

**Good Shepherd Catholic
Primary School,
SPRINGFIELD LAKES**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**



**Brisbane
Catholic
Education**

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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of Good Shepherd's operations and achievements throughout the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

Good Shepherd's students are part of a world that is evolving and changing at a rapid pace. Disruption has become the new normal as we have observed this year, as a result of COVID-19. Good Shepherd students, through personalised learning and the school's Dispositions of a Learner, focus on reaching their full potential. Students are prepared through explicit and rigorous teaching and learning engagement, so as to, flourish and adapt within a very different world, as leaders in their field.

Good Shepherd Catholic Primary School believes that everyone has been made in the 'image and likeness of God' and has been 'Called by Name' to Good Shepherd.

As a community, we believe that 21st-century learning contexts are multi-faceted and encompasses the human Person. Therefore, at Good Shepherd personalised learning is important for the diversity of every learner. For Good Shepherd, Personalised Learning:

- is a shared vision, empowering our students with a love of learning and a heart of hope to shape and enrich our world.
- is a multi-dimensional approach that fosters students to develop agency over their learning journey, through providing timely feedback and opportunities to meet the different needs and birth-gifts of each learner.
- is responsive to learner needs and is data informed, creating life-long learners who are globally literate members of society in a technology-rich world.
- develops the intellectual, physical, social, emotional, personal, creative, cognitive, linguistic and spiritual needs of the whole person by being responsive to individual needs in a contemporary learning environment.

At Good Shepherd we believe that:

"Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives". Alice Springs Declaration 2019.

School progress towards its goals in 2021

2021 Goals were achieved through targeting specific areas, in order to achieve a high level of engagement with staff and students, in each of the broad listed goals. These goals were achieved through a school-wide use of Data and embedded practices; students achieved their benchmarks through personalised learning, despite COVID-19 impacting learning and teaching.

The following is an outline of Good Shepherd's improvement from Good Shepherd's Annual Implementation Plan for 2021 including:

- the progress made on these broad goals to be achieved by the end of 2021.
- broad goals that have been partially completed in 2021 with an expectation of completion in 2022.
- acknowledgement of outstanding student and staff achievements through various opportunities for celebrations of 'how we do school'.

Broad Goals achieved by the end of 2021	Progress
Strong Catholic Identity By the end of 2021, students had the opportunity to recognise and encounter the "Heart of the Divine" related to Catholic Perspectives including Relationships and Sexuality Education (RSE). Recommendations from the Leuven Enhancing Catholic Schools Identity (ECSI) to strengthen Good Shepherd as a Dialogue School was investigated and identified as a way forward.	Achieved Professional learning intensive and staff provided with opportunities to analyse data for all areas connected to the broad goal.
Excellent learning and teaching By the end of 2021, student learning improvement was sustained by Good Shepherd's commitment to Brisbane Catholic Education's Moving Forward Strategy. Priorities were completed and achieved. Smart goal: By the end of 2021, with a school-wide use of embedded, consistent and targeted Effective and Expected Practices, 90% of Prep students will achieve PM Benchmark and 85% will improve 5 levels or achieved independence. 90% of Year 1 will achieve BCE Benchmark and 80% will progress by at least 6 levels or achieve independence. 90% of Year 2 will achieve BCE Benchmark and 80% will progress by at least 6 levels or achieve independence. 90% of Years 3 to 6 students will achieve the BCE Benchmark Targets for Writing, whilst remaining students will progress by more than 3. A whole school strong focus on pedagogical practices for Australian Curriculum Mathematics through the development of skills, understanding, proficiencies and mathematical language. Consistency of Data collection (Trust the Count, Place Value, Multiplicative Thinking)	Achieved Outstanding achievement despite COVID-19 disruptions.
Building a sustainable future (a) By the end of 2021, Good Shepherd will endeavour to recontextualise Good Shepherd's Way of Being Community by making connections to Catholic Identity, underpinning it with Theology and Scripture. (b) Focus on building space as a way forward to support compliance regarding accommodation for the learners (Stage 4)	(a) Achieved by October. Document printed for school workplaces / learning pods. (b) Building additional learning spaces completed in 2021.

Future outlook

The following outlines Good Shepherd's improvement from the Annual Implementation Plan for 2022.

