GOOD SHEPHERD CATHOLIC SCHOOL

Many Gifts, One Spirit

Annual Reporting

2025

Issued: June 2026

Contextual Information

Good Shepherd Catholic School is a double-stream primary school serving students from Kindergarten to Year 6, with a current enrolment of 489 students. Located in the suburb of Lockridge, in the eastern corridor of the Perth metropolitan area, the school has an Index of Community Socio-Educational Advantage (ICSEA) score of 1064.

Our students come from a wide range of surrounding suburbs, including Caversham, Beechboro, Bennett Springs, Eden Hill, Lockridge, Morley, Kiara, Dayton, Noranda, Bassendean, and neighbouring communities.

We take great pride in our school's rich multicultural environment, with students and families representing a diverse array of cultural backgrounds, including Australian, Indian, African, Vietnamese, and Italian heritage.

Good Shepherd Catholic School is supported by a dedicated team of committed staff and an engaged and enthusiastic parent community. Our school motto, *"Many Gifts, One Spirit,"* is reflected in our shared 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 is expressed through our commitment to living out Catholic values in partnership with parents, caregivers, the parish, and the wider community. We strive for educational excellence that supports the spiritual, cognitive, emotional, social, and physical development of every child.

Teacher Standards & Qualifications

Number of Staff	Qualification Title
17	Bachelor of Education
3	Bachelor of Education, Early Childhood
2	Diploma of Primary Teaching
1	Bachelor of Education - Major in Physical Education
3	Bachelor of Arts, Early Childhood Education
3	Bachelor of Arts in Education
4	Master of Education (Leadership & Management)
1	Bachelor of Performance (classical)
1	Graduate Diploma of Education (secondary)
1	Post Graduate Degree in Early Childhood Studies
1	Diploma of Reading Recovery

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	-	28
Indigenous Female	-	0

Student Attendance at School

Kindergarten	91.46%
Pre-Primary	91.61%
Year 1	92.81%
Year 2	93.08%
Year 3	92.75%
Year 4	93.41%
Year 5	93.41%
Year 6	91.96%
Whole School	92.56%

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 Data for 2025

Year 3		
Area	**Good Shepherd**	**Australian Schools**
Reading	390	402
Writing	412	414
Spelling	397	405
Grammar & Punctuation	399	408
Numeracy	384	405

Year 5		
Area	**Good Shepherd**	**Australian Schools**
Reading	481	492
Writing	481	480
Spelling	487	487
Grammar & Punctuation	488	497
Numeracy	488	492

Parent, Student & Teacher Satisfaction

The school actively seeks and values feedback from a broad range of stakeholders to ensure it continues to meet the evolving needs of its community. Parents are provided with multiple opportunities to share their perspectives through surveys, parent–teacher conferences, parent information evenings, social gatherings, and a variety of school events. Parent feedback and community insights are also regularly considered through School Advisory Council and Parents and Friends meetings.

Staff voice is encouraged through formal and informal staff meetings, individual discussions with the Principal, staff surveys, and school-based professional and social events. Students are likewise given opportunities to contribute their views through classroom discussions, student leadership meetings with the Principal, and school surveys.

Feedback collected across these various channels consistently indicates high levels of satisfaction and demonstrates that the school is effectively supporting the needs of students, parents, and staff while fostering a positive and collaborative community.

Parent Satisfaction – Based on previous Climate Survey

Parents have expressed that the Catholic identity of the school is clearly evident and actively lived out within the community. They shared positive experiences related to their children's education, highlighting strong staff support, effective behaviour management, engaging learning environments, and satisfaction with student progress.

Reflecting on their overall experiences, parents consistently described the school as welcoming and inclusive, valuing its commitment to diversity. Additionally, areas such as communication, assessment and feedback, and overall satisfaction with the school received positive responses, reinforcing a strong sense of trust and partnership between families and the school.

Student Satisfaction – Based on previous Climate Survey

Students indicated that the school's Catholic identity is clearly reflected in everyday school life and is consistently demonstrated through the values and practices of the community. Feedback revealed high levels of satisfaction with the overall school climate, particularly in relation to students' confidence in achieving success, their understanding of school expectations and rules, the support available to them, and the effectiveness of communication and reporting processes. Responses across these areas were highly positive.

The survey also showed that students feel safe, valued, and supported at Good Shepherd. Strong results were evident in key protective factors, including wellbeing, resilience, and the development of a positive moral identity. Reports of behavioural concerns and risk factors were low, reinforcing the school's reputation as a safe, caring, and supportive environment where students can thrive academically, socially, and emotionally.

Staff Satisfaction – Based on previous Climate Survey

Staff identified the school's Catholic identity as a strong and visible aspect of the school community, reflected consistently in its culture, relationships, and daily practices. Survey responses indicated that staff feel safe, respected, and well supported in their roles. They also highlighted the strength of home–school partnerships and expressed a strong sense of being valued and appreciated by the leadership team.

Results demonstrated high levels of professional engagement, confidence in their effectiveness as educators, and overall job satisfaction. Staff also recognised the school's commitment to fostering equity, diversity, and inclusion, contributing to a collaborative, positive, and supportive workplace culture.

