



# Annual Reporting 2019

Issued: June 2020



## Contextual Information

Good Shepherd Catholic School caters for students from Kindergarten to Year 6 with a total enrolment of 487 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.

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 a wonderful parent group and a hardworking and dedicated staff.

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		
CAIRNEY	Rachel	Bachelor of Education Primary		
CARIDI	Christine	Bachelor of Education		
CAUSERANO	Gabrielle	Bachelor of Education		
CUTICONE	Bianca	Bachelor of Education		
DEANS	Lisa	Bachelor of Education (Primary)	Masters in Education	
DI CARLO	Jim	Bachelor of Education Primary	Masters in Education	
FARANO	Jessica	Bachelor of Education, Primary		
JENNINGS	Iolanda	Bachelor of Education Early Childhood	Bachelor of Education Primary	
KELLY-GILMARTIN	Siobhan	Bachelor of Education		
LORNIE	Helen	Diploma of Primary Teaching	Diploma of Reading Recovery	
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	
REEDMAN	Vanessa	Bachelor of Performance (classical) Graduate Diploma of Education (secondary)		
SAELENS	Laura	Bachelor of Education Primary		
SCIBILIA	Tianna	K-7 Primary School Teacher		
ZIINO	Jasmine	Bachelor of Education Primary		



# 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	-	1
Indigenous Male	-	0
Female	-	24
Indigenous Female	-	1



# Student Attendance at School

Kindergarten	90.80%
Pre Primary	91.93%
Year 1	91.32%
Year 2	93.80%
Year 3	91.17%
Year 4	95.18%
Year 5	94.75%
Year 6	93.99%
Whole School	93.24%

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 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 Board AGM Report

See school website

<http://web.gsl.wa.edu.au/our-school/school-performance-information/>

# Other matters determined by the School

## Principal Report

See school website

<http://web.gsl.wa.edu.au/our-school/school-performance-information/>



# Annual School Improvement

Summary of the progress of the 2019 SIP goals.

## Teacher Support & Development

A focus for this year was to implement a structured approach to improve the school practice of Teacher Support & Development. A new concept called '10 Minute Rounds' was introduced to all teaching staff, and occasionally held with support staff. Each teacher, including specialists, met with a member of the Leadership team for a weekly ten-minute meeting. It provided a forum for two-way communication between the classroom teachers and leadership. A standard set of questions was asked at each 10 Minute Round, beginning with success stories and ending with open-ended feedback on the development of the teacher. The leader was required to listen and record feedback. The purpose of our 10 Minute Rounds was mostly an 'information giving' exercise or sounding board for staff to provide an additional avenue of support.

This was going to lead to classroom observations for teacher development, however as the year progressed, the leadership team rearranged the teachers they met with to be able to develop relationships with additional staff. We found them to be a positive way forward in supporting staff and further developing communications and relationships amongst staff and leadership.

## 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 our students, staff and parents on waste management and how to reduce waste in school lunch boxes. 'Trash-free Tuesdays' were introduced as well as a number of different recycling stations available for families to deposit recyclable goods in to. A 'Waste Audit' was completed each semester to evaluate the success of the initiatives with overall encouraging results from our community throughout the year.

## 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 gestures eg. sign of cross and genuflecting, 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.

### **Aboriginal Education - History & Cultures**

Driven from our Aboriginal Education Plan a focus on 'Proud 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 2020. It provides teachers with ideas for cultural celebrations including NAIDOC week, excursions and incursions, PALs Projects and other classroom activities.

### **Curriculum – Literacy: Reading**

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' achievement in reading. Teachers implemented several programs and initiatives including Cars & Stars, Reading Eggs, Lit Pro, Support Intervention, Running Records to assist with developing reading and comprehension skills of the students. They 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 2020.

### **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. Teachers, mainly from within the ECE year levels, gathered on many occasions to have professional discussions based on the current research, their planning documents, teacher programs, day-to-day activities and timetables to develop the Good Shepherd Philosophy on learning within the Early Years. Discussions took place during PLCs, 10minute rounds, with assistance from the Early Learning Years Coordinator and in collaboration from NQS coordinators. The processes allowed for 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 this in our school culture going forward. This document will continue to be worked on with a larger range of staff given the opportunity to contribute in 2020.