The explicit improvement agenda for 2022 will focus on gaining explicit improvements in progressing reading and writing, in order, to improve engagement in learning and progression between 85% and 90% of the learners from Prep to Year 6. As a result of engaging in the National School Improvement Tool (NSIT) in 2018 and achieving a result of 'Outstanding' in each of the nine Domains, the school participated in a Post-NSIT audit in 2019 and continues, in 2020, as well as engaging in the NSIT visit in 2022, there is a need to continue to focus on explicit strategies that strengthens each of the nine domains through:

- Focusing on the emersion of the staff in Good Shepherd's two days annual Induction Formation Program.
- Honouring the Catholic Identity Leuven University Report by focusing on the recommendations including working on the ways of working through the explanation of Good Shepherd's Way of Being Community and nourishing the explicit contemporary learning culture of personalised learning.
- Incorporating the consistency of practices from the 2018 NSIT recommendations.
- Strengthening, around clarity of best practices, already in place – recommendation from the NSIT review.
- Strengthening Catholic Identity through the Heart of the Divine by embedding the Relationship and Sexuality Education Perspective and embedding right relationships.
- Continue to improve student learning, sustained by commitment, through an explicit learning and teaching culture across all curriculum areas focusing on personalised learning through accessing the Australian Curriculum.
- Focus on sustaining the culture of Catholic Identity and pedagogical practices.

Our school at a glance

School profile

Good Shepherd Catholic Primary School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	400	206	194	18

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body

Good Shepherd is positioned in the corridor between Brisbane and Ipswich. The catchment area includes the suburbs within Greater Springfield as well as some areas near Greenbank and New Beith. Population growth in these areas is significant with primary school-aged population. Good Shepherd's community is young, and our families range from those who reside locally to those who move from various Australian States and Territories. The level of cultural diversity at Good Shepherd School is significant, especially among the students. Approximately, 11% of students and 12% of staff were born overseas and 30% of parents were born overseas immigrating to Australia on Study Visas, including one Refugee family. There are also a few First Nations families.

This identity is obvious through the family networks and friendship groups that continue to develop as part of our ninth year of operating as a school community. Good Shepherd focuses on providing personalised learning as part of a sound Contemporary Education. There is a wholistic language approach with student's learning and wellbeing, caring for the students whilst maintaining a high-quality expectation of their engagement with learning. Learners learn quickly that they come to school to learn. Good Shepherd's teachers focus on personalised learning, pedagogical practices, and the latest research, to inform student's learning through the delivery of Catholic Education. In 2021, Good Shepherd is arranged in 14 class groupings – Prep x 3, Year 1 x 3, Year 2 x 3, Year 3 x 3, Year 4 x 2, Year 5/6 x 3. Approximately 30% of the students identify with English as an Additional Language or Dialect learners, and 57 students are identified as part of NCCD. Our Year 6 students transitioned to a number of Secondary Colleges, including St Augustine's College, Augustine Heights; St Peter Claver College, Riverview; Brigidine College, Indooroopilly; Ambrose Treacy College, Indooroopilly; St Edmund's College, Ipswich; St Mary's College, Ipswich; and Springfield State College.

Curriculum implementation

Curriculum overview

As a contemporary educational setting, Good Shepherd:

- Offers students a holistic education that focuses on personalised learning and encourages personal growth based on Christian values and BCE's Moving Forward Strategy.
- Encourages students to develop knowledge and understanding of other cultures, languages, environmental (Laudato Si) and social issues.
- Learning programs structured under the organisers of the Australian Curriculum and considers differentiation for learners at all levels of learning.
- Offers Brisbane Catholic Education's Religious Education Curriculum.
- Enables a whole school focus with teacher's collaboratively engaging with the 4C's (Co-planning, co-teaching, co-debriefing, and co-reflecting).

- Ensures that teachers identify, gather, and interpret data information about student achievement and learning in order to improve, enhance and plan for further learning.
- Using effective data, reviewing and responding cycles, and learning walks and talks form an integral part of the learning culture of our school.

Good Shepherd's pedagogical approach is underpinned by John Hattie's Visible Learning Model and Michael Fullan's Coherence Framework along with Lyn Sharratt's Putting Faces on the Data. Learning Intentions alert students to the matter being taught. Success Criteria is co-constructed within the learning environment, to ensure all learners enjoy an opportunity to achieve and further their learning. Through Design Thinking, real-world problems are identified by learners and, with input from experts, possible solutions are developed. Good Shepherd is a 1:1 iPad environment and has been since 2016. Learners enjoy the opportunity to connect, communicate and collaborate with their peers, their teachers and with the wider community.

