



School Name Good Shepherd Catholic Primary School

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Contact Person Judith Anne Seery - Principal

## Principal's Foreword

### Introduction

Good Shepherd Catholic Primary School opened its doors on 30 January 2013 and is located at 58 Opperman Drive at Springfield Lakes, close to the town centre and with easy access from all of greater Springfield and beyond including the Ipswich City and Brisbane. The school's four hectare site has been master-planned to provide high-quality, technologically-rich flexible learning facilities which provide a welcoming, safe and developmentally-appropriate environment. All classroom and school environments are designed to be intellectually, social and physically conducive to learning.

Good Shepherd Catholic Primary School Springfield Lakes is a friendly, inclusive and caring learning community, serving the rapidly-growing region of greater Springfield and surrounding areas.

The Gospel verse: I have come that you may have life and have it to the full. I am the Good Shepherd. John 10:10-11 depicts the values of our school. It speaks of belonging, inclusion, care and compassion for each member of the school community. Ours is a learning community which draws on the values of Jesus the Good Shepherd. This is embodied in the school's motto, Called by Name – a community where each individual is known, respected and valued.

We are extremely proud of what we have achieved at Good Shepherd in 2015. Congratulations to our growing community, staff, families and students in our third year of operation.

## School Profile

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

Coeducational  or Single Sex

Year levels offered: Primary  Secondary  P-12

Total Student Enrolments 176 Girls 85 Boys 91

## Characteristics of the student body

Over time, Good Shepherd primary school at Springfield Lakes is expected to accommodate four streams of students. The school's catchment area includes the suburbs within the Springfield development 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 are drawn from local families, to those who have moved from various Australian States and Territories. A few families have migrated from overseas or are on Study Visas. Together and as individual members of the Good Shepherd community we have found cohesion and group identity. This identity is obvious through the family support and friendships that are developing in our third year and will continue to develop over the years as we grow as a community becoming the hallmarks of Good Shepherd. Good Shepherd is far more than a provider of a sound and thorough education. We think about our students as young people; we care for them and about them, and we have high expectations of them, for them and ourselves. As educators we are constantly searching for new ideas, next practices and the latest research to inform what we provide to our children and how we deliver Catholic Education. As we grow as a school community we know that we will always stay connected to our students after they leave us for secondary education. Our prayer is that many students will maintain an active involvement in the school especially those who have been part of our foundation year. Our eleven Foundation Year 6 students graduated at the end of the year. In 2015 Good Shepherd was arranged into 8 class groups with classes involved in multi-learning groups.

## Our distinctive curriculum offerings

We offer our students a wholistic education that focuses on personalised learning, encourages personal growth based on Christian values. We encourage students to develop knowledge and understanding of other cultures, languages, environmental and social issues. Learning programs are structured under the organisers of the Australian Curriculum and take into account differentiation for learners at all levels of learning. Good Shepherd has a high focus on learning behaviours as our students have come together from several surrounding schools. At the conclusion of 2015 we presented eight students with the Good Shepherd's Way of Being Community Awards. These eight students aspired to the values of the saint that carries the name of their learning place. Learning is underpinned by the beliefs that all learners require:

- multiple and varied opportunities to negotiate, observe, engage in, reflect on, demonstrate and enact their learning; such learning opportunities occurs in individual, small group and whole group contexts
- encouragement to learn both independently and collaboratively
- challenges to build upon current knowledge and understandings in order to create new knowledge – be co-creators of learning through supported, structured inquiry
- opportunities for learning which encompasses the diverse aspects of all life experience
- classroom and school environments which are intellectually, socially and physically conducive to learning
- ready access to and use of appropriate technologies and resources to create, collaborate and communicate learning
- personalised learning and essential skills in literacy, numeracy, ICT
- ability to solve real world problems in ways, drawing upon a range of learning areas and disciplines

## Extra curricula activities

Good Shepherd is extremely proud to offer such a wide and varied range of extra curricula activities in our third year of operation. Good Shepherd strives to provide for and meet the needs, interests and talents of all our students. A comprehensive range of these activities include:

