



**SCHOOL OF THE GOOD
SHEPHERD - GLADSTONE
PARK**

**2019 Annual Report to School
Community**

Registered Schools No: 1

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Contact Details

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Minimum Standards

I, Renae Gentile, attest that School of The Good Shepherd is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.
- Australian Government accountability requirements related to the 2018 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

Date: (28/03/2019)

School Vision

“School of the Good Shepherd is committed to the values of the Gospel,

inspired by the person and teachings of Jesus, the Good Shepherd.

Within a rich learning environment we strive to support and challenge our students to become lifelong learners.

Recognising the uniqueness of each person we aspire to empower each individual to become active citizens in the community.”

Overview

The School of the Good Shepherd is a vibrant Catholic Parish Primary School located in Gladstone Park a North-Western suburb of Melbourne. The school was built in the 1970's to accommodate the growing number of residents living in the Gladstone Park Parish. Currently there are two Catholic schools in the parish of Good Shepherd with School of the Good Shepherd taking enrolments from families living in the areas of Gladstone Park, Tullamarine, Westmeadows, Gowanbrae and sections of Attwood.

The school community has evolved over the years from a mainly English speaking background to that of a multicultural one. Whilst there are approximately thirty cultural groups represented in the school, there is no dominant cultural group represented. In the past three years in particular we have welcomed a growing number of new arrival and refugee families. Many of these families have come from Iraq and Syria. In recent years the enrolments have been steadily growing particularly in the junior grades. At our 2018 census we had 350 students enrolled with this number expected to grow marginally over the next few years.

School of the Good Shepherd actively seeks to engage the school community in developing and deepening their relationships with the Catholic faith. The Parish Priest, Fr Dishan Candappa, teachers, parents and students acknowledge the school's role in developing the children's relationship with their Catholic faith. This is reflected through all aspects of school life. Since Father Dishan joined our community in January 2018, he has promoted a strong school/parish partnership with regular visits to classrooms, meet and greet opportunities before and after school and being an active member of our school staff and Advisory Board. He has also been instrumental in involving our youth in Parish activities with initiatives such as Youth choir and Youth groups.

School of the Good Shepherd is a community minded school. It welcomes parents' participation and recognises the importance of working in partnership with parents. A feature of the school is an active Parents and Friends Association and School Advisory Board who work closely with the School Leadership Team in developing many opportunities for the school community to come together. The PFA organises many activity days throughout the year to build community and fundraise. They are instrumental in the building of community and communication.

Principal's Report

2019 was a wonderful year for School of the Good Shepherd. Fr Dishan Candappa saw out his second year as our Parish/School Community leader. In his time with us he has built strong relationships with both the school and parish. Fr Dishan continued the work of the Parish council set up with Principals from both schools contributing to the vision and journey of the Parish. This has enhanced parish school partnerships with St Carlo Borromeo and School of the Good Shepherd working closely together to create a vibrant and harmonious parish community.

Our enrolments have continued to grow with many new students enrolled into Years 1-6 throughout the year. Some of these newly enrolled students had been attending the local government schools, whilst other students had moved into the area from other suburbs in Melbourne. In the second half of the year we experienced an increase of newly arrived families from Iraq and Syria. These families had gained refugee status on a humanitarian basis and the parents of these children had held professional positions overseas. Many of the children had been well educated overseas and the profile of these families were quite different from previous newly arrived families that had enrolled at our school over the past few years.

The year began with a new member of leadership, Miss Jemma McVeigh joining the team as a ICT leader. Working as part of a united Learning and Teaching team and leading the ICT developments in the school including roll outs of a number of online portals and increasing staff knowledge through ICT PD. Jemma continued our work with facilitated planning and upskilling staff in this area.

Our work with Visible Learning Project continued with us independently exploring John Hattie's work through a book club focused on the "Visible Learning For Teachers". This enabled us to engage in professional dialogue around John Hattie's research. A focus

on feedback, using data and creating a growth mindset continued throughout the year, to build upon the practices that had begun the previous year. At the annual review meetings with our teachers, it was evident that this work has empowered our teachers to reflect deeply upon their learning and teaching practices and how these practices influenced student growth. This work will continue throughout 2020 and beyond.

Habits of Mind and the Learning Pit were cemented as tools for assisting students to moderate their level of learning and their readiness for learning, as well as tracking how they managed when the rigour of learning. These initiatives were built upon throughout the year and by the end of 2019 we felt a shift in the culture of attitudes towards learning and growth. We feel HoM and Learning Pit are now very much part of our learning and teaching culture.

A capital works project for the development/refurbishment of staff amenities, foyer, security improvements and LLI and REading Recovery room refurbishments was undertaken. These works were self funded by the school. The beautiful new spaces were a welcomed inclusion for our community.

Our School Improvement Plan is now in its second year of the four year School Improvement Cycle. Working together as a leadership team and with CEM personnel, we used feedback and recommendations from the review to set goals and targets in all learning areas for the next 4 years. CEM personnel were engaged to assist in the setting of targets so that we have measurable goals for the next 4 years.

Throughout 2019 many initiatives were put in place to highlight learning and teaching excellence as well as improve learning and teaching practices. We continued offering Professional Practice days for our staff. These days were designed to provide structured time together as teams for PD, planning and upskilling in particularly areas of the curriculum. Our EAL and Well Being leaders were more available for planning sessions, ensuring all areas of curriculum provided inclusion for our students from non-english speaking backgrounds and our students with additional needs.