Extra-curricular activities

Good Shepherd proudly offers a wide and varied range of extra-curricular activities. Good Shepherd strives to provide for and meet the needs, interest, and talents of all students. However, during 2021 some of these activities did not occur, as external support staff were not permitted on site, due to COVID-19 restrictions.

A comprehensive range of activities include:

- Before Morning Reading in Learning Pods
- Choir occurred spasmodically due to COVID-19
- School liturgies and celebrations occurred in learning pods due to restricted numbers in the Church
- St Vincent de Paul collections for the poor
- Caritas/Missions support
- Support for Farmers – Collection
- Wellbeing days
- External Music lessons occurred spasmodically due to COVID-19 Restrictions
- Camps
- Art competitions – preparations for the Ipswich Show occurred; however, show did not occur
- AusKick
- Soccer and Netball Gala Days internally
- Ipswich Catholic Swimming Carnival usually occurs; however, COVID-19 restrictions cancelled this event
- Met West Sports.

How information and communication technologies are used to assist learning

Good Shepherd recognises that as a 21st-Century educational setting new technologies emerge daily.

For Good Shepherd, the following occurs:

- Applying the Australian Curriculum within a rigorous and challenging environment to meet the needs of all students.
- Accessing 1:1 iPad for students from Prep to Year 6 since 2016, enabling students to explore digital pedagogies to assist their learning.
- Providing students with the opportunities to learn confidently and competently in accessing technology through various learning tool devices.
- Teaching students that technology is a tool to assist in learning, and that the school drives technology, rather than be driven by it.
- Accessing a variety of apps for students to support learning through creating and communicating.
- Providing a philosophy that focuses on real world problems assisting the students to recognise that devices are used as a learning tool, assist in developing different ways of learning and communicating.

- Assisting students through Information Communication Technology (ICT) to develop effective strategies in flexible learning environments, modelling and promoting inquiry.
- Focusing on cooperation and independence of learning.
- Educating all learners to become successful, creative and confident, active and informed and empowered so as to shape and enrich our world as future leaders.

Social climate

Overview

The following outlines the social climate of Good Shepherd, including school-wide approach used to create and maintain a safe and supportive learning environment, the use of anti-bullying strategies, differentiation and whole-school inclusive approaches implemented to support the diverse range of students that are enrolled at Good Shepherd. Pastoral care programs are in place to support wellbeing and strategies to engage parents and the community in the life of the school.

In keeping with the Vision and Mission Statements, Good Shepherd Catholic Primary School, provides opportunities for students to interact educationally, pastorally, and socially as a school-wide approach in order to create and maintain a safe and supportive learning environment reflected in the BCE Listen's Survey.

Good Shepherd:

- Uses aspects of the Kids Matter Framework (Health and Wellbeing) and Positive Partnerships to plan explicit behavioural teaching that supports all students including those with diverse learning needs.
- Daily accesses the 'Dispositions of a Learner' to explicitly teach, model and practice ways of supporting the learners.
- Proactively and explicitly teach the expected dispositions of learning and behaviours related to creating a safe and happy environment for all within the school.
- Teaches that there are expected behaviours related to the learning-pods and playground environments.
- Encourages all students to learn from their mistakes and to be aware of Good Shepherd's Mission, Good Shepherd's Way of Being Community, Dispositions of a Learner and the CARE Rules as viewed on the school's website.
- Offers a wellbeing day per term which provides an opportunity for learners to celebrate their spiritual, physical, and social growth through various activities related to learning.
- Focuses on the social, physical, social, emotional, personal, creative, cognitive, linguistic and spiritual development of each child.
- Recognises and celebrates student academic success and social growth through the Spirit of Good Shepherd Awards presented during Community Prayer Gatherings and at the end of the year, the Remarkable Moments Awards.

At the end of 2021, seventeen students from Prep to Year 6 were presented with a Good Shepherd's Way of Being Community Annual Award. These students aspired to the values of the saint that carries the name of their learning place. (i.e., Assisi – Prep, MacKillop – Year 1, Nagle – Year 2, Ignatius – Years 3 – 6).

