

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

Annual Report 2019

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

Contact information

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Principal's foreword

The 2019 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

School progress towards its goals in 2019

2019 Goals were achieved through targeting specific areas, in order to achieve a high level of engagement with staff and students, in each of the five listed goals. Through a school-wide use of Data, and embedded practices, students achieved their benchmarks through personalised learning.

Goal	Progress
Strengthen Catholic Identity through the Heart of the Divine by embedding the Relationship and Sexuality Education perspective	Achieved
Student learning improvement is sustained by commitment to an explicit learning culture across all curriculum areas	Achieved
Incorporate 'Heart of the Divine' across all curriculum	Achieved
Honour Good Shepherd's Way of Being Community and nourishes the explicit contemporary learning culture.	Achieved
By the end of 2019, with a school-wide use of the embedded, consistent and targeted Effective & Expected Practices, 90% of Prep students will achieve PM Benchmark and 85% will improve 5 levels or achieve independence. 90% of Year 1 will achieve BCE Benchmark and 80% will progress by at least 6 levels or achieved independence. 90% of Year 2 will achieve BCE Benchmark and 80% will progress by at least 6 levels or achieved independence. 90% of Year 3 – 6 students will achieve the BCE Benchmark Targets for Writing.	Achieved

Future outlook

The explicit improvement agenda for 2020 will focus on gaining 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* in 2018 and achieving outstanding in the 9 Domains, the school participated in a Post-NSIT audit in 2019 which focused on strengthening each of the nine domains through:

- Focusing on the emersion of the staff in Good Shepherd's Induction Formation Program
- Honouring the *Catholic Identity Leuven University Report* by focusing on the recommendations including the explanation of Good Shepherd's Way of Being Community and nourishing the explicit contemporary learning culture
- Incorporating the Heart of the Divine as a recommendation from the NSIT recommendation for the next three years

- Strengthening *Catholic Identity* through the *Heart of the Divine* by embedding the Relationship and Sexuality Education Perspective
- Continue to improve student learning, sustained by commitment, through an explicit learning and teaching culture across all curriculum areas
- 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 2019: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	337	158	179	4

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

Characteristics of the student body

Good Shepherd's 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. A few families have immigrated from over-seas or are on Study Visas, including one Refugee family. The level of cultural diversity at Good Shepherd School is significant, especially among the students. 50.8% of students and 4.8% of staff hail from the outside dominant group ('Australian'), with nineteen and two countries of origin for each group, respectively. This identity is obvious through the family networks and friendship groups that continue to develop as part of our seventh 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 expectation of their engagement with learning. Good Shepherd's teachers focus on personalised learning, pedagogical practices, and the latest research, to inform the students through the delivery of Catholic Education. In 2019, Good Shepherd is arranged in 14 class groupings – Prep x 3, Year 1 x 3, Year 2 x 2, Year 3 x 2, Year 4 x 2, Year 5 x 1, Year 6 x 1. Approximately 30% of the students identify with English as a Second Language learners, 42 students are identified as part of NCCD. The Year 6 students transitioned to a number of Secondary Colleges, including St Augustine's College, Augusta Heights, Peter Claver Catholic College, Brigidine College, Ambrose Treacy College, St Edmund's College, Ipswich and Springfield State College.

Curriculum delivery

Approach to curriculum delivery

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 (Brisbane Catholic Education) Moving Forward Strategy
- Encourage students to develop knowledge and understanding of other cultures, languages, environmental (Laudato Si) and social issues.
- Learning programs that are 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.

Good Shepherd's pedagogical approach is underpinned by John Hattie's Visible Learning model and Michael Fullan's Coherence Framework. 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. Learners enjoy the opportunity to connect, communicate and collaborate with their peers, their teachers and with the wider community

Co-curricular activities

Good Shepherd proudly offers a wide and varied range of extra curricula activities. Good Shepherd strives to provide for and meet the needs, interest and talents of all students.

A comprehensive range of activities include:

- Before Morning Reading in Learning Pods
- Choir
- Fit Club
- School liturgies and celebrations
- St Vincent de Paul collections for the poor
- Caritas/Missions support
- Support for Farmers – Collection
- Well-being days
- Keyboard and guitar lessons
- Camps
- Excursion – Canberra – Year 6
- Speech and Drama
- Art competitions – Ipswich Show, over-all Art prize and trophies
- AusKick
- Soccer and Netball Gala Days
- Ipswich Catholic Swimming
- 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.

- Applies the Australian Curriculum within a rigorous and challenging environment to meet the needs of all students.
- Students access 1: 1 iPads from Prep to Year 6 since 2016.
- Students learn confidently and competently to access technology through various learning tool devises.
- Students are taught that technology is a tool to assist in learning, and that the school drives technology, rather than be driven by it.
- Students access a variety of Apps for creating and communicating.
- Provides 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.
- Assist students through ICLT to develop effective strategies in flexible learning environments, modelling and promoting inquiry.
- Focus on cooperation and independence of learning
- Educates all learners to become successful, creative and confident, active and informed and empowered to shape and enrich our world.

Social climate

Overview

In keeping with the Vision and Mission Statements, Good Shepherd Catholic Primary School, provides opportunities for students to interact educationally, pastorally and socially.