We offered regular Parent workshops for parents of students with ASD and/or from non-English speaking backgrounds. These support groups proved to be exceptional in allowing these families time to be with other families experiencing similar issues. The feedback from both groups was favourable, groups reported a greater sense of connection and felt the school was providing avenues to get to know the individual stories of families and offer the support required.

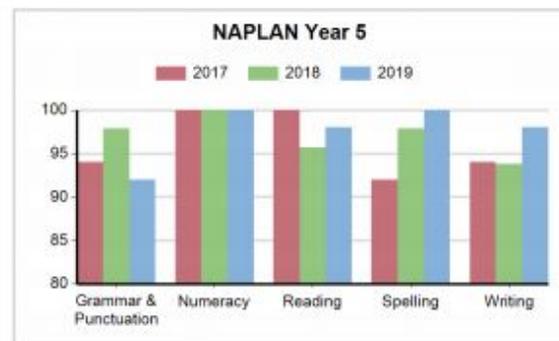
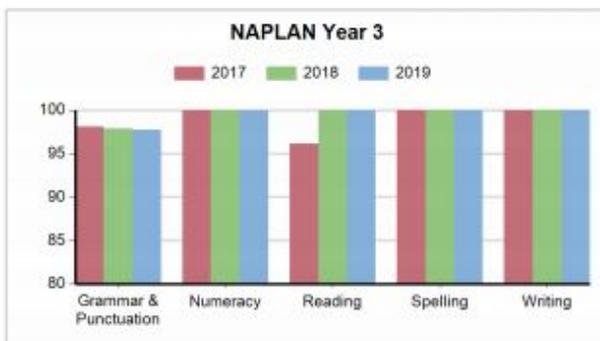
We achieved a goal of having most families complete the volunteer workshop, we now have over 200 families on our register. This ensures we are a safe space for all students in our care.

We made much more explicit efforts in communicating Learning & Teaching initiatives to our community. We made specific efforts to include a thorough Learning and Teaching report at all Board meetings, PFA meetings and in our Newsletters.

E1285
School of the Good Shepherd, Gladstone Park

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	98.1	97.9	-0.2	97.7	-0.2
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	96.1	100.0	3.9	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05					
YR 05 Grammar & Punctuation	94.0	97.9	3.9	92.0	-5.9
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	95.7	-4.3	98.0	2.3
YR 05 Spelling	92.0	97.9	5.9	100.0	2.1
YR 05 Writing	94.0	93.8	-0.3	98.0	4.3



ALLSTAFF RETENTION RATE	
Staff Retention Rate	90.2%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	14.3%
Graduate	10.7%
Graduate Certificate	7.1%
Bachelor Degree	82.1%
Advanced Diploma	14.3%
No Qualifications Listed	10.7%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.4
Y02	93.1
Y03	92.7
Y04	93.1
Y05	94.1
Y06	93.6
Overall average attendance	93.3

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	32
Teaching Staff (FTE)	26.7
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	15.2
Indigenous Teaching Staff (Headcount)	0

Leadership & Management

Goals

To develop a community of professional excellence that maximises the learning for all.

Intended Outcomes

That feedback processes will lead to enhanced staff professional learning and professional growth
That sound evidence-informed practice throughout the school will be more evident.
That leaders are more confident and skilled to lead.
That there is a focus on high expectations and learning excellence.

Achievements

In 2019 the school year began with limited changes to staffing. We welcomed a new ICT Leader, Jemma McVeigh. The employment of a new ICT leader with a skill set on data analysis, was aligned to the intended outcomes to school improvement. Rachel Kennedy, a current staff member was able to capitalise on her training in Maths intervention, an initiative offered by the CEM (Catholic Education Office) in order to further target the teaching to cater to student needs in our school community. This financial commitment was necessary to improve students' outcomes in Mathematics. Fr. Dishan Candappa continued to be a prominent leader in our community and has worked tirelessly to establish positive relationships with the two schools. He was a very welcomed presence among the school community.

As explained in the Principal's report, 2019 was the year following School of the Good Shepherd's review year. We spent the year attending to the findings that showed that our school has made a significant investment in building a culture in all classrooms where learning is highly visible. This work was strategically actioned and clearly embedded into school practices. School improvement and alignment remains a high priority for all.

The Learning and Teaching Support team (POL 1) model continues to assist us in our endeavours to build leadership capacity. The Team has contributed to the composition and review of school policies as well as the writing of the Annual Report to the School Community. This model has also allowed these teams to monitor the goal development from our Annual Action Plan and be accountable to it. All professional development and staff meetings are explicitly actioned to align with the AAP, and the goal in focus is clearly articulated prior to meetings commencement, to adhere to the culture of Visible learning embedded at the school.

2019 continued our solid work in developing Evidence Based Learning practices. Learning walks, Peer to Peer coaching and observations based on goals derived from Hattie's 10 Mindframes for Effective Teaching Practices were implemented, and feedback around these were given through coaching conversations in order to further improve teaching practices. These Mindframes enabled teachers to engage in rich dialogue based on observable evidence for explicit and personalised individuals as well as whole school improvement.

Our commitment to this project now sees our staff engaged in an Evidence Based Learning collective using the power of a collective network of like minded schools to embed the language of visible learning from the planning stages and has seen a shift in disposition to be inline with John Hattie's 10 Mindframes. Much work was done on embedding these into the strong structures we already have in place to support Visible Learning. We acknowledge this is a work in progress and look forward to entering our third year of the project.