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

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/

Post-School Destinations

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

SCHOOL	NUMBER OF STUDENTS
Chisholm Catholic College	29
Hampton Senior High School	6
John Forrest Secondary College	1
Kiara College	2
La Salle College	15
Mazenod College	1
Mercedes College	2
Mercy College	2
Mount Lawley Senior High School	1
Sacred Heart College	1
Servite College	2
Swan Valley Anglican Community School	1
Total Students	**63**

Annual School Improvement

Summary of the progress of the 2025 SIP goals.

CATHOLIC IDENTITY

In 2025, the school prioritised strengthening connections between students, staff, and the parish community while deepening understanding of Catholic faith and social justice teachings. Through regular class Masses, students were provided with opportunities to engage in meaningful conversations with the Parish Priest, connecting faith experiences to their learning, questions, and everyday lives. This initiative helped foster stronger relationships between students and the parish, making faith more relevant and accessible.

The school also strengthened its partnership with the parish through participation in the Draw Near Project. Staff, students, parents, and parishioners engaged in faith formation and social justice education focused on the Church's teachings regarding people seeking asylum. This learning was translated into action through outreach initiatives, including the collection and delivery of food and hygiene packs to support vulnerable members of the local community.

The success of these goals was evident through positive feedback from staff, students, and the Parish Priest, increased engagement between students and parish representatives, and the strong participation of the school community in service initiatives. These experiences enriched the school's Catholic identity by fostering faith in action, strengthening parish connections, and encouraging students to live out Gospel values through compassion, service, and social justice.

EDUCATION

The first educational goal centred on developing a shared and consistent approach to the teaching of Mathematics. Staff collaborated to examine the school's Vision for Learning and its connection to whole-school pedagogical practices and classroom non-negotiables. This work strengthened staff understanding of effective Mathematics instruction and supported greater consistency across classrooms. As a result, there was increased alignment between the Vision for Learning and Mathematics pedagogy, establishing a stronger foundation for future curriculum development.

A second focus was maximising the use of the Yarning Circle and native bush tucker garden as authentic learning spaces. QR codes and supporting resources were developed to provide students with opportunities to engage with Noongar culture, native plants, bush tucker, and the significance of the Noongar seasons. Students used digital technologies to interact with these resources, increasing cultural awareness and strengthening connections with the local community. This initiative successfully enhanced student engagement and promoted meaningful learning through Aboriginal perspectives.

The third goal focused on refining the Early Childhood Philosophy to ensure alignment with the school's Vision for Learning. Early Childhood staff engaged in ongoing reflection and professional dialogue to identify current strengths, consider best-practice approaches for Kindergarten to Year 2 learners, and ensure student, staff, and family wellbeing remained central to teaching and learning. This process resulted in a revised philosophy that more

clearly reflects the school's vision and provides a stronger framework for high-quality Early Childhood education.

Overall, these initiatives have strengthened teaching practice, enhanced student learning opportunities, and increased consistency across the school. The progress made throughout 2025 has further supported the school's commitment to providing engaging, culturally responsive, and evidence-informed educational experiences for all students.

COMMUNITY

In 2025, the school focused on strengthening community engagement through two key priorities: promoting sustainability and fostering a consistent whole-school approach to student behaviour.

Through the implementation of the Laudato Si' Goals, the school worked to improve sustainable practices across the community. Initiatives included the establishment of a student sustainability team, the review of environmental projects such as the vegetable garden, and ongoing education for students about recycling, composting, and caring for the environment. These efforts increased student awareness of sustainability and encouraged responsible use of school facilities. Success was evident through improved sustainability practices across the school grounds, active student involvement, and ongoing reflection through Professional Learning Community (PLC) discussions.

A second priority was strengthening the school's whole-school approach to behaviour management, particularly in outdoor play areas. Staff engaged in professional learning and collaborative discussions to develop a shared understanding of behavioural expectations across all settings. Consistent teaching and reinforcement of expected behaviours supported students in making positive choices and contributed to a more cohesive approach across year levels. Success was demonstrated through increased consistency in behaviour management practices, improved student understanding of expectations, and monitoring unproductive behaviours recorded on SEQTA.

Overall, these initiatives enhanced the sense of community at Good Shepherd by promoting shared responsibility, student wellbeing, environmental stewardship, and positive relationships across the school.

STEWARDSHIP

In 2025, the school focused on enhancing its facilities and expanding educational opportunities to better meet the needs of students, families, and the wider community.

A key priority was the planning and design of a refurbishment of the administration area to create a more welcoming, family-friendly, and functional front office space. Consultation with relevant agencies and stakeholders supported the development process, with design plans progressing towards preparation for future construction. This work reflects the school's commitment to providing high-quality facilities that foster positive engagement with students, parents, and visitors.

The school also focused on establishing a Three-Year-Old Program for commencement in 2026. Planning was undertaken to investigate an appropriate learning environment, identify resource requirements, and promote the program within the community. This is a continual goal that will be revisited in 2026 and beyond.

The success of these goals was demonstrated through the advancement of planning and consultation processes, the preparation of facilities for future growth, and increased engagement with families regarding upcoming opportunities. Together, these initiatives strengthened the school's capacity to provide welcoming, sustainable, and future-focused learning environments for the Good Shepherd community.