. The family grazed sheep and cattle and grew crops, caring and nurturing for the earth and tending God’s creatures. The Cavanagh family was respected by local settlers as honest hardworking and generous. We named our second school house Cavanagh in honour of the family who also cared for this land before we built our school. Green and white have been chosen as the house colours to represent the pastures and the sheep’s fleece. The Cavanagh’s story teaches us the qualities we strive to develop in our own lives - to become people who are patient, brave and willing to endure hardship.

PATTERSON – Red and Black
As the city of Canberra changed and grew, the farms gave way to the expanding city and the suburbs crept out into the farms. People like Father Bernie Patterson, our Foundation Parish Priest, moved to this area to welcome others, to nurture their spirits, to nourish their families and to share God’s love with God’s people. In the early days of our town development a small number of people assembled in the lounge room of a home in Palmerston to celebrate the first Sunday mass, with Father Bernie saying that mass. Holy Spirit and Good Shepherd Schools are part of the Holy Spirit Parish and were begun with Father Bernie’s vision and trust in God. So with great pride, we name our third house Patterson in Father Bernie’s honour, using the colour red to symbolise the Holy Spirit working in our lives. Fr Bernie’s story teaches us qualities we strive to develop in our own lives - to trust in our God who never stops loving us, and to open our lives in response to God’s immeasurable love.

BRESCIA – Blue and Purple
In Italy almost 500 years ago, a girl called Angela Merici was born. As she grew, she was called by God to change the lives of people she met through teaching about Jesus’ love. In a little town called Brescia she gathered a community of women who were later called the Ursuline Sisters. These great women worked among the people and shared in the lives of families. Angela taught about Jesus, and about God’s great love for everyone. In our story here at Good Shepherd, Sr Genny Ryan and Sr Anne Cougle (who were Foundation Members of the Parish Team) together with the sisters of Angela Merici have travelled with us and blessed us with countless gifts. Their contribution to our school is beyond measure. We named our fourth house Brescia, the first place of St Angela’s work. The vibrant colours of blue and purple are the colours for joy, hope and possibility. St Angela’s story teaches us that God touches our lives in so many ways. We are challenged in turn to bless the lives of those who travel with us each day, especially those who are most in need of our compassion.