Professional learning has remained a very high priority in the school with a focus on skill and knowledge development in leadership, innovative teaching practices, Mathematics, English, faith development, special learning needs, student wellbeing, differentiation and technology.

In 2019, Jemma McVeigh (P-2 Maths Leader) and Susan Mitchell (3-6 Maths Leader) attended the Visible Learning for Mathematics Professional Development, lead by Douglas Fisher and Lyn Coote, experts in leading the learning in Making Learning Visible. New learnings around Surface, Deep and Transfer Learning were permeated through planning. The school continued to be part of an Evidence Based Learning Collective, which includes working with leaders from 5 other Catholic Schools as a means to collaborate, observe and provide feedback around Visible learning practices with the intention being to learn from one another and improve on current school practices for improved student outcomes. This initiative is led by Rosa Wilkinson and her team from CEM Melbourne. The fifth year of the project has seen our school be forward facing and transparent in order to continue to see a marked improvement in the use of data to discuss students achievement and teacher effect.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Managing Difficult Behaviours- Bill Rogers
Growth Coaching- Pauline Zappulla
·Anaphylaxis Training
NCCD PD- Robyn Thomson
Berry Street PD- Stamina & Engagement,
Character
Peter Sullivan- Maths
Emerging Literacy Leaders
Out of Home Care- Teacher Training
Deputy Principal's Network
Learning and Teaching Network
Annual Report to the School Community Workshop
Teaching EAL Students in Mainstream Classrooms
Visible Learning for Mathematics
SPA PD- Setting data targets

- Student Wellbeing Conference
- Student Wellbeing Network
- ICON Professional Development
- Principal's Conference
- Student Services Network
- CEOM Graduate Teacher forum
- Faith Life Inquiry Planning
- Online LNSLN briefing session
- Principal's Network
- RE Leaders Network

This list reflects professional learning activities provided by external facilitators on and off site, however a considerable amount of professional learning was also offered weekly through the provision of professional learning team meetings, staff meetings, facilitated planning time and classroom support.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

AVERAGE EXPENDITURE PER TEACHER FOR PL

Education in Faith

GOALS & INTENDED OUTCOMES

Goal:

To enrich and deepen engagement with, an understanding of, Catholic faith, across the school community.

Intended Outcomes:

That increased opportunities are provided to grow and reflect upon our personal Catholic faith, with a particular focus on Staff.

That explicit links are made from personal faith to life and how these impact on our roles as faith educators, with a particular focus on Staff.

That engagement in Religious Education, prayer, liturgy and social justice initiatives will be strengthened.

ACHIEVEMENTS

The school has been extremely successful in the Education in Faith Sphere. This group met on a termly basis and monitored ongoing goals, outcomes and targets, based on the school improvement plan. These meetings were timetabled during staff meetings. The considerable amount of time, energy and attention the school has dedicated to the setup of staff sphere teams to ensure ongoing monitoring of outcomes, goals and targets set in each sphere, has proven to be very successful and instrumental in the achievement of all goals and targets as well as promoted distributed leadership and accountability. There is a strong sense of ownership from staff over the direction of the school.

The staff were given the opportunity to further their own faith development and connectedness as educators in a Catholic school through participation in regular and consistent Faith and prayer sessions. Staff grew in their knowledge and understanding of using contention and provocations when dealing with real life faith issues. Staff dialogue through facilitated planning supported this greatly.

Parish connectedness has continued to grow due to the weekly attendance and participation of Wednesday morning Masses. The response from staff and within the Parish community has continued to remain positive and acts as a foundation for future involvement within shared mass celebrations. Throughout the 2019 year we saw more and more parents attending these weekly masses, with classrooms committed to inviting our families along to share in these celebrations.

The community of the School of the Good Shepherd has continued to participate in various school Masses and Feast day Masses such as Opening School Mass, The Feast of the Good Shepherd, All Saints Day and The Assumption, to name a few. The staff, students and community attend Mass in a reverent and involved manner. Participation in the Mass has also increased, with students being more responsible for readings, prayers and engaged in the music and songs.

Parish connectedness also extends to the Easter liturgies (Palm Sunday, Holy Thursday, Good Friday & Easter Sunday) during Easter and the school's Christmas Carols Night at the end of the year. Carols Night was designed to further the Catholic Identity of the school, allowing opportunity for further exploration of faith and celebrating a sacred time in the liturgical calendar with the wider community. Students were given the task of acting out the sacred scripture through art works and linking these with traditional carols. The response from the school community and parish community has been affirming to which the continued celebrations will occur. To enable greater engagement of the congregation, powerpoints with prayers and responses were displayed during Mass, as well as the advertising of upcoming masses well in advance.

The school community celebrated the Sacraments of Reconciliation, Eucharist and Confirmation. As part of their preparation to receive the sacraments, all students participated in a detailed inquiry unit about the particular sacrament they were participating in. They shared in a day of reflection to deepen their understanding of the importance and significance of Jesus Christ in their own lives. Parent Child sacramental workshops ensure that the modern understanding of the sacraments was shared with families in an effort to open dialogue about the sacrament in the homes of our families.

Social Justice was implemented in the curriculum through our levels Faith Life Inquiries. Elements of each Inquiry were designed to highlight the need for Social Justice in our world and to raise awareness that in many parts of society, justice is not always met. During Lent, children were encouraged to participate in almsgiving by contributing to Project Compassion boxes and donating non-perishable food items to St Vincent de Paul within the local community.

