



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



## Good Shepherd Primary School Amaroo

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### **Principal**

Mr David Austin

## Section One: Message from Key Groups in our Community

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### Principal's Message

We are a Catholic Systemic School in the ACT catering for 640 students and their families. In 2017 we had twenty-six 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 2017 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 its faith with contemporary life and Gospel values are reflected in our policies, structures and relationships.

2017 has been a very productive year at our school with significant developments across a number of key areas identified in the school's strategic plan. We participated in a very successful School Registration process in 2017 and are re-registered for a further five years.

### Parent Body Message

The Community Council and its committees continued to promote and support a number of successful events in 2017.

One of the key roles of the Community Council is to develop and coordinate events that bring our school together. In 2017, The Fathers' Day afternoon, Working Bees, Discos and Bush Dance were significant events.

In 2017, a major focus was on overseeing the large building and renovation project taking place at our school. Thanks to parent financial support, fans were installed in the school hall.

We have concentrated our efforts on improving communication methods, road safety in and around the school and building partnerships between home and school.

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

### Student Body Message

We have really enjoyed being School Leaders in 2017 and enjoyed the range of exciting and challenging opportunities offered to us. It has been a privilege to be role-models for other students and to lead by example. At the start of the year, we were presented with our Leadership Badges and Leadership Shirts and completed the year by handing over the 'light of leadership' to our Year 5 students at the Candle Ceremony.

One of the real highlights of being a Student Leader is being a buddy class for younger students.

This year in 2017, we 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 and putting up our school flags. Earlier in the year, members of our Year Group also had the additional responsibility of guiding and welcoming potential newcomers to our school during our Open Days. This was a thoroughly enjoyable role which gave us a great opportunity to speak about all aspects of school life from our perspective and tell new families how much we love our school.

## Section Two: School Features

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

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

In 2017, Good Shepherd School offered a variety of co-curricular activities which catered for the ability levels and interests of students. The offerings include Rostrum Public Speaking, ICAS Competitions, Da Vinci Decathlon and Maths Olympiad. Japanese was offered in Year 4 and all classes participated in specialised Science, Art and Library lessons. Overnight Camps of one or two nights in a setting off-site were also offered for students in Years Four, Five and Six. The school offered many opportunities for students to participate in sporting activities in 2017 which included Swimming Lessons, Netball, Tennis and Cheerleading.

During Term Three the school offered a Peer Support Program for all students in the school. The Program was delivered through vertical groupings of students who are led by 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 were available in the preparation of the reception of the Sacrament of Confirmation which requires participants to become involved in an aspect of community development.

During 2017, our Community Council worked on finalising the Building Master Plan. Construction commenced on 6 new classrooms and a refurbishment of 'B Block' in late 2017, through financial support from the ACT Block Grant Authority and Catholic Education. This project is expected to be open in Term 2, 2018. Construction will commence in 'G' and 'F' Buildings mid 2018. Late in 2017, Good Shepherd received confirmation from the ACT Block Grant Authority for financial support for the refurbishment of 'E' and 'C' Building which include consideration of building design to meet the pedagogical changes in classroom practice. Construction is expected in 2019.

## Section Three: Catholic Identity and Faith Formation

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

### Religious Life & Religious Education

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Good Shepherd Primary School follows the Archdiocesan Religious Education Curriculum, 'Treasures New and Old'. A major focus of our professional development in 2017 has been the faith formation of all staff members. In January 2017, all staff attended a Staff Retreat, with the major focus being on breaking open Scripture and provided staff with an opportunity to authentically witness to each other's journey away from the bustle of school life.

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.

The school day begins with a communal prayer at the morning assembly. Our school prayer, reminds us to be 'The Heart of God.' The message is further emphasised at special assemblies when students in each class who demonstrate our school values receive 'Heart of God' awards.

The sacramental life of the school continues to flourish and this is largely due to the strong partnership between members of the School Leadership Team with our Parish Priest, Fr Mark and the Parish Team.

In 2017, following School Registration, we revisited our Vision and Belief Statements. This belief statement will guide us in our role as Catholic leaders for students, staff and families. Our Belief Statement is:

*Good Shepherd School....to be together the heart of God...through connected hearts, inspired minds and flourishing students.*

At Good Shepherd in 2017, we explored many social justice initiatives such as Mini Vinnies: a social justice group of senior students who promote school wide awareness of social justice issues and fundraising for St Vincent de Paul. In fact, Good Shepherd is the largest Mini-Vinnies School in Australia. We also participated in 'School of Hope' and supported a school in Kenya. The emphasis on outreach provides an effective springboard for the school's approach towards mission and outreach towards others in our local, national and global communities who suffer. In 2017, we also responded to a number of significant causes including the St Vincent de Paul Winter and Christmas appeals and Caritas' Project Compassion.

