



Annual Reporting 2020

Issued: June 2021



Contextual Information

Good Shepherd Catholic School is a double stream school that caters for students from Kindergarten to Year 6 with a total enrolment of 473 students. Good Shepherd Catholic School is located in the suburb of Lockridge in the eastern corridor of the Perth metropolitan area with an Index of Community Socio-Educational Advantage (ICSEA) value of 1046.

The children are drawn from the suburbs of Lockridge, Kiara, Eden Hill, Beechboro, Caversham, Bassendean, Bennett Springs and Morley East and surrounding areas.

Our school prides itself in being very multicultural with nationalities represented from wide and diverse cultures including Australian, Indian, African, Italian and Vietnamese.

The school is fortunate to have the support of hardworking and dedicated staff and a wonderful parent group.

The school motto 'Many Gifts, One Spirit' is lived out in our vision of 'an inclusive community growing together in faith guided by the Gospel teachings of Jesus Christ. Our school is dedicated to fostering life-long learning'. Our Mission statement defines 'By living our Catholic values and beliefs in partnership with parents, caregivers, parish and wider community we strive for educational excellence encapsulating the spiritual, cognitive, emotional, social and physical development of the child'.



Teacher Standards & Qualifications

ATKINSON	Francine	Bachelor of Education	Diploma of Religious Education	Diploma of Teaching
BARBARO	Lauren	Bachelor of Education		
BARLOW	Krystal	Bachelor of Education		
BLAKE	Janis	Bachelor of Education ECE		
BLATCHFORD	Oliver	Bachelor of Education (Major in Physical Education)		
BUTLER	Renae	Bachelor of Education, Primary		
CARIDI	Christine	Bachelor of Education		
CAUSERANO	Gabrielle	Bachelor of Education		
DEANS	Lisa	Bachelor of Education, Primary	Masters in Education	
FARANO	Jessica	Bachelor of Education		
HILL	Tracey	Bachelor of Education		
JENNINGS	Iolanda	Bachelor of Education, Early Childhood	Bachelor of Education Primary	
JENKINS	Katrina	Bachelor of Education, Primary		
KELLY-GILMARTIN	Siobhan	Bachelor of Education		
LORNIE	Helen	Diploma of Primary Teaching	Diploma of Reading Recovery	
LUSCOMBE	Kate	Bachelor of Education		
MANIFOLD	Lisa	Bachelor of Arts in Education- Early Childhood	Bachelor of Education – Early Childhood	
MICHAELSON	Rebecca	Bachelor of Education	Bachelor of Arts in Education	
MUSBAH	Stefania	Bachelor of Education		
NAYLOR	Amy	Bachelor of Education, K- 7		
ONTAL	Melissa	Bachelor of Education, K - 7		
PANAIA	Luisa	Bachelor of Arts – Early Childhood Studies		
PAPPAS	Elesia	Bachelor of Education, Early Childhood		
PEARCE	Jill	Diploma of Primary Teaching	Post Graduate Degree in Early Childhood Studies	
PESCE	Kristen	Bachelor of Education, Primary		
PRINCI	Lorena	Bachelor of Education, Primary	Specialisation in Special Needs	
POWELL	Mark	Bachelor of Education, Diploma of Primary Teaching	Masters in Theology Advanced Certificate in Instructional Leadership	
REEDMAN	Vanessa	Bachelor of Performance (classical) Graduate Diploma of Education (secondary)		
RYAN	Tara	Bachelor of Education		
WEBB-SMITH	Katie	Bachelor of Education		



Workforce Composition

Composition of staff: teaching / non-teaching staff, gender information and Indigenous information.

Teaching Staff

Male	-	2
Indigenous Male	-	0
Female	-	28
Indigenous Female	-	0

Non-Teaching

Male	-	2
Indigenous Male	-	0
Female	-	24
Indigenous Female	-	0



Student Attendance at School

Kindergarten	91.82%
Pre-Primary	90.57%
Year 1	91.83%
Year 2	92.73%
Year 3	92.53%
Year 4	93.29%
Year 5	95.39%
Year 6	92.55%
Whole School	92.59%

The Schools Policies and Practices are such that where a child is absent from school:

1. The parent is required to notify the office before 9:00am to inform of the absence.
2. Where notification is not received a text message is sent to the parent's mobile requiring them to contact the office immediately to clarify the child's absence.
3. Upon return to school the child is required to provide a parental letter of explanation.
4. Where a letter of explanation is not provided the school has a standardised letter that is sent to the parent via the class teacher.
5. Where an attendance problem is noted the parent works with a member of the administration team to ensure attendance. Steps may include but are not limited to
 - a. Requiring a medical certificate
 - b. Direct intervention from the Principal
 - c. Where cultural or specific issues exist, support and guidance from CEWA is sought
 - d. Notification of the appropriate Education Department of WA staff



NAPLAN Information 2020

Due to the COVID-19 Pandemic, NAPLAN assessments were not administered in 2020, therefore no data is presented for 2020.