The Religious Education and Learning and Teaching Leaders, continued to use the Faith Life Inquiry curriculum from Grade Prep to Grade 6. The religious component was reported upon within the school report, with separate outcomes for Inquiry and Religion.

VALUE ADDED

In 2019, the School's Insight SRC data was high which indicated that the school community is pleased with the practices and protocols at School of the Good Shepherd. Most results indicated that the School of the Good Shepherd School ranked within the top 25% of Catholic Primary Schools in Australia.

The School Improvement Catholic Culture Staff Survey data indicates our staff are provided with continued opportunity to express their Catholic Faith. All data in the staff and student results showed a consistency in performance and growth across all areas. The parent results showed a significant improvement. All of these results reflect a healthy attitude towards our catholic Culture.

The School Improvement Catholic Culture Survey data has reflected slight drop in the student data in some areas.

Overall the School Improvement Catholic Culture Staff Survey data indicates that the implementation of improvements in this area have produced pleasing results with gains made across most areas.

Learning & Teaching

GOALS & INTENDED OUTCOMES

Goal:

To create a contemporary teaching and learning environment that enhances student's capacity to be life-long learners

Intended Outcomes:

That student achievement in reading improves

That student achievement in mathematics improves

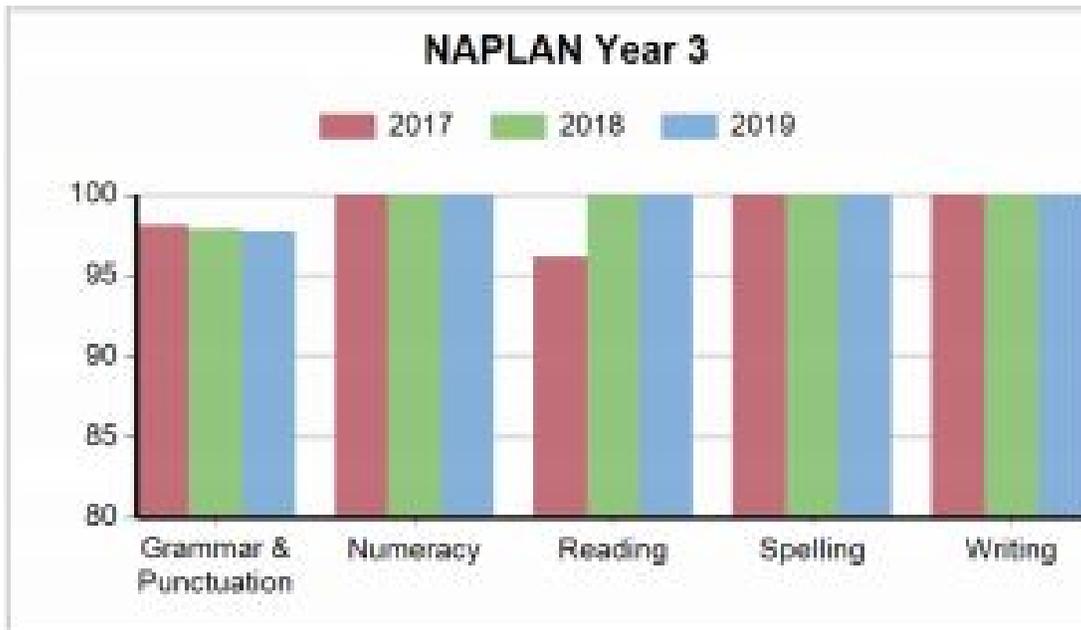
That students are more engaged in their learning

That ICT/contemporary tools be used consistently to provide flexible and diverse learning

Achievements:

The table below shows the Literacy and Numeracy results of the Year 5 and Year 3 students from 2017-2019 in NAPLAN assessment.

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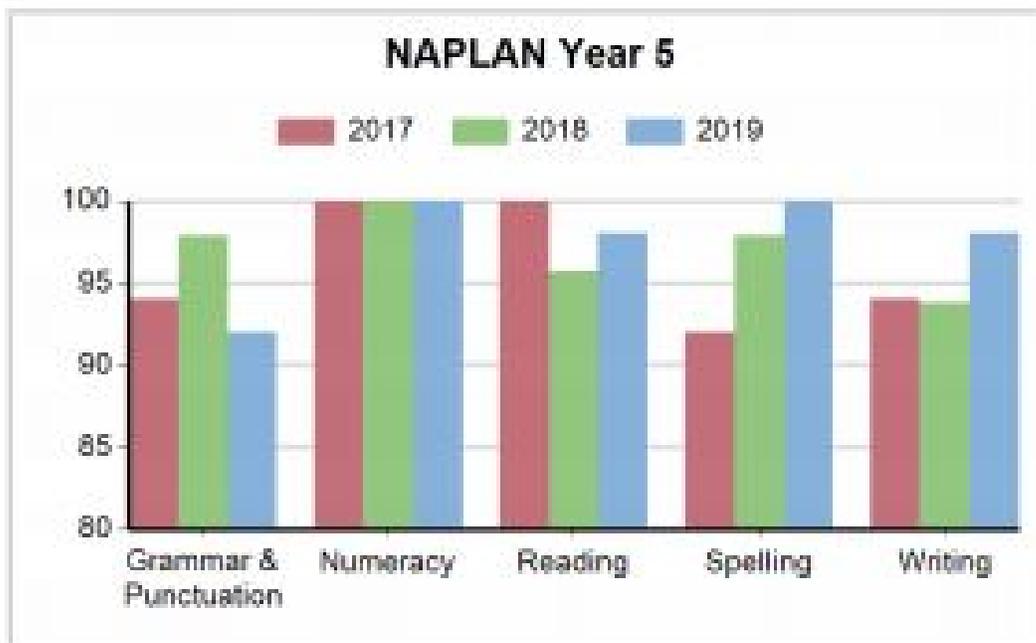