Morning Community Reading, Keyboard, Dance Lessons, Incursions, Excursions, Sydney/Canberra Year 6 Excursion, Involvement in Parish Sacramental programs, ANZAC Day Brisbane Memorial and School liturgies, School Liturgies and Celebrations, including the Blessing and Opening of the Ignatius Designing Place (Year 3 and 4) building, St Vincent de Paul collections for the poor, Caritas- Missions support, School Markets including the wider community, Well Being days. Many visitors both locally and interstate visited the school. Involvement in Gardens, Installation of the ANZAC Memorial and Garden.

## How Information and Communication Technologies are used to assist learning

We are the 21st Century and new technologies are emerging daily. Students learn confident and are competent in using current and new technology. We teach children that technology is simply a tool to assist in learning, and that we drive the technology, rather than be driven by it. Good Shepherd School is at the forefront of ICLT use in learning, and our aim is to provide the children with many different types of technology, and purposes for using them. Our philosophy is to provide many devices and real world problems so that children will recognise these devices as learning tools to assist in developing different ways of learning and communicating, in balance with other ways of communicating and learning. With the assistance of ICLT, students have developed effective strategies, flexible learning environments, modelling and promoting inquiry, cooperatively and independently focusing on learning in an intellectually challenging environment applied across the Australian Curriculum subject areas in order to meet the needs of all students. In 2015, staff, parents and students were prepared for the introduction of 1:1 iPads in 2016.

## Social climate inclusive of pastoral care and our response to bullying

In keeping with the Mission Statement, Good Shepherd Catholic Primary School, provides opportunities for students to interact pastorally and socially as well as in the context of their curriculum work. The school uses aspects of the Kids Matter program and Positive Partnerships to plan explicit teaching which supports all students including those with needs in the areas of social, emotional, mental health, well-being and includes dealing with bullying as part of a school wide approach to positive behaviour for learning. A full description of Good Shepherd's positive behaviour for learning and bullying policies are located on the school's website. The proactive and explicit teaching of expected behaviours is paramount to creating a safe and happy environment for all within a new school setting. Teaching expected behaviours is conducted in classrooms and in the playground. All children are encouraged to learn from their mistakes and to be aware of Good Shepherd's CARE rules as seen on the school's website. Parents have been provided with professional learning in Positive Behaviour for Learning.

## Parent, student and teacher satisfaction with the school

Good Shepherd uses a range of indicative data to inform school policy, procedures and practices. Parents have been provided with professional learning development throughout the year and are consulted on many issues and play important roles in providing the Leadership Team with feedback through the Family And Community Engagement (FACE) Network meetings. Parents are involved in surveys regarding their children's learning's as well as involvement in the Annual Internal School Review. Data is used to assist with Strategic Planning for the present year and future planning. Parents, students and staff work cooperatively for the benefit of our students. Good Shepherd aims to create a welcoming, happy and safe learning environment which includes a spirit of hospitality and openness for all who come to Good Shepherd in order to ensure and embed an excellent learning environment conducive to all.

## Parent involvement in their child's education

Our philosophy is that the parents are the first and foremost educators of their children. We have 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 for parents as well as involvement in the Family and Community Engagement (FACE) Network, Parent Representative Program which was introduced this year.
- Assisting in class with learning activities
- Assisting school excursions and sports days
- Volunteering
- Attending social functions
- Well Being days
- Parent Retreat Day
- Attendance and participation in school liturgies
- Attendance at Parent Information evenings, focus forums and parent teacher interviews
- Working Bees, Invitations to class celebrations of learning
- Communication through Blogs, website, e-mail, Parent Portal, BCE Connect and newsletters.

## Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	14	9
Full-time equivalents	11.83	5.26
Aboriginal and Torres Strait Islanders		

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	
Masters	3
Post Graduate Diploma/Certificate	
Bachelors Degree	11
Diploma/Certificate	

## Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 15,000

The major professional development initiatives were as follows

Good Shepherd 2015 new staff participated in a 2 day induction program in relation to the ethos and learning practices of our school. The following were focused on and led by professional speakers from Brisbane Catholic Education.

