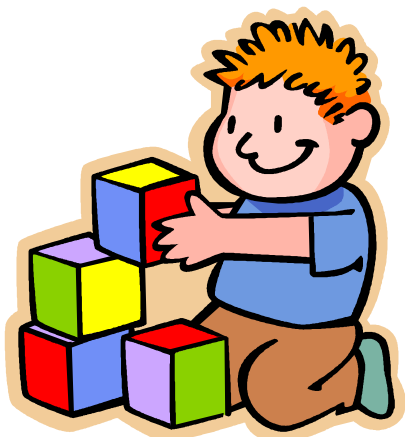




School Performance Data 2014

Issued: 2015



Good Shepherd Catholic School

Publication of Information Relating to Schools

| Item | Subject | School performance information |
|------|--|---|
| 1. | Contextual Information | Similar to the ACARA information, including the characteristics of the student body |
| 2. | Teacher standards and qualifications | A list of teachers' qualifications. A summary is acceptable |
| 3. | Workforce composition | Must include Indigenous composition. Suggest teaching / non-teaching staff, gender information |
| 4. | Student attendance at school | Must include: <ol style="list-style-type: none">1. The rates of attendance for the whole school and for each year level; and2. A description of how non-attendance is managed by the school |
| 5. | Senior Secondary outcomes | Must include the percentage of year 12 students: <ol style="list-style-type: none">1. Undertaking vocational training or training in a trade; and2. Attaining a year 12 certificate or equivalent vocational education and training qualification. |
| 6. | NAPLAN information | Student outcomes in standardised national literacy and numeracy testing |
| 7. | Parent, student and teacher satisfaction | A description in plain language of parent, student and teacher satisfaction with the school. |
| 8. | Post-school destinations | Schools are to report their post-school destinations in plain language in the most appropriate way according to each school's circumstances. |
| 9. | School Income | Insert link to the My School website |

| | |
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| 1. | Contextual Information |
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Good Shepherd Catholic School has an enrolment pattern from Kindergarten to Year 6 with a total enrolment of 480 students. Good Shepherd Catholic School is located in the suburb of Lockridge in the eastern corridor of the Perth metropolitan area which is a low social economic area with a SES ranking of 95.

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

Currently there are approximately 41 nationalities represented within the school drawn from wide and diverse cultures primary groupings including African, Vietnamese, Indian, Australian and Italian.

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

2.**Teacher standards and qualifications**

| | | | | |
|------------|-----------|---|--|---|
| ATKINSON | Francine | Bachelor of Education | Diploma of Religious Education | Diploma of Teaching |
| BARLOW | Krystel | Bachelor of Education | | |
| BLAKE | Janis | Bachelor of Education Early Childhood | | |
| CARMODY | Ann Marie | Bachelor of Education, Primary | | |
| CAUSERANO | Gabrielle | Diploma of Education Primary | Bachelor of Business | |
| CHALK | Cara | Bachelor of Education, Primary | | |
| COTELLESA | Renae | Bachelor of Education Primary | | |
| DECOTTER | Chloe | Bachelor of Education K - 7 | | |
| DI CARLO | Jim | Bachelor of Education Primary | Masters in Education | |
| DI CIANO | Iolanda | Bachelor of Education Early Childhood | Bachelor of Education Primary | |
| HAYES | Christine | Bachelor of Education | | |
| HILL | Tracey | Bachelor of Education Primary | | |
| LORNIE | Helen | Diploma of Primary Teaching | Diploma of Reading Recovery | |
| MANIFOLD | Lisa | Bachelor of Education, Primary | | |
| MICHAELSON | Rebecca | Bachelor of Education | Bachelor of Arts in Education | |
| MIZEN | Rachel | Bachelor of Education Primary | | |
| NAYLOR | Amy | Bachelor of Education | | |
| NICOTRA | Romina | Bachelor of Education Early Childhood | | |
| NORRIS | Jessica | Bachelor of Education K - 7 | | |
| PANAIA | Luisa | Bachelor of Arts - Early Childhood Studies | | |
| PEARCE | Jill | Diploma of Primary Teaching | Post Graduate Degree in Early Childhood Studies | |
| PESCE | Kristen | Bachelor of Education Primary | | |
| REEDMAN | Vanessa | Graduate Diploma of Education (Secondary) | Bachelor of Education - Music | Bachelor of Performing Arts (Music) |
| ROSE | Ray | Bachelor of Education Primary | Masters of Education (Religious Education) | |
| TARCA | Vanessa | Bachelor of Education Primary | | |
| WSZOLA | Katrina | Bachelor of Education Primary | | |
| VINE | Luke | Bachelor of Education K - 7 | Masters in Education (Learning Difficulties) | |

