Welcome to our School

Welcome to Good Shepherd Primary School Amaroo! We are a vibrant, and growing, school of 641 students in the Gungahlin area of Canberra. Many of our families are young and/or new to Canberra. The school has responded to this need by taking a holistic approach to our mission by being a welcoming community as well as a school dedicated to helping each child achieve their own potential.

Living Our Vision

The vision of the school, ‘To be the heart of God in Amaroo’, is the reason for its existence. This vision is very real in the school’s approach to learning and to community. The values inherent in this approach include Integrity and Self Respect, Responsibility, Fairness, Friendship and Love, Care for the Environment and Understanding and Inclusion. This vision is lived in practice in a variety of ways including celebrating the Sacraments, Prayer and Parent Participation.

Teaching Practices

Good Shepherd was founded on a set of beliefs relating to our vision. Our beliefs create a positive learning environment that incorporates pastoral care, student welfare and an affirmative approach to discipline. The central value is the importance of each individual within our community.

The three overarching beliefs are Identity, Relationships and Connections.

Identity - learning about oneself through a balanced education, students are encouraged to discover their own capabilities and talents in the context of the Catholic faith and the modern world.

Relationships - learning about others: Good Shepherd is a welcoming community in which students learn the importance of harmonious and respectful relationships with our God, our family, our friends, our colleagues and others.

Connections to our World - learning about the world: students are encouraged to develop flexibility and openness to change, to recognise connections with the past and to conceive solutions for preferred futures.

Connections to our Learning: The curriculum allows students to learn ‘ways of knowing’, ‘ways of thinking’ and ‘ways of doing’. Students are taught to be literate and numerate and to engage their thinking.

Highlights of the Year

Highlights of the Year

Good Shepherd has experienced a wonderful year with many highlights. The array of activities that have been provided throughout the year has catered extremely well for the broad diversity of our students. Some of our highlights include:

• The musical presentation, The Jazz Nativity. This was presented by the students in Years 4 – 6.

• The Quality Teaching Framework underpins the teaching model that is used at Good Shepherd to explore the curriculum. Our Parents as Partners Program has conducted a number of workshops aimed at keeping our parents well informed about the direction of our Literacy and Numeracy Plan.

The Peer Support program coordinated by the Year 6 Leadership students has guided the rest of the school in developing social skills and awareness through vertical groups.

The Whole School Prayer Focus for 2010 was “Mother Earth”. Classes explored the many different facets of our responsibility to care for creation and the world we live in. They did this through focussing on all four direction of the compass – north, south, east and west, the different elements of earth, wind, fire and water and exploring how other cultures and religions care for “Mother Earth”.

The Sacramental programs were once again Parish based, with the children of the Parish, Good Shepherd School, Holy Spirit School and for the first time, Mother Teresa School all coming together to celebrate the Sacraments of Confirmation, Eucharist and Reconciliation.

Sustainable living has been a key feature for the students. The school community has assisted with the introduction of a garden area, allowing students to have practical involvement through propagating seedlings and growing vegetables.

Cheer Leading has continued to develop and progress, with many students involved in State and National Championships.
School Overview

Parent Satisfaction – In a series of focus groups and surveys conducted during 2010, parents and teachers were surveyed as to various facets of their experience at Good Shepherd. Overall, parents expressed considerable satisfaction with the school. Some suggestions from these groups have been implemented and some will be implemented in the future. The major identified strengths were that Maths and Numeracy were far more enjoyable and productive for students than they had been when parents were at school. Many complimented the school for its communication practices. The most common area of concern for parents was that they were not sure of the current format for written algorithms and were afraid of confusing their children. Following these surveys the school provided a number of parent information evenings focusing on Numeracy related topics including the format for written algorithms.

Teacher Satisfaction - Teachers surveyed expressed considerable satisfaction with and pride in the school. A number commented that they had chosen to seek a position at the school because of its reputation for quality teaching. Communication within the school was considered good considering its size. Most saw themselves as part of a welcoming community of professionals. Suggestions for improvements included improving cross-grade communication within the school. The creation of the Friends Framework, where one team member from the year above joins the team of year below for curriculum discussions, has assisted in improving the professional dialogue across the grades. The Friends Framework complements the Quality Teaching Framework that the school uses for improving teaching performance.

Teacher Absence - The average number of days teachers were in attendance at Good Shepherd in 2010 was 197. The total number of teaching days in a school year is 204. Their attendance rate was 97%.