The NAPLAN data shown in the table above indicates that all of our Year 3 students have achieved the National Minimum Standard in Spelling, Reading, Writing and Numeracy in 2019. The data also demonstrates consolidation and consistency from the 2018 results. However, only 97.7% of the students have achieved the National Minimum Standard in Year 3 Grammar and Punctuation, it is a slight decrease of 0.2% from the previous year's data, remaining within a close range. Our commitment to evidence based learning practices and a whole school approach to Professional Learning Development from P-6 in all areas have significantly improved the literacy and numeracy program. The consistent approach to improving teacher pedagogy in evidence based practices has enabled our data to remain within the range of National Minimum Standard.

The Year 3 Numeracy data shows that 100% of our students reached the National Minimum Standard. This data supports our focus on using timely

data to track student learning closely and identifying student needs for target teaching and goal setting. Evidence based learning practices have been implemented to enable teachers and students to identify areas for improvement. The use of the advanced digital programs for consistency in data collection from P-6 ensures that data is collected in a timely manner and used to differentiate the learning. All data is accessed and used through weekly planning for quality differentiated planning. The implementation of professional development and learning in the area of mathematics has been ongoing; with the assistance of intervention and extension programs with a specialist Maths leader.

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PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
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The Year 5 results in all areas of literacy have significantly increased in the areas of Spelling, Reading and Writing. Spelling has seen a growth of 2.1%, Writing a 4.3% and Reading a growth of 2.1%. This affirms the implementation the whole of Evidence Based Practice in the use of data to drive and differentiate teaching. Grammar and Punctuation declined by 5.9%, we acknowledge this result, and remain committed to making improvement to our literacy program across the school focusing on development of increasing the explicit teaching of comprehension skills based on data for improved student outcomes.

The Year 5 Numeracy data reflects consistency of quality practices from the 2018-2019 data. 100% of our students reached the National Minimum Standard. This data supports our focus on tracking student learning closely and identifying student needs by differentiating the curriculum to ensure that the learning of all students continues to improve. The implementation of professional development and learning in the area of Mathematics has been ongoing with quality differentiation in the classroom; with the assistance of intervention and extension programs with specialist Maths leaders.

In general, we believe the data demonstrates a need to continue to improve our teaching and learning standards in the areas of both Literacy and Numeracy with a particular priority placed on Reading comprehension in particular.

In 2019 we focused on developing the reading comprehension skills of our students P-6. The Fountas and Pinnell reading program was implemented from years P-6. It was designed to develop a school wide, comprehensive, systematic approach for high-impact literacy instruction. Regular PLTs enabled transformative teaching and learning specifically in this area.

The Reading Discovery initiative, which was a merging of two programs the Reading Recovery program and LLI program, continued to run with an extension of the program running from Year 1-6. The trained Reading Recovery teacher (0.8) as well as a LLI teacher (0.6) continued to focus on developing competent readers from Year 1-6. We believe that this commitment ensured that students who were struggling to meet the standards were accelerated and or benchmarked (reach standard), and we were also able to target and accelerate a small number of students that had plateaued to a higher standard. Ensuring the RTI (Response to Intervention) model was adhered to based on the needs of the students.

Number Intervention at School of the Good Shepherd, is designed to support children in developing a strong basis of number knowledge, strategies and skills in order to build confidence when applying knowledge to solve mathematical problems. There are two types of intervention offered that are designed based on data that cater to student needs:

1. Opportunities for extension and high order problem solving
2. Opportunities for students to go back to basics and fill in any gaps in their mathematical learning

Learning Walks as a means of improving learning and teaching within the classroom was an integral part in supporting teachers with the implementation of Evidence Based Learning. Written and verbal feedback was given to teachers to assist with areas that could be improved on. This written feedback was complemented by modelled teaching sessions by experienced staff members and feedback from observing teachers was encouraged. This commitment to feedback came for our School

Improvement Plan and is working towards building a professional learning culture.

In order to provide flexible and diverse learning that incorporates ICT, all staff members and students have a 1:1 device and access to Google apps for Education as an educational and administrative tool. This includes using Gmail and Google Drive, as well as testing Google Classrooms across the Junior, Middle, and Senior schools.

Online Testing such as PAT-R, PAT-M and Essential Assessment for Numeracy continues to provide timely data on students progress, we are able to group students and target to teach to particular needs. This has seen an improvement in student engagement and encouraged our use of feedback as a means of improving student outcomes.

A Problem Solving focus in all aspects of teaching and learning has seen our students taking more responsibility and ownership for their learning. The increase in digital technology to support student learning has contributed to this as well as much work on the importance of solving problems in a calm and rational manner. PLT workshops included continuing to upskill staff in using PRE and POST testing on Essential Assessment for Math strands and how to explicitly teach students to self assess and analyse their data using an error cluster tool.

School of the Good Shepherd was handpicked to participate in the Peter Sullivaan Research Project, from Monash University, as we are open to continuous learning and have learning dispositions, the language of learning up and running. The research project focused on the development of the fundamental mathematical concepts Years Prep, One and Two.

