



Good Shepherd Catholic
Primary School, Springfield
Lakes

ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

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Vision, Mission and Values

Vision

The Lighthouse image which cannot be uploaded reflects the following: 1. Good Shepherd Called by Name to Learn, 2. Principles underpinning values, Four Pillars, 3. Learning for all, pedagogy. 4. Learning Dispositions, life experiences, 5. Melbourne Goals, BCE's Learning and Teaching Framework, 6. Rules for working (Good Shepherd's Way of Being Community, My Story, Our Story, The Story, Catherine McAuley's charism (Love, Justice and Compassion, Inclusive - (Every Face Has A Place, all learners belong to all staff), (Welcome and Hospitality), Induction Framework, 7. Data.

Mission

As the community of Good Shepherd Catholic school, we are called by name to teach, challenge and transform: ~ by being open and welcoming, reaching out to others with justice and compassion; ~ by embracing stewardship as a way of life, sharing our time, talents and treasure; ~ by celebrating, living and enriching our Catholic Christian faith through worship, spiritual and faith formation, evangelisation and hospitality; ~by teaching that everyone is made in the image and likeness of God, and by ensuring that learning is personalised so that every child reaches their full potential.

Values

Good Shepherd Catholic Primary School continues to build a learning community by drawing from the values of the Gospel, as shown through the life and teaching of Jesus the Good Shepherd, in particular: ~ Respect - dignity of individuals and all creations ~ Faith - trust in God ~ Hope - in sustainable futures ~ Love - justice, compassion, forgiveness, inclusiveness, belonging, welcome and hospitality Good Shepherd's Way of Being Community: In our community we: 1. Appreciate each other and give thanks and recognition 2. Set clear goals and have time lines for when things need to be decided on and complete 3. Give people time to form opinions and to process ideas 4. Are honest and respectful while acknowledging each other's feelings 5. Build trust to work collaboratively as a team 6. Challenge yourself to try new things, be open minded, review and modify 7. Give feedback in a constructive and positive manner 8. Listen to others and respect everyone's ideas 9. Speak up in a considerate and respectful manner 10. Create a welcoming and positive attitude to all 11. Celebrate!

Principal's foreword

Introduction

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

School progress towards its goals in 2018

Strong Catholic identity

1. To provide opportunities for growth in personal spirituality

Staff involvement in Spirituality Day at Mt Archer and further formation – ‘*We are called to connect with self, others, community, God*’ sharing of Theology and Scripture around ‘Everywhere God’ Eagerness of Staff to be involved in Catching Fire and REAP. Principal involved in Holy Land Pilgrimage and Leuven University Program – Belgium.

Excellent learning and teaching

2. To plan and use effectively, the High Yield Strategies

Teachers confidently effectively and planned use of the High Yield Strategies and the monitoring tools, input data in BI according to BCE requirements and interpret the data to support student learning. Review & Response Meetings and Walks & Talks are regularly timetabled. Data is used in the 4C's process. Feedback from staff for planning Professional Learning.

Building a sustainable future

3. To build a culture of sustainability

Whole School Timetable, Common Language, Collaborative Culture, Supportive Staff Culture, Accountability for Finances, Value Teacher professionalism and expertise. Staff participation in Team Building Goals and Induction Program for new and existing staff.

SMART GOAL: By the end of 2018, with a school-wide use of the embedded, consistent and targeted Effective & Expected Practices, 85% of Prep students and 90% of Year 1 and 2 students achieved the BCE Benchmark Targets for Reading and 80% of Years 3 – 5 and 75% of Year 6 students achieved the BCE Benchmark Targets for Writing.

Future outlook

As a result of successfully engaging with the *National School Improvement Tool* in August 2018, resulting in registering an outstanding element in each of the 9 Domains, the explicit improvement agenda for 2019 will focus on gaining improvements as a result of:

- Focusing on the immersion of the staff in the Good Shepherd's Induction Process
- Honouring *Good Shepherd's Way of Being Community* and nourishing the explicit contemporary learning culture
- Incorporating 'Heart of the Divine'
- Strengthening *Catholic Identity* through the Heart of the Divine by embedding the Relationship and Sexuality Education perspective
- Continuing to improve Student Learning, sustained by commitment, through an explicit *learning and teaching culture* across all curriculum areas
- Focusing 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 2018: Primary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	268	126	142	12