Teacher Retention - Of the 43 teaching staff at Good Shepherd in August 2009, 38 or 88.4% were still teaching at the school in 2010. Of the staff not retained, three took up positions in other locations, one moved overseas and one returned to relief teaching.

Teacher Qualifications – All teachers are qualified. Five members of staff hold qualifications at a Masters level or above.

Teacher Participation in Professional Development - During 2010 the teachers at Good Shepherd attended a variety of Professional Development courses, either as an individual, as a member of a small group or as a staff. Individual staff members attended:

- Numeracy Intervention Project National Partnership Schools
- Early Career Teachers & Mentors Meeting
- Aboriginal Contact Teacher Day
- Siloam
- 360 Degree Feedback
- Australian Primary Principals Association Conference
- Managing Myself, Managing Others (1) – The Psychology of Interpersonal Dynamics and (2) -The Psychology of Empowering Others
- Learning Support Assistant Experienced Course
- Understanding the Land “Through the eyes of the Ngunnawal People”
- Level 3 Rugby League Coaching
- Mastering Digital Technologies K-6
- Religious Education Assessment
- Count Me In Too Facilitators Course
- Quality Teaching With Interactive White Board
- Seasons for Growth
- Peer Support, Australia
- Kindergarten Assessment
- Learning Support Network Days
- Number in the National Curriculum
- Religious Education Conference Day
- "Write On" Handwriting Program
- As a staff we were all inserviced in the:
  - National Leadership Program
  - First Steps Reading Program
  - Structure of a Numeracy Block –The Gradual Release of Responsibility Model
  - ACT Primary Australian Curriculum System Day
  - Ways of Planning and Organising Curriculum by Education Consultant, Brian Tickle.

Workforce Composition - The Good Shepherd workforce consists of 15.8% males and 84.2% females.
Principal's Report

Our school year commenced with the opening of Mother Teresa School in Harrison - which is a campus of our school. The opening marked a significant moment in history for our school and parish providing a third Catholic primary school in the region of Gungahlin. Our mission this year has been to provide further support for this fledgling school. This support has materialised in a variety of ways, joint professional development initiatives, a parish fair that is coordinated by all three-parish schools and parishioners and a historic gathering of the students of these schools to mark the canonisation of Saint Mary MacKillop.

A committee comprising members of the three schools and our parish priest has met to provide direction and feedback to the Catholic Education Office regarding the establishment of a Catholic High School in Gungahlin.

This year our staff members have worked hard to instigate several new initiatives into our school. The students in Years Four, Five and Six combined to present their first-ever musical production. The production was entitled The Jazz Nativity and was held over two nights to large audiences.

Our work promoting the development of sustainable school practices took a further step with the establishment of our own Community Garden. The garden was the joint initiative of parents, staff, parishioners and pupils.

Our staff also developed a Peer Support program, which was coordinated by our Year Six students following an extensive training period refining their skills. The program has provided many benefits to our students including the capacity to meet regularly across different grade levels and in so doing promote new friendships.

I take this opportunity to thank all members of our community for their support.

Graham Pollard
Principal

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School Community Report

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, a community garden, and completion of the long awaited basketball courts. Our ability to fund these projects has been through the dedicated work of our Fundraising and Grounds Committee and the support of the community. We thank everyone for their ongoing support.

The Council completed its tender process and engagement of a new uniform provider from 2011, which whilst not changing the uniform significantly will bring some welcome enhancements. The Council will be working with all school providers in the coming year to review all services and ensure they continue to meet our community’s needs. We will also be working closely with the other school communities and the Catholic Education Office towards the goal of successfully opening a Catholic College in Gungahlin in 2013. Other initiatives include the installation of air-conditioning in classrooms and the improved use of technology to enhance communicating with the school community.

On behalf of the Council I would like to thank all those energetic people on the various committees, and, of course, acknowledge the very generous support of the Good Shepherd Community. We look forward to working closely with you next year as we strive to improve the educational environment for our children.

Keith Cantlie
Chairperson
Student Achievement

The following tables show the school’s results in the national testing of literacy and numeracy (NAPLAN) in 2010.

School and National Mean Scale Scores

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<tr>
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<td>Reading</td>
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<td>National</td>
<td>414.3</td>
<td>418.6</td>
<td>399.2</td>
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<td>432.9</td>
<td>447.1</td>
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<td>Writing</td>
<td>Spelling</td>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>National</td>
<td>487.3</td>
<td>485.2</td>
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<tr>
<td>School</td>
<td>506.1</td>
<td>490.2</td>
<td>487.5</td>
<td>507.6</td>
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The above tables show that Good Shepherd Primary School has scored above the national means in all areas. Writing and reading are areas of particular strength where students scored substantially above national standards while Spelling and Grammar and Punctuation do not register as significantly above national standards.

Proportion of students at or above the National Minimum Standard

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<th>YEAR 3</th>
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<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Writing</td>
<td>Spelling</td>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>National</td>
<td>93.9%</td>
<td>95.6%</td>
<td>91.0%</td>
<td>92.0%</td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>100%</td>
<td>99%</td>
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<table>
<thead>
<tr>
<th></th>
<th>YEAR 5</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Writing</td>
<td>Spelling</td>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>National</td>
<td>91.3%</td>
<td>93.1%</td>
<td>91.9%</td>
<td>92.2%</td>
</tr>
<tr>
<td>School</td>
<td>97%</td>
<td>99%</td>
<td>100%</td>
<td>97%</td>
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The above tables show that the vast majority of students attending Good Shepherd Primary School rank at or above the National Minimum Standards. The cohorts tested outperform the National averages in all areas.
### Proportion of students in each Achievement Band

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<thead>
<tr>
<th>YEAR 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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<tbody>
<tr>
<td>Band 6</td>
<td>23%</td>
<td>31%</td>
<td>11%</td>
<td>29%</td>
<td>13%</td>
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<tr>
<td>Band 5</td>
<td>27%</td>
<td>35%</td>
<td>29%</td>
<td>35%</td>
<td>30%</td>
</tr>
<tr>
<td>Band 4</td>
<td>32%</td>
<td>26%</td>
<td>31%</td>
<td>20%</td>
<td>23%</td>
</tr>
<tr>
<td>Band 3</td>
<td>14%</td>
<td>8%</td>
<td>21%</td>
<td>8%</td>
<td>27%</td>
</tr>
<tr>
<td>Band 2</td>
<td>4%</td>
<td>0%</td>
<td>7%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Band 1</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
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</table>

<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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<tbody>
<tr>
<td>Band 8</td>
<td>17%</td>
<td>6%</td>
<td>5%</td>
<td>14%</td>
<td>7%</td>
</tr>
<tr>
<td>Band 7</td>
<td>16%</td>
<td>14%</td>
<td>13%</td>
<td>24%</td>
<td>15%</td>
</tr>
<tr>
<td>Band 6</td>
<td>29%</td>
<td>41%</td>
<td>31%</td>
<td>19%</td>
<td>24%</td>
</tr>
<tr>
<td>Band 5</td>
<td>28%</td>
<td>34%</td>
<td>40%</td>
<td>31%</td>
<td>42%</td>
</tr>
<tr>
<td>Band 4</td>
<td>6%</td>
<td>5%</td>
<td>12%</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td>Band 3</td>
<td>3%</td>
<td>1%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
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</tbody>
</table>

The above tables show that students from Good Shepherd Primary School are under represented in the lowest bands in all disciplines in both cohorts tested. While we are seeing movement from the middle bands toward the top end bands, the school is still experiencing over representation in the middle bands suggesting that concentrated efforts should be made to stimulate growth and development in the upper bands.
Student Wellbeing and Engagement

The student body of Good Shepherd is made up of 334 females (52.1%) and 307 males (47.9%). The students come from a mixture of multicultural backgrounds that include Vietnamese and Croatian families. 2.2% of the students are Indigenous. The profile of the parent body is predominately young families newly settled in Gungahlin who have enrolled their eldest child in the school. The school’s enrolment also includes approximately 10.3% Defence families.

Pastoral Care Program
Good Shepherd’s Pastoral Care Program is available on the Parents page on the school website, under the heading of Policies. http://goodshepherd.act.edu.au/srcfiles/Pastoral-Care-Policy-2008.pdf

The school’s Pastoral Care Program was supported this year through further developing ‘The Peer Support Program’. In Term Two, the students in our Year 6 leadership classes were trained to lead vertically streamed groups. The overarching theme for this program was ‘Taking Opportunities’. This unit focussed on resilience, skilling students with the ability to be able to change and adapt. It aimed to develop the skills, knowledge and attributes that will encourage students to cope more effectively with difficult and challenging experiences. All children from Years 1 to 6 were involved in this program. The program was presented in Semester Two and ran fortnightly over Terms Three and Four. ‘The Peer Support Program’ alternated weekly with our school Prayer Focus Assemblies.