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*' which are explicitly taught, modelled, and practiced supporting all learners.
- Proactively and explicitly teaches 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 Way of Being Community*, *Dispositions of a Learner* and the CARE rules as viewed on the school's website.
- Offers a well-being day per term which provides an opportunity for learners to celebrate their spiritual, physical and social growth.
- Recognises and celebrates student academic success and social growth through the *Spirit of Good Shepherd Awards* presented during *Community Prayer Gatherings*.

At the end of 2019, fourteen students from Prep to Year 6 were presented with *Good Shepherd's Way of Being Community* Annual Awards. These students aspired to the values of the saint that carries the name of their learning place. (ie Assisi -Prep, MacKillop – Year 1, Nagle – Year 2, Ignatius – Years 3-6).

A full description of Good Shepherd's Positive Behaviour for Learning, including the Bullying policies are located on the school's website. Parents have been provided with professional learning in the areas of Positive Behaviour for Learning.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
This school helps my child to develop their relationship with God	100.0%
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	95.2%
Religious Education at this school is comprehensive and engaging	100.0%
I see school staff practising the values and beliefs of the school	100.0%
This school looks for ways to improve	95.7%
The school is well managed	88.0%
My child is making good progress at this school	84.0%
This school is a safe place for my child	100.0%
This school helps students respect the needs of others	100.0%
Teachers and staff are caring and supportive	100.0%
Teachers at this school expect my child to do their best	96.0%
Teachers and staff relate to students as individuals	96.0%
The teachers help my child to be responsible for their own learning	100.0%
My child is motivated to learn at this school	96.0%
I can talk to my child's teachers about my concerns	96.0%
This school offers me opportunities to get involved in my child's education	92.0%
My child's learning needs are being met at this school	84.0%
I am happy with my decision to send my child to this school	95.8%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	93.6%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	95.1%
Religious Education at my school is interesting and engaging	96.3%
I see school staff practising the values and beliefs of my school	93.0%
My school looks for ways to improve	97.2%
Students at my school are encouraged to voice their concerns or complaints	94.1%
Teachers treat students fairly at my school	91.5%
Teachers recognise my efforts at school	91.7%
I feel safe at school	94.3%
My school helps me to respect the needs of others	99.0%
I am happy to be at my school	95.1%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2018
This school helps me to develop my relationship with God	96.8%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	100.0%
Religious Education at this school is comprehensive and engaging	100.0%
I see school staff practising the values and beliefs of this school	100.0%
This school is well managed	100.0%
My concerns are taken seriously by the school	100.0%
This school is a safe place to work	100.0%
This school has an inclusive culture	96.8%
This school has a culture of striving for excellence	100.0%
All my students know I have high expectations of them	94.1%
I am proud to be a member of this school	97.1%
Overall, I am happy with my decision to work 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
- Assisting in class with learning activities
- Assisting school excursions and sports days
- 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, emails newsletters, SMS and BCE Connect.

Environmental footprint

Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home.

Environmental footprint indicators	
Years	Electricity kWh
2019	140636

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 our income details

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

The screenshot shows the search interface on the My School website. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three filter buttons: 'School sector', 'School type', and 'State', each with a dropdown arrow.

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

A rectangular button with a thin border and the text 'View School Profile' centered inside.

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

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	21	16
Full-time Equivalents	19.0	10.6

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate diploma etc.**	
Bachelor degree	18
Diploma	
Certificate	

*Teaching staff includes School Leaders

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2019 were \$20,000.

The major professional development initiatives are as follows:

- Catholic Identity
- Principal attended the Los Angeles Religious Education Congress
- Diverse Learners
- Scripture/Theology
- Religious Education – "Everywhere God"
- Pedagogical practices
- Literacy Professional Learning
- DATA Collection
- WHS Training

The proportion of the teaching staff involved in professional development activities during 2019 was 100% teaching staff involved in Professional Learning opportunities.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.0%

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 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	90.6%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	92.0%

Average attendance rate per year level			
Prep attendance rate	92.6%	Year 4 attendance rate	89.4%
Year 1 attendance rate	89.3%	Year 5 attendance rate	90.9%
Year 2 attendance rate	90.4%	Year 6 attendance rate	89.3%
Year 3 attendance rate	91.1%		

*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.

The overall student attendance rate in 2019 for all Brisbane Catholic Education schools across years Prep-6 was 91.9%.

Description of how non-attendance is managed by the school

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.
- Staff are reminded weekly during Monday Morning Briefing regarding marking the roll
- Identified issues are share 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, including a table that displays the significant loss to learning as a result of a lack of attendance.
- Display of Brisbane Catholic Education Absence material. Information quoted in the newsletters
- Information provided via the Newsletter regarding the loss of valuable learning hours
- Absence Policy is constantly a reminder to the families and can be viewed on the school website.
- Absence patterns are checked daily.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	392.0	432.3	504.5	506.0
Writing	407.4	423.1	476.4	473.9
Spelling	394.0	418.7	503.1	500.7
Grammar and punctuation	391.6	439.8	475.0	499.1
Numeracy	367.9	408.1	476.6	495.8