| | |
|-----------|--|
| 3. | <p>Workforce composition</p> <p>Must include Indigenous composition. Suggest teaching / non-teaching staff, gender information</p> |
|-----------|--|

Teaching Staff

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

Non Teaching

| | | |
|-------------------|---|----|
| Male | - | 1 |
| Indigenous Male | - | 0 |
| Female | - | 17 |
| Indigenous Female | - | 1 |

| | |
|-----------|-------------------------------------|
| 4. | Student attendance at school |
|-----------|-------------------------------------|

| | |
|--------------|--------|
| Kindergarten | 91.99% |
| Pre Primary | 88.92% |
| Year 1 | 92.69% |
| Year 2 | 94.88% |
| Year 3 | 93.36% |
| Year 4 | 93.34% |
| Year 5 | 94.73% |
| Year 6 | 93.73% |
| Whole School | 92.95% |

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 sms message is sent to the parent 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 there Catholic Education Office of WA is sort
 - d. Notification of the appropriate Education Department of WA staff

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| 6. | NAPLAN Information |
|-----------|---------------------------|

| Year 3 | | | |
|-------------------------|-------------------|-------------------|--------------------------------------|
| Area | Australian | WA Schools | Good Shepherd Catholic School |
| Reading | 418 | 407 | 429 |
| Writing | 402 | 397 | 446 |
| Spelling | 411 | 402 | 433 |
| Grammar and Punctuation | 426 | 413 | 435 |
| Numeracy | 401 | 392 | 400 |

| Year 5 | | | |
|-------------------------|-------------------|-------------------|--------------------------------------|
| Area | Australian | WA Schools | Good Shepherd Catholic School |
| Reading | 500 | 492 | 505 |
| Writing | 468 | 464 | 494 |
| Spelling | 497 | 492 | 504 |
| Grammar and Punctuation | 504 | 495 | 516 |
| Numeracy | 487 | 480 | 491 |

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| 7. | Parent, student and teacher satisfaction |
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Parent satisfaction has improved steadily in regards to educational standards and the operation of the school over the past 5 years as measured by:

1. Attendance in Parents' and Friends' Meetings and functions hosted by Parents and Friends Association. e.g. – The recent welcome to School BBQ which was attended by approximately 200 people one Friday evening.
2. Increased attendance and support for the School's fortnightly assemblies.
3. The community representatives on the School Board have verbalised their support and enthusiasm for the School's operation, environment and planning perspectives.
4. Individual parent comment to the Principal, teaching staff and support staff across the course of the year.
5. The number of applications received from parents seeking to move their child into the School because of what they have heard.

Students

1. Students as measured through informal class sociograms.
2. The level of student harmony has increased as reflected in the disciplinary records of the School.

Teachers

Despite these pressures the teachers have continued to give their best resulting in the improved educational outcomes of the School.

Teacher satisfaction can be measured by the high retention rate and continued commitment to the school's vision and goals.

The level of support for extracurricular activities reflects positively on staff morale and satisfaction.

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|-----------|---------------------------------|
| 8. | Post-school Destinations |
|-----------|---------------------------------|

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|------------------------------|------|
| Chisholm College | 64% |
| La Salle College | 9.4% |
| Mercedes College | 6.4% |
| Holy Cross College | 4.7% |
| St Andrews Grammar | 3.1% |
| Lockridge Primary School | 3.1% |
| Ellenbrook Christian College | 1.6% |
| Mercy Catholic College | 1.6% |
| Trinity College | 1.6% |
| Corpus Christi College | 1.6% |
| Hampton Senior High School | 1.6% |
| Guildford Grammar | 1.6% |

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| 9. | School Income School income broken down by funding source |
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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/>