- Vision and Mission, Contemporary Education, Building team relationships/partnerships, Building Community, Behaviour Learning strategies

Throughout the year: the staff were provided with Professional Learning related to Visible Learning, Design Thinking pedagogy, Positive Partnerships, Reading to Learn, Positive Behaviour 4 Learning, Religious Education.

## School Income by Funding Source

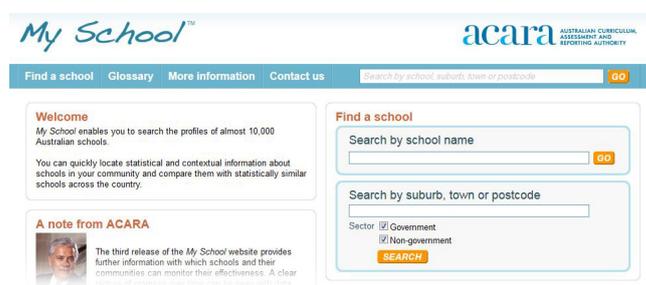
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our school 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.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.



## Average staff attendance rate

The staff attendance rate was 96.05 % in 2015.

## Proportion of staff retained from the previous school year

From the end of the 2014 school year, 96.0 % of staff were retained by the school for the 2015 year.

## Key Student Outcomes

Whole School Attendance Rate	93.00 %
Prep Attendance Rate	94.00 %
Year 1 Attendance Rate	93.00 %
Year 2 Attendance Rate	92.00 %
Year 3 Attendance Rate	95.00 %

Year 4 Attendance Rate	94.00 %
Year 5 Attendance Rate	89.00 %
Year 6 Attendance Rate	91.00 %

## Policy and practice to manage student attendance

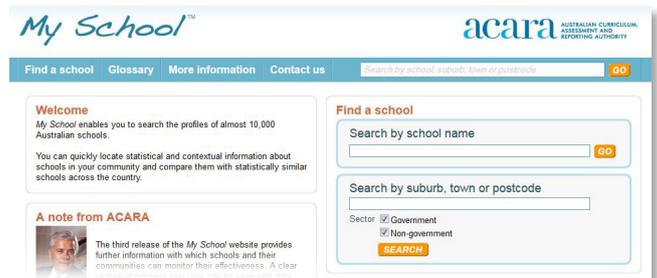
Please see Website for further information. Students are marked electronically on an attendance role twice a day. The register also records the reason for the absence as reported to either the class teacher or administration staff. In each school report, days absent are recorded, and records are kept of unexplained absences.

Students who are registering large numbers of unexplained absences are referred to the principal and student support team for further investigation under our Student Protection policy. Furthermore a please explain letter is sent to the parent if there is no note of explanation for absences. Each day a secretary phones families of children who are absent. Students who arrive late or leave early must be signed in and out via the main office and a slip confirming this late arrival or early departure is signed by the parents and a copy provided to the class teacher. Should students arrive late without parental escort, the matter is referred to the school principal or student support team for further investigation under our Student Protection policy. Good Shepherd is proud of our third year's history of attendance.

## Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.



The screenshot shows the My School website interface. At the top, there is a navigation bar with links for 'Find a school', 'Glossary', 'More information', and 'Contact us'. A search bar is located on the right side of the navigation bar, with the text 'Search by school, suburb, town or postcode' and a 'GO' button. Below the navigation bar, there is a 'Welcome' section with a brief description of the website's purpose. To the right of the welcome section is a 'Find a school' section with two search boxes: 'Search by school name' and 'Search by suburb, town or postcode'. Below these search boxes are radio buttons for 'Sector' with options for 'Government' and 'Non-government', and a 'SEARCH' button.

To access our NAPLAN results, 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.

Type in the name of the school whose NAPLAN results you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access our NAPLAN data.