Prayer Focus Assemblies provide a venue for the school to celebrate school events, highlight issues and target values that are at the core of our Christian belief.

Student Satisfaction - A number of group discussions were held with higher grade students to seek their views on the school and suggestions for improvements. Overall, these senior students expressed considerable pride in their school and its spirit. Their major suggestions for improvement involved more resources, such as smaller classes and more individual attention. Their pride in the core rules of the school was evident.

Student Attendance - The student population at Good Shepherd has an average attendance at over 92%. The percentage attendance by year levels are: Kindergarten – 93.3%; Year 1 – 93.2%; Year 2 – 92.3%; Year 3 – 94.2%; Year 4 – 91.5%; Year 5 - 92.9% and Year 6 – 92.5%.

School Based Policies
Management of Non-attendance - Attendance of students at school is strongly encouraged. A parent/carer of a student who has been absent from school for more than 2 days, and has not informed the school for the reason for their child’s absence, is to be contacted by the Front Office. If the absence is ongoing, without appropriate reason, then the class teacher is to phone the parent/carer. If there is no acceptable reason received, then the Assistant Principal is to be informed and the parent/carer is to be contacted by an official school letter requesting an explanation/interview. The school is guided by the Archdiocesan Attendance at School Policy which can be found at the Catholic Education’s Office’s website at http://www.ceocg.catholic.edu.au/policies/attendance.htm

Enrolment - 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 at the Catholic Education’s Office’s website at http://www.ceocg.catholic.edu.au/policies/enrolment.htm

Behaviour - In dealing with behavioural issues, Good Shepherd is guided by their Pastoral Care Policy. A copy is available on the Parents page of the school website.

Complaints and Grievances – The school has adopted the CEO Policy to handle Complaints and Grievances and this can be found on the CEO Website at: http://www.ceo.cg.catholic.edu.au/policies/complaints.htm
Priorities and Targets

Priorities and targets set for the 2010 Management plan included:

- Continue to develop staff skills in Restorative Justice.
- Further develop liaison with parents.
- Further improve liaison between the school and the wider community.
- Address Cyber Safety Issues as part of a holistic approach to ICT.
- Further expand the Peer Support framework for the new leadership classes.

A highlight of 2010 at Good Shepherd was the creation of an environmental space at our school. After careful review, the garden was established at the rear of the Year 6 buildings. The garden is the culmination of a great deal of hard work, preparation and commitment by our staff, parent and parish communities.

Parents as Partners information evenings, a successful Peer Support Program, and Cyber Safety education for our school community in addition to significant curriculum initiatives for school improvement added to the successes of 2010 for Good Shepherd Primary School.

Literacy and Numeracy

Priorities for 2011 are:

- To ensure that all staff share a common understanding of, and commitment to, the philosophy underpinning school procedures.
- To develop a shared understanding of, and procedure for effective assessment of student learning.
- To support staff in the implementation of the First Steps Literacy framework.
- To continue to support staff in the development of effective implementation of Numeracy Blocks.
- To guide and support staff through familiarisation with the National Curriculum.
- To continue the Parents as Partners program in response to parent need, particularly focussing on skills to assist parents in supporting Home Learning.
Financial Information

Good Shepherd Amaroo - Income

- Commonwealth Recurrent Grants: 51%
- Government Capital Grants: 2%
- Other Capital: 9%
- Fees and Private Income: 21%
- State Recurrent Grants: 17%

Good Shepherd Amaroo - Expenditure

- Salaries, Allowances and Related Expenses: 80%
- Capital Expenditure: 2%
- Non-Salary Expenses: 18%
# School Contact Information

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<thead>
<tr>
<th><strong>Address:</strong></th>
<th>Burdekin Avenue, Amaroo ACT 2914</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal:</strong></td>
<td>Mr Graham Pollard</td>
</tr>
<tr>
<td><strong>Parish Priest / School Chaplain:</strong></td>
<td>Fr Mark Croker</td>
</tr>
<tr>
<td><strong>School Board / Council Chair:</strong></td>
<td>Keith Cantlie</td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
<td>02 6255 7888</td>
</tr>
<tr>
<td><strong>Fax:</strong></td>
<td>02 6255 7999</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:office@goodshepherd.act.edu.au">office@goodshepherd.act.edu.au</a></td>
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This report was prepared by:

Graham Pollard  
PRINCIPAL