VALUE ADDED

The 2019 the CEM SIS data showed that the Overall School Positive Endorsement from Staff was a healthy 86% well above the CEM average (67%). Overall School Positive Endorsement from Families was an impressive 79% also well above the CEM average for Victorian schools. Finally the Overall School Positive Endorsement from Students is at the expected CEM level showing that our overall school performance, the positive changes an

programs implemented have been effective and well received by the entire school community, something we are proud of and with our high standards and expectations hope to continue to exceed in the future.

School Community

Goals

To strengthen community partnerships in support of student learning, wellbeing and faith development.

Intended Outcomes

1. That communication for and with our community is enhanced.
2. That a greater understanding of family partnerships is developed through parish and school links.
3. That members of our community enhance their connection to school through building positive relationships, acknowledging the dignity of all.

Achievements

In 2019 we continued to move from strength to strength in building community partnerships. There were many opportunities for families, school and parish partnerships to flourish and grow. Some of the major events are as follows:

- Biennial School Production held at Gladstone Park Secondary College led by our Performing Arts teacher, Sarah Cornish supported by the Ministry of Dance students for dance development P-6
- SRC leadership teams from Year One to Year Six
- Whole school development of School Values based on influential saints
- Attendance at St. Patrick's day Mass
- Mother's and Father's Day stall
- Coffee with Renae - feedback forums for parents
- Christmas Carols Family Night
- Bully Zero Parent information evening
- National day Against Bullying Day - No Tolerance
- Annual Cyber Safety incursion
- Volunteer Workshops for parents

- Whole school Colour Run
- Jump Rope for Heart
- First Aids for Kids in schools P-6
- School Open Days
- Victorian Institute of Sport Clinics - Football, Rugby, Lacrosse etc.
- Annual Athletics Carnival
- Interschool Sports for Yr 5 and 6
- Cross country Inter School events
- District Athletics: Rugby, Football
- Penola Catholic College Italian Poetry Competition
- Sacramental Family Nights
- Weekly Chess Club
- Lunchtime Clubs for passive play
- National Gallery Of Victoria senior visits
- Movie Nights
- Hot Food days (2 x per term)
- School Canteen (Wed- Thurs)
- Visit to Local Nursing home for Christmas
- St Vincent De Paul winter Appeal and Christmas Appeal
- Crazy hair day
- Bunning Sausage Sizzle
- Cake Sale
- SoGS kitchen is offered for families in need
- Naidoc Week (National Aboriginal and Islanders Day Observance Committee)
- Daily Mindful Practice Line up
- Whole School Masses
- Timetabled weekly Class Masses (1-2 times per term)
- Book Week Dress Up
- Diversity Day
- Prep Breakfast and Pyjama Day
- Year 1 -Year 3, late
- Hot cross bun drive- Bakers Delight

PARENT SATISFACTION

The CEM SIS data collected indicated that Overall School Positive Endorsement from Families was an impressive 79% which well above the CEI average for Victorian schools. 119 of our families returned the survey making data collected viable.

CEMSIS FAMILY SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=119)	CEM average PRI school comparison % positive (n=8,679)
1. Family engagement	The degree to which families are partners with their child's school.	54%	57%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.	89%	89%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.	80%	79%
4. School climate	Families' perceptions of the social and learning climate of the school.	87%	86%
5. Student safety	Perceptions of student physical and psychological safety while at school.	81%	73%
6. Communication	The timeliness, frequency, and quality of communication between the school and families.	76%	72%
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.	73%	70%

Student Wellbeing

Goal: To empower students to actively contribute to a supportive, safe & inclusive school community.

Intended Outcome:

- That students will demonstrate greater resilience and develop an enhanced sense of responsibility for their own learning, behaviour and well being.
- That students will feel more positive about being at school and experience stronger relationships.

Achievements:

Social and Emotional learning (SEL) and wellbeing topics were integrated into teaching throughout the year. In 2019, we introduced the 'Wellbeing hour' which is an hour, once a week, that was focused on teaching explicit wellbeing

concepts such as social skills, team & class building, teaching lessons from Berry St Education Model and/or other SEL programs.

In term 1, each class had a strong focus on setting up safe, inclusive and supportive classrooms with an emphasis on building relationships. The Term 1 Faith Life Inquiry Units focused on creating safe, inclusive and supportive classrooms. Teachers continued to use evidence based programs such as Respectful, Rights and Respectful Relationships (Chapters 1 to 6 only), Danie Morcombe Child Safety Curriculum, Kagan Cooperative Learning, Berry St Education Model, 101 Social Skills and other programs throughout the year.

As a school we introduced whole school non-negotiables based on our professional learning of the Berry Street Education Model (BSEM) from 2018 and did further training in BSEM to consolidate staff's understanding. The non-negotiables were introduced to ensure consistency across the school and have a common language of wellbeing terms from BSEM. Each class had a Ready to Learn Scale so students can plot how they are feeling. P-2 classes had whole class de-escalation strategies to assist students to get ready to learn. Year 3-6 students had individual Ready to Learn De-escalation plans that students could use to help them prepare for learning. All of this is based on the notion that in order to learn and to form relationships with others we need a well regulated body.

BSEM continues to support a number of whole school initiatives we already have in place at our school such as the importance of relationships, Growth Mindset and Evidence Based Learning Practices including process praise and not person praise and effective feedback.

A number of Student Wellbeing initiatives were offered to our students in 2019 to contribute to a supportive, safe and inclusive school community including:

- Peer Mediation - Year 5 and 6 students are trained in mediation to assist with low level conflict during break times and support peer relationships/connections on the yard
- SEASONS for Growth - Is a small group program offered to individual students who have experienced grief, loss or separation. This program was offered in 2019 however there were not enough

numbers to run the group. In 2020, an expression of interest will be sent to families to gauge the need for this program

- A variety of Daily Lunch Time Clubs for students that are accessible to all children during lunch time. These clubs are based on student feedback from SRC students.
- Teaching staff would shadow some individual students to assist them socially on the yard.

The buddy program between the prep and year five students continued this year to help build relationships with students and to help the preps transition into primary school. Parent meetings were held to share key information with prep families on how to prepare for school and other important information such as Volunteering in the school, PFA, Uniform, Fees, School Readiness, etc.

The school continued to connect with outside services and external agencies to support children and their families, including:

- Child First and DHHS Child Protection
- Counselling Services from Cairnmillar Institute
- Police Education Units on Cybersafety
- Bully Zero Australia Foundation
- Foundation House

Teaching staff meet with the Learning Diversity Leader and/or Wellbeing Lead once at term in Student Wellbeing Support Group (SWSG) meetings to improve student outcomes by making necessary adjustments to support students academic, social and emotional development.

We held a Whole School Mini Concert in March to raise awareness for the National Day of Action Against Bullying. The concert was an opportunity to promote students to use their voice and to take action everyday to avoid bullying. Students also completed age appropriate learning tasks in class to encourage them to speak up and be an upstander.

Bully Zero Foundation Australia facilitated student and parent workshops on cyber bullying. Information was also provided in the school newsletter to educate families on the best ways to discuss cyberbullying with their child.

The Wellbeing Leader and other members of leadership met regularly with the Student Representative Council (SRC) to empower the leaders to promote student voice in the school and to give them the opportunity to have input into Whole School Events such as National Day of Action Against Bullying. In 2019 the SRC:

- Asked students in their class what lunchtime clubs they would like to go to and this information was fed back to teachers when selecting lunchtime clubs
- Asked their class for feedback on ways to improve the school
- Students ran a weekly SRC radio show in Semester 2 to celebrate students success in the school and to share key information with all about upcoming events and learning that had taken place in the school
- They worked with the ICT leader and the Wellbeing Leader to update our school rule displays and to update our behaviour steps.
- The SRC promoted the St Vincent de Paul Winter Appeal

Our school continues to comply with the 7 Child Safety Standards as specified in the Ministerial Order. Our school complies with the standards by:

- Running Parent Volunteer Workshops to ensure that all Volunteers and contractors in our school have a current Working with Children Check (WWCC), are familiar with all of our child safety policies and procedures and have been inducted into our school. The workshops were given to contractors, parents/carers, grandparents and students on placement such as provisional psychologists.
- We reviewed our positive behaviour management policy and shared information with staff to have a common language and the same expectations around behaviour.
- All staff did their annual Mandatory Reporting module and new staff were given training on the PROTECT Child Protection Modules and were advised on how to report at our school. New staff were also given information about Reportable Conduct.
- Teachers ensure they are teaching the 4 elements to keep students safe

Students write SMART goals in their classrooms to improve their academic, social, emotional or behaviour. The students regularly review their goals with the support of the teaching staff.

VALUE ADDED

The CEM SIS data shows positive results around student voice with 62% of our students feeling they have an opportunity to have an impact on our school. This supports the opportunities given to the SRC students and students ability to give their opinions (voice) in their classrooms.

Many domains of the Berry St Education Model are well implemented in our school. Our students, teachers and staff are regularly using the ready to learn scales in the classroom and as a result students are more regulated and ready to learn. Staff have observed less issues on the yard and students are more engaged in learning tasks after transition times. Further improving student engagement will continue to be a focus in 2020.

We have a positive school climate at our school with 68% of our students supporting this. 81% of students say the energy is positive at our school. 87% of our families have positive perceptions of the schools social and learning climate. We continue to run the Peer Mediation program and many of our volunteers note that there are less problems to solve on the yard. We celebrate this and encourage the volunteers to check in with students to say hello and encourage positive relationships with other students.

Wellbeing is a high priority at our school which is evident in the information shared with parents, information evenings, priority to include explicit wellbeing lessons into our weekly programs and the positive feedback shared from staff/parents/students and wider community.

Child Safe Standards

GOALS:

- ✓ To create and maintain a child safe school environment.
- ✓ To ensure that strategies, policies, procedures and practices are inclusive of the needs of all children, particularly students who are vulnerable due to age, family circumstances, abilities, or Indigenous, cultural or linguistic background.
- ✓ To develop policies and procedures to implement the child safe standards, communicate information about them to the school community; including staff, parents and students and conduct appropriate professional development activities.

Achievements

- The following sets out the processes and strategies to be implemented aligned to the identified standards contained within Ministerial Order 870, to ensure School of The Good Shepherd creates and maintains a child safe school environment.
- **Standard 1 - strategies to embed an organisational culture of child safety including through effective leadership arrangements.**
- Principal, Deputy Principal and Student Wellbeing Leader are identified with the role & responsibility of ensuring Child Safety is embedded in the school culture.
- • School of The Good Shepherd's philosophy is contained within the school vision, strategic intent and goal statements for Religious Education, Learning Teaching, Student Wellbeing, Leadership and Management and School Community spheres. (See Attachment 1)
- Governance arrangements exist which outline responsibilities and steps for staff to respond to the care, safety and welfare of students, including all school environments and outside of school hours and particularly on school camp. These are found in the Staff Handbook.
- **Standard 2 - a child safe policy or statement of commitment to child safety.**
- • Student Well Being policy includes a commitment to a culture of child safety and to zero tolerance to all forms of bullying.
- • Clear procedures to implement the statement of commitment to a culture of child safety, including all school environments and outside of school hours.

Child Safe Policy developed in 2016 and updated in 2017.

- **Standard 3 - a child safety code of conduct that establishes clear expectations for appropriate behaviour with children.**
- • School has job descriptions for all school staff documented, including those involved in child-connected work in all school environments and outside of school hours which include a statement of expectations for duties and responsibilities related to child safety.
- • Archdiocesan 'Code of Conduct for the Caring of Children' applies contractually to the Out of School Hours Care facility (currently contracted to 'Extend') and its staff.

- ● Staff Codes of Conduct for all teaching and non-teaching staff adopted as Attachment 2 & 3 below.
- ● Parent Code of Conduct & Parent & Friends Code of Conduct developed and implemented in 2016. (Attachment 4 & 5)
- **Standard 4 - screening, supervision, training and other human resource practices that reduce the risk of child abuse by new and existing personnel.**
- ● School has policies and procedures that apply to all staff involved in child-connected work in all school environments and outside of school hours. They include consideration of child safety for recruitment, induction, professional development and supervision of staff.
- ● All teaching staff are required to have the National Criminal Records Check (NCRC), all non-teaching staff are required to have the Working with Children Check (WWCC) and parent helpers / volunteers are also required to hold WWCC.
- ● We have clear induction processes for new staff (including volunteers and contractors) regarding our school policies, codes, practices and procedures for child safety.
- **Standard 5 - processes for responding to and reporting suspected child abuse.**
- ● Our policy and procedures cover all types of child abuse.
- ● There are procedures for responding to allegations of suspected child abuse in accordance with this requirement and other legal obligations, including criminal offences regarding grooming, failure to disclose and failure to report. These are found in the Mandatory Reporting of Child Abuse Policy (Attachment 6) and Staff Handbook, (Attachment 7.)
- ● There are policies and procedures for reporting and responding to suspected child abuse (as above) that apply to all staff involved in child-connected work in all school environments and outside of school hours.
- ● Mandatory Reporting Policy (Attachment 6) is to be regularly revised & teaching staff
- undertake the online professional development module on an annual basis.
- **Standard 6 - strategies to identify and reduce or remove risks of child abuse.**
- ● Risk management strategies are developed & implemented regarding child safety in school activities via OHS audit procedures (risk assessments) with the OHS Policy (Attachment 8) and environments (e.g. Gated security, ID badges).
- ● Risk management related to online school environments (including email and intranet systems), including (where applicable) child safety outside of school

hours occurs via the school's 'Technology Acceptable Use Policy.' A Chrom Book Rollout night is run once a year where information is given on being responsible digital citizens, the Technology Acceptable Use Policy is unpacked with parents and online education around cyber safety is built in.

- ● Assistance and advice is sought via the Office of the Children's ESafety Commissioner's website and other key educational websites related to Cyber Safety.
- ● The Bully Zero Foundation of Australia runs bi annual preventable bullying sessions with students, parents and staff on all forms of bullying.

- **Standard 7 - strategies to promote the participation and empowerment of children, including promoting the cultural safety of Aboriginal children promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds and promoting the safety of children with a disability.**

- ● The school encourages the development of 'Student Voice' in each classroom at each year level. Students initiate the development of Classroom rules at the start of each year, students set their own personal goals to be met each term and each student presents their achievements to their parents at intervals throughout the year via 'SeeSaw'. Students are also encouraged to provide feedback to school staff to assist planning at all stages of the learning cycle.
- ● The school reinforces and promotes children's awareness of acceptable and unacceptable behaviour via classroom 'Circle Time', monthly School Assemblies and the reinforcement and reflection on all School and Classroom rules.
- ● The school supports students' understanding of their rights and enables students to raise child safety concerns in all school environments and outside of school hours via email communication, classroom 'Circle Time' feedback class meetings, 1:1 journals and their Student Representative Council.
- ● Implementation of educational strategies covering resilience and healthy and respectful relationships (including sexuality) occurs in targeted social skilling groups and through Prep, Yr. 1/2, 3/4, and 5/6 Faith Life Inquiries as well as a Parent/Child night for Sexuality. A strong Social and Emotional Learning focus helps drive personal and interpersonal learning.
- ● Processes are in place that are inclusive of the needs of all children, particularly children who are vulnerable due to age, family circumstance, abilities or Indigenous, cultural, or linguistic background via specialised intervention programs, social skilling and special Indigenous education programs. Specific, needs based programs (e.g social skills programs, LL

RAN, Reading Recovery, Maths Intervention) occur 'at point of need' during the school day.

VRQA Compliance Data

Students attendance: Student attendance is monitored daily via a digital role. For any child who has unexplained absence from school, a phone call is made to the family before 11am on the day of absence. For students who are absent for more than 3 days, a welfare phone call is made to home. Any child exceeding 10 days away from school without notification are reported. Absences are recorded formally on the school report twice yearly. Non-attendance is dealt with via the Department School Attendance Policy.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.4
Y02	93.1
Y03	92.7
Y04	93.1
Y05	94.1
Y06	93.6
Overall average attendance	93.3

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/attendance.aspx>