NAPLAN Data for 2019

Year 3		
Area	Australian Schools	Good Shepherd
Grammar & Punctuation	439.8	459.2
Numeracy	408.1	412.7
Reading	432.3	445.1
Spelling	418.7	443.3
Writing	423.1	422.3

Year 5		
Area	Australian Schools	Good Shepherd
Grammar & Punctuation	499.1	513.5
Numeracy	495.8	501.6
Reading	506.0	539.4
Spelling	500.7	539.4
Writing	473.9	517.3



Parent, Student & Teacher Satisfaction

School Climate Survey

Our school participated in the School Climate Survey where staff and parents completed a survey regarding the school environment. Responses from the survey conveyed the following information:

Parental engagement in the survey was limited. However, overall results showed parent satisfaction in all areas of Teacher Support, Student Behaviour, Assessment and Feedback and Attitudes towards School, with slightly higher levels of fulfilment in the areas of Satisfaction with Child's Progress, Welcoming School, Affirming Diversity and Communication.

Teacher satisfaction can be measured in two main areas of Organisational Climate and Protective Factors. From the organisational aspect, positive teacher satisfaction was evident amongst all areas and the survey showed specifically that teachers feel there is a clear understanding of the Mission of the School, that support is provided on an Individual Level, that Home-School Relationships are of a positive nature and that Expectations for success are clear and achievable. From the perspective of the Protective Factors teachers identified satisfaction in Overall Wellbeing and more precisely increased levels of fulfilment in Job Satisfaction and Teacher Efficacy. Teachers have continued to give their best resulting in the improved educational outcomes of the School.



Financial & Infrastructure Report

School income statistics can be accessed through the ACARA My School website by searching for 'Good Shepherd Catholic School Lockridge'.

<http://www.myschool.edu.au/>

School Advisory Council

AGM Report

See school website

<https://www.gsl.wa.edu.au/compliance/>

Other matters determined by the School

Principal Report

See school website

<https://www.gsl.wa.edu.au/compliance/>



Annual School Improvement

Summary of the progress of the 2020 SIP goals.

Evangelisation - Sense of the Sacred

On reflection of our school Evangelisation Plan, there was a need for a focus on the 'Sense of the Sacred'. As a staff, we wanted to develop an awareness of the presence of Christ through the Sense of the Sacred. This entailed holding Professional Learning throughout the year to ensure staff were able to demonstrate and explain the meaning behind commonly used symbols and gestures eg. sign of cross and genuflecting, and develop consistent language and terminology when presenting this information to students; and be more informed how to promote a sense of the sacred within our school.

We spent time looking into sacred spaces within classrooms and in our school, what these looks like and determined the essentials required to create these spaces. As a staff we developed a Handbook of Symbols & Gestures and their associated meanings to embed into our school to ensure common language across the school for both staff and students.

Aboriginal Education - History & Cultures

Driven from our Aboriginal Education Improvement Map a focus on History & Cultures was emphasised this year. Our GECKOS coordinator worked on a Scope and Sequence document which highlighted activities, information and celebrations that could be embedded across all Learning Areas. This working document was shared with all staff to be implemented across the year levels and will continue to be developed into 2021. It provides teachers with ideas for cultural celebrations including NAIDOC week, excursions and incursions, PALs Projects and other classroom activities.

Curriculum Plan Focus Literacy – Inferencing Skills

Based on results from Standardised Testing, NAPLAN, Teaching & Support Programs, the Curriculum Plan, Running Records, Effect Size graphs and input from teachers, a focus area for our Curriculum was on improving students' skills in inferencing across all genres and learning areas. Professional development was provided on inferencing; a range of resources were explored to assist with the teaching of learning and inferencing; and PLCs focused on inferencing skills. Teachers monitored standardised testing results, classroom assessments and anecdotal records to review student achievement. As a result, professional discussions were held as to the success of the various initiatives and the way forward for 2021.



Early Years - NQS - Philosophy

Our focus for the Early Years this year was to develop an Early Years Philosophy and embed this within the school, as part of the NQS framework and QIP. Teachers focused specifically on developing the use of intentional play-based experiences that were challenging and fostered higher level thinking skills. This was explored through teacher guidance during indoor and outdoor activities, intentional play, hands-on activities, and independent playtime throughout the week. The process allowed teachers to contribute their knowledge and practices, in line with current guidelines, to ensure the document is an accurate reflection of the teaching of ECE at Good Shepherd to be able to embed intentional play in our school culture moving forward. The principles of the document and focus on intentional play will continue to be a focus in 2021.

Making Jesus Real – Spirit of Jesus

Our focus for the Making Jesus Real program was to embed further practices of the MJR Program. This included instilling the Monday to Friday greeting actions for example Thursday – thumbs up Thursday and promoting these to ensure they were used by staff and students. Staff consistently modelled the actions and reminders were included in the bulletin and school newsletter to communicate the aspects of the program to parents. It became part of the culture of the school and will continue to be a focus in the 2021 school year.

Sustainability

The Sustainability committee continued to grow and develop to guide Good Shepherd in the best practice for waste management. Their focus for the year was to educate and promote 'Reduce, Reuse and Recycle'. This was achieved through a number of initiatives including 'Trash-free Tuesdays', repurposing materials and recycling stations enabling the school community to recycle a variety of materials on site. Regular Waste Audits were conducted to evaluate the success of the initiatives with overall encouraging results from our community throughout the year. All these initiatives will be continued throughout the 2021 school year.