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree [#] that:	2020
This school helps my child to develop their relationship with God	100.0%
School staff demonstrate the school's Catholic Christian values	98.6%
Teachers at this school have high expectations for my child	90.0%
Staff at this school care about my child	97.3%
I can talk to my child's teachers about my concerns	90.4%
Teachers at this school encourage me to take an active role in my child's education	82.2%
My child feels safe at this school	97.3%
The facilities at this school support my child's educational needs	78.1%
This school looks for ways to improve	85.3%
I am happy my child is at this school	89.0%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	94.6%
I enjoy learning at my school	92.5%
Teachers expect me to work to the best of my ability in all my learning	96.8%
Feedback from my teacher helps me learn	95.7%
Teachers at my school treat me fairly	95.7%
If I was unhappy about something at school I would talk to a school leader or teacher about it	81.7%
I feel safe at school	100.0%
I am happy to be at my school	91.4%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2020
Working at this school helps me to have a deeper understanding of faith	100.0%
School staff demonstrate this school's Catholic Christian values	100.0%
This school acts on staff feedback	97.0%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	97.0%
In general students at this school respect staff members	100.0%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	100.0%

[#] 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

Good Shepherd's philosophy focuses on the importance that the parents are the first and foremost educators of their children. Good Shepherd has provided opportunities for parents to be involved at every stage and at every level of their child's education. Involvement of parents includes:

- Professional Learning Development including Student Protection, Volunteer Policy, prior to engaging in school activities.
- Involvement in the Family and Community Engagement (FACE) Network through planning and involvement in activities related to learning and events.
- Consultation process used toward making decisions to allow adjustments to assist students with diverse needs to access and participate fully at school. This may occur through personalised meetings with families, opportunities to review policies and procedures and support Good Shepherd, as part of a learning community.
- Assisting in class with learning activities.
- Assisting school excursions and sports days.
- General volunteering.
- Attending social functions.
- Wellbeing days.
- Lenten Program.
- Parent Retreat Day.
- Attendance and participation in school liturgies.
- Participation in surveys, focus forums and parent teacher interviews.
- Working Bees.
- Communication through Parent Portal, email newsletters, SMS and BCE Connect.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	27	16
Full-time Equivalents	24.4	11.2

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate diploma etc.**	0
Bachelor degree	23
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives of professional learning were linked to the Good Shepherd's broad goals as identified earlier in this report.

The total funds expended on teacher professional development in 2021 was \$10,000.00. This was limited due to COVID-19 restrictions and in-house attendance regarding Professional Learning.

The major professional development initiatives are as follows:

- Student Protection
- Code of Conduct and Privacy Act
- Catholic Identity unpacking the ECSIP Data (co-lead by staff – Catholic Identity Team)
- Christian Meditation
- Diverse Learners
- How we do school at Good Shepherd
- Scripture/Theology
- Religious Education Retreat Manly Qld – Good Shepherd's Way of Being Community.
- Pedagogical practices
- Literacy Professional Learning
- Numeracy Professional Learning
- DATA Collection
- Mentoring and peer learning
- WHS Training.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	93.2%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	94.0%

Average attendance rate per year level			
Prep attendance rate	91.5%	Year 4 attendance rate	94.8%
Year 1 attendance rate	92.9%	Year 5 attendance rate	93.7%
Year 2 attendance rate	93.4%	Year 6 attendance rate	92.8%
Year 3 attendance rate	93.9%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

The following provides the procedures undertaken by Good Shepherd when the attendance of student requirements of the compulsory schooling or compulsory participation phase are not met, for a part of a day or for longer periods.

Good Shepherd:

- Uses the ALLE system to monitor late arrivals and early exits.
- Rolls are marked twice per day at before 8.45am and by 1.45pm. An announcement is made to alert the teaching staff to mark the rolls electronically.
- Staff are reminded weekly during Monday Morning Briefing regarding how to mark the roll.
- Identified issues are shared with staff, related to marking of the rolls.
- SMS messages sent to parents with unexplained absences as well as written letters which include data on unexplained absences. Parents are made aware of a table that displays the significant loss to learning as a result of a lack of attendance.
- Display of BCE Absence material in the school foyer and Attendance Information and Policy provided to parents.
- The Attendance Policy is provided to every family via the newsletter and can be found on the parent portal.
- Information provided via the Newsletter regarding the loss of valuable learning hours.
- Absence patterns are checked daily.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

A screenshot of the search bar on the My School website. It features a search input field with the placeholder text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.