## Section Four: Student Profile

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### 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 2017:

<b>Girls</b>	<b>Boys</b>	<b>LBOTE*</b>	<b>Total Students</b>
314	321	49	635

\* 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 2017 was 92.73%. Attendance rates disaggregated by Year group are shown in the following table.

<b>Attendance rates by Year group</b>	
Kindergarten	94%
Year 1	92%
Year 2	93%
Year 3	93%
Year 4	92%
Year 5	92%
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

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The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
132	43	175

\* This number includes 28 full-time teachers and 104 part-time teachers.

Percentage of staff who are Indigenous	0%
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### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning took place a number of ways in 2017: formal mentoring partnerships, whole school staff days, subject specific professional development, meetings and conferences and a range of professional development offered by Catholic Education. The school takes responsibility for planning, implementing and tracking of its professional learning and individual staff members take responsibility for their ongoing professional learning.

### 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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	55%	52%	3%	10%
	Writing	43%	45%	2%	8%
	Spelling	45%	46%	14%	13%
	Grammar and Punctuation	66%	56%	8%	11%
	Numeracy	38%	40%	13%	11%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	40%	37%	10%	15%
	Writing	26%	16%	6%	19%
	Spelling	28%	34%	12%	14%
	Grammar and Punctuation	40%	34%	10%	18%
	Numeracy	28%	28%	13%	15%



## Section Seven: School Review and Improvement

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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 2017

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. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Catholic Education Office. A copy of the Strategic Plan and the Annual Improvement Plan are available on our website.

In 2017 Good Shepherd School began a new COSA (Collaboration On Student Achievement) project. The emphasis was to investigate which teaching strategies and learning opportunities deliver improved student achievement in spelling.

### Priority Key Improvements for 2018

Our focus for 2018 will continue to be guided by the analysis of data from NAPLAN, by the recommendations of the School Registration Report from 2017 and by the school's own school improvement process. Key improvements identified in our 2018 Annual Improvement Plan are embedded in the school's improvement goals and are centred upon the following:

By the end of 2018 we will:

1. have implemented the Positive School Wide Behaviour (PSWB) program matrix to create supportive classrooms at Good Shepherd
2. apply an inquiry mindset to develop a culture of inquiry across a range of curriculum areas
3. investigate which teaching strategies and learning opportunities deliver improved student achievement in spelling.

## Section Eight: School Policies

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### 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.

All staff at Good Shepherd are committed towards the building of a school community where the wellbeing of all students is accorded the same priority as their academic achievement.

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

### Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

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## Section Nine: Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent Satisfaction

The 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. In 2017, the School used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. In the annual Parent Satisfaction Survey, parents expressed their overwhelming satisfaction with 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 and Facebook as a method of maintaining their communication with the school.

### Student Satisfaction

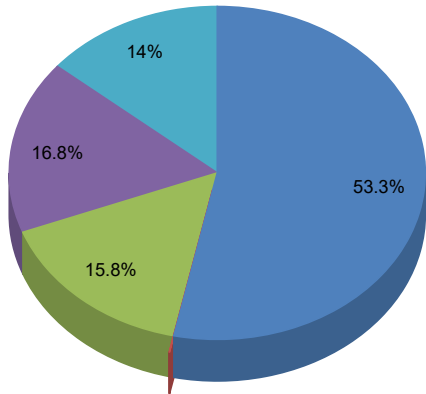
As part of the Good Shepherd annual evaluation process, a survey of student satisfaction was conducted in August 2017. The survey has provided feedback to the School Leadership Team and Community Council about the overall performance of all at Good Shepherd. The total number of responses received from students was 256. 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 opportunities to be involved in sporting and other activities. 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 2017. 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.

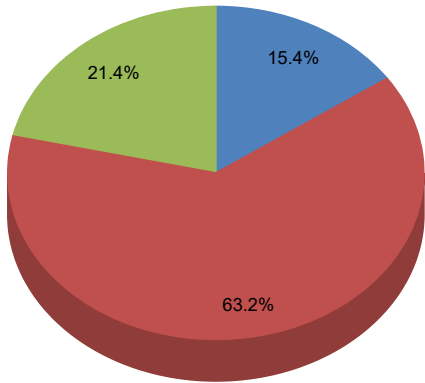
# Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (53.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (15.8%)
- Fees and Private Income (16.8%)
- Other Capital Income (14%)

Expenditure



- Capital Expenditure (15.4%)
- Salaries and Related Expenses (63.2%)
- Non-Salary Expenses (21.4%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$4,756,636
Government Capital Grants <sup>2</sup>	\$1,826
State Recurrent Grants <sup>3</sup>	\$1,411,954
Fees and Private Income <sup>4</sup>	\$1,502,269
Other Capital Income <sup>5</sup>	\$1,244,096
<b>Total Income</b>	<b>\$8,916,781</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$1,245,922
Salaries and Related Expenses <sup>7</sup>	\$5,115,300
Non-Salary Expenses <sup>8</sup>	\$1,736,415
<b>Total Expenditure</b>	<b>\$8,097,636</b>

**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.