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

Characteristics of the student body

Good Shepherd's catchment area includes the suburbs within Greater Springfield, as well as some areas near Greenbank and New Beith. Population growth in these areas is expected to be significant for the primary school-aged population. Our school community is young, and our families range from local families, including those who have moved from various Australian States and Territories. A few families have migrated from overseas or are on Study Visas. Despite cultural and language diversity, Good Shepherd has found cohesion and group identity. This identity is obvious through the family networks and friendships that are developing in our sixth year. Good Shepherd is far more than a provider of a sound and thorough education. Good Shepherd focuses holistically on students' learning and wellbeing; caring for them and about them whilst maintaining a high expectation of their engagement with learning. Good Shepherd's teachers focus on personalised learning, pedagogical practices and the latest research, in order to inform learners through the delivery of Catholic Education. In 2018 Good Shepherd arranged into 12 classes - Prep x 3, Year 1 x 2, Year 2 x 2, Year 3 x 2, Year 4 x 1 and Years 5/6 x 2. Approximately 24.25% of the student body identified as English as a Second Language learners and 4.47% indigenous/non-indigenous, 0% disability. The ten Year 6 students transitioned to a number of Secondary settings, including St Augustine's College Augusta Heights, Peter Claver College, Brigidine College, Ambrose Treasy College, 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 Moving Forward Strategy
- encourages students to develop knowledge and understanding of other cultures, languages, environmental 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*) to ensure all subjects of the Australian Curriculum are accessible to our learners.
- 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 content being taught. Success Criteria are co-constructed 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, interests and talents of all students.

A comprehensive range of these activities include:

- Morning Community Reading
- Choir
- Fit Club
- School Liturgies and Celebrations
- St Vincent de Paul collections for the poor
- Caritas/Missions support
- Collection for the Farmers
- Wellbeing days
- Keyboard and guitar lessons
- Speech & Drama
- Art competitions – Ipswich Show overall Art prize and trophies
- AusKick
- Book Fairs
- State Netball Carnival
- 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 accesses 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 variation of devises.
- 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 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 and behaviours related to creating a safe and happy environment for all within the school.
- Teaches that there are expected behaviours related to the classroom and playground environments.
- Encourages all students to learn from their mistakes and to be aware of Good Shepherd's Way of Being Community and the CARE rules as seen 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 Gatherings.

At the end of 2018, twelve 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.

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 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 prior to engaging in school activities
- Involvement in the Family and Community Engagement (FACE) Network;
- 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 and BCE Connect.

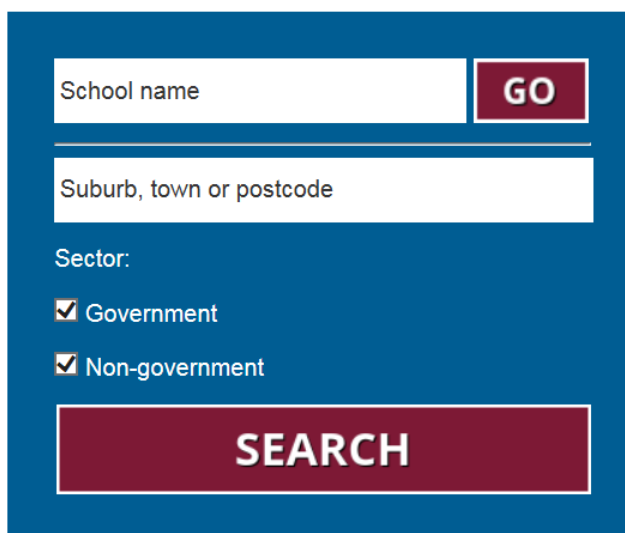
School funding

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 at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

Find a school



Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	22	13
Full-time Equivalents	19.0	8.4

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	
Bachelor degree	19
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 2018 were \$15,000

The major professional development initiatives are as follows:

- Catholic Identity
- Leuven University – Principal Renewal Funds
- Holy Land Pilgrimage - Principal Renewal Funds
- Religious Education – “Everywhere God”
- Pedagogical practices
- Literacy Professional Learning – ALL Project
- DATA Collection
- David Hornsby’s Phonics Workshops
- CPR and First Aid
- WHS Training

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	95.8 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, **97%** of staff was retained by the school for the entire 2018.

Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	90.4 %

*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 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	91.5 %	92.6 %	90.7 %	89.0 %	93.7 %	89.1 %	86.6 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 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.

DW = Data withheld to ensure confidentiality.

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.
- 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 provided via the Newsletter.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	476.6	433.8	530.1	509.0
Writing	396.7	407.2	466.1	464.6
Spelling	426.8	417.8	519.7	502.5
Grammar & Punctuation	521.1	431.7	538.3	503.6
Numeracy	439.0	407.7	505.3	494.2