



Good Shepherd School Wheelers Hill

2020 Annual Report to the School Community



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Contact Details

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Minimum Standards Attestation

I, Ruth Jones, attest that Good Shepherd School 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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

16/06/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our School Vision

We are committed to providing each child with the opportunity to reach his/her full potential spiritually, intellectually, physically, emotionally and socially, that is, we aim to develop the whole child.

By the time our children leave us, they will have a strong sense of belonging to the Catholic Community.

The school community is immersed in, and engaged in, an environment of lived faith, where Christian values are seen as the guiding principles.

The parents of our children are given the opportunity to develop their faith.

Caring and supportive relationships are developed and are an integral part of the child's growth and development.

Our children are educated in an environment which fosters a love of learning, allows each child to experience success and builds a positive self-image.

School Overview

Our Strategic Intent: To create a rich learning environment that fosters a love of learning and a strong sense of belonging to the Catholic Community. The school engages in consistent and collaborative evidence based practice that allows each child to achieve success whilst building a positive self-image.

Priority 1: To connect Catholic traditions to the life and world of the students.

Goal: To guide our diverse student community in their encounters with the Gospel Message.

Priority 2: Ensure all teachers implement effective pedagogical practices based on evidence.

Goal: To sustain and enhance our collaborative learning culture.

Priority 3: Enhance community partnerships that promote student learning and wellbeing.

Goal: To develop closer connections with families and local communities.

Good Shepherd School Wheelers Hill is part of the parish of Good Shepherd, Mulgrave. It is situated approximately 26.4 kilometres south-west of the Melbourne CBD. Strong connections to the parish are facilitated by the location of the Good Shepherd Church on the school site.

Children enrolled at Good Shepherd are generally drawn from the immediate geographical area. The majority of the local area enjoys a history similar to that of the school with housing stock generally being constructed around the 1965-75 period with a growing number of properties being modernised or redeveloped.

The community is truly a multi-cultural one with numerous nationalities being represented. Approximately seventy percent of students come from families where parents were either born overseas or they are the first generation children of immigrant parents. The majority of parents are either self-employed or are engaged in a variety of professional activities. The vast majority of children completing their education at Good Shepherd School continue their studies at Catholic Secondary Schools, predominantly at Avila College and Sacred Heart College for girls and Mazenod College for boys.

In 2020, 519 students were enrolled at Good Shepherd School.

The school is situated on eight acres of land. There are ample playing areas with a large grassed oval with running track, adventure playground equipment and a quadrangle with a netball court and a basketball court. Three tennis courts are adjacent to the Performing Arts' Building.

In 2020, the school was organised into twenty-one classes. 3 X Foundation, 3 X Year 1, 3 X Year 2, 3 X Year 3, 3 X Year 4, 3 X Year 5, 3 X Year 6.

Specialist classes include Music, Physical Education, L.O.T.E. (Mandarin) and Library.

Principal's Report

We have much to celebrate at Good Shepherd School. The school has responded well to the challenges that emerged in 2020. When there is a crisis in our lives we often find that the challenges can be overwhelming, or they can be energising. Sometimes it is only with hindsight that we see the positive outcomes that are going to take us to an improved future. COVID-19 was confronting for our world but in so many instances it brought out the best in people. One of the gains for Good Shepherd School that has been commented on by many is the advances made by students in technological learning. One of the reasons for this is that the sharing of knowledge by both teachers and students enabled progress to be made on all levels. After a recent public holiday, several students were upset because they had missed their coding lesson and asked for an extra lesson to make up for the missed one. It is exciting to hear comments like this.

In order to build on gains made, our plan for the future includes:

- The building of a professional learning community based on strong instructional leadership, collaborative and supportive structures and teachers who are confident in the use of high yield teaching strategies.
- The exploration of connections between Catholic traditions and the search for meaning and truth in the contemporary world.
- The development of closer partnerships with families and local community groups to utