



Annual Reporting 2022

Issued: June 2023



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 489 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 1048.

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

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

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

ANDREWS	Sarah	Bachelor of Education, Primary		
ATKINSON	Francine	Bachelor of Education	Diploma of Religious Education	Diploma of Teaching
BARBARO	Lauren	Bachelor of Education		
BARLOW	Krystel	Bachelor of Education		
BLATCHFORD	Oliver	Bachelor of Education (Major in Physical Education)		
BUTLER	Renaë	Bachelor of Education, Primary		
CARIDI	Christine	Bachelor of Education		
CAUSERANO	Gabrielle	Bachelor of Education		
DEANS	Lisa	Bachelor of Education, Primary	Masters of Education (Leadership & Management)	
DILENA	Cara	Bachelor of Education, Primary		
FARANO	Jessica	Bachelor of Education		
GAGLIA	Nic	Bachelor of Arts, Early Childhood Education	Masters of Education (Leadership & Management)	
GLAZBROOK	Danielle	Bachelor of Education, Early Childhood		
HILL	Tracey	Bachelor of Education		
HUNTER	Conor	Bachelor of Education		
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	
MORRELL	Rebecca	Bachelor of Education, Primary		
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		
REEDMAN	Vanessa	Bachelor of Performance (classical) Graduate Diploma of Education (secondary)		
SMITH-WEBB	Katie	Bachelor of Education	Masters of Education (Leadership & Management)	



Workforce Composition

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

Teaching Staff

Male	-	3
Indigenous Male	-	0
Female	-	27
Indigenous Female	-	0

Non-Teaching

Male	-	1
Indigenous Male	-	0
Female	-	27
Indigenous Female	-	0



Student Attendance at School

Kindergarten	89.58%
Pre-Primary	89.88%
Year 1	89.79%
Year 2	91.94%
Year 3	90.76%
Year 4	92.94%
Year 5	91.74%
Year 6	92.50%
Whole School	91.13%

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 2022

NAPLAN Data for 2022

Year 3		
Area	Australian Schools	Good Shepherd
Grammar & Punctuation	433	438
Numeracy	400	401
Reading	438	430
Spelling	418	436
Writing	422	431

Year 5		
Area	Australian Schools	Good Shepherd
Grammar & Punctuation	499	534
Numeracy	488	501
Reading	510	519
Spelling	505	548
Writing	484	522



Parent, Student & Teacher Satisfaction

Feedback is sought through parent teacher interviews, parent evenings, social events and other events held within the school community. Discussions are also held at School Advisory Council and Parent and Friends meetings. Feedback is sought from staff through staff meetings and individual meetings with the principal. Feedback is sought from students through class discussions and principal student leadership meetings. Every second year a detailed whole school survey is completed, the next is due in 2024.

Feedback received indicate that the school meets the needs of staff, parents and students.

Parent Satisfaction

The level of parent satisfaction at GSL is considered high based upon:

The positive growth of the Parents and Friends Committee.

High level of parent helpers for excursions, canteen and for classroom assistance

Feedback to principal and teachers on satisfaction and appreciation levels.

High level of attendance to Three Way Interviews by our parents.

High attendance to school run activities.

Student Satisfaction

Students voiced that GSL had an environment that made them feel safe and secure. Students felt that the staff at GSL care about them. Students expressed that they liked the variety of activities they are able to participate in ; e.g. music, sports.

Staff Satisfaction

Staff stated that they believed that the school pastorally provided care for them and their students. They expressed that GSL is a welcoming, caring environment and that they felt supported by their colleagues.



Financial & Infrastructure Report

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

<https://www.myschool.edu.au/school/48979>

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 2022 SIP goals.

Evangelisation - Sense of the Sacred

During 2022 we continued 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 look 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.

Curriculum Plan Focus Literacy – Reading Comprehension

Based on results from Standardised Testing, NAPLAN, Teaching & Support Programs, Running Records, Effect Size graphs and input from teachers, a focus area for our Curriculum was on improving students' reading comprehension skills across all genres and learning areas. PAT reading data was used to obtain effect size growth data and then assess student success of the comprehension strategies that were introduced.

Early Years Focus

In 2022 our PLD focus for the Early Years continued and the introduction of the program up to Year 3 was rolled out. The use of comprehension books for K & PP began including the comparison of pre-test and post-test results to identify student growth. Teachers maintained their focus on sentence construction, object description, event-based news, activity oral retell, picture book retell, comprehension questions and oral narratives. Ongoing staff development of strategies, delivery and vocabulary was maintained to ensure consistency. Online courses for teachers and Education Assistants was made available for Year 1-3 staff.



Numeracy Focus – Place Value (Years 1 -2) Multiplication & Division (Years 3 -6)

Consolidating student's skills in Place Value for our junior students and Multiplication and Division for Years 3 - 6 was a focus area for Numeracy this year. Extending knowledge to support staff through professional learning, we explored teaching strategies and resources and established a scope and sequence document amongst these areas. Through on-going reviews of children's work samples, teachers monitored the data and discussed results in regular PLCs. The planning of a scope and sequence has gone ahead as well as a timeline for pre and post assessments to enable best practice and opportunities for data collection review processes.

Making Jesus Real – Spirit of Jesus

A review of the Making Jesus Real programme was undertaken to ascertain whether it is still relevant to our school community. The review consisted of evaluation from staff, student groups in Year 4 & 5, and parent feedback through the P&F and CSAC. Upon reflection of the feedback and whilst there were some aspects still relevant to our community it was decided to cease the focus of this programme in its entirety. The relevant aspects that were embedded and maintained would remain whilst they are still being used without being a major focus.

Students with Disability – Life Skill Program

The continuation of educating students with disability in areas such as self-care, daily living, and community-based skills has continued during 2022. Students participated in a range of activities including the Cooking Club, to demonstrate hygiene practises, social skills, managing stress, shopping, using money, cooking, safety and students went on excursions to put these skills to practice in other environments outside the school setting.

Students with Disability – Staff Professional Development

During 2022 the identification of staff requests for relevant training and knowledge to better support students was acknowledged. A survey conducted, results collated and PD planned and organised to respond to staff needs of NCCD, Autism awareness, Visual Impairment, Dyslexia/dyspraxia and responding to anxiety levels in students was identified. CEWA consultants and outside service providers were investigated to assist both teachers and education assistants in these areas of need.



Post-School Destinations

Secondary High Schools and Colleges for our departing Year 6 students :

SCHOOL	NUMBER OF STUDENTS
Churchlands Senior High School	1
Chisholm Catholic College	27
Hampton Senior High School	5
La Salle College	19
Ellenbrook Secondary College	1
Bob Hawke College	2
John Forrest Senior High School	1
John Septimus Roe Anglican Community School	1
Kiara College	1
Mercedes College	1
Mt Lawley Senior High School	2
St Andrews Grammar School	2
Mercy College	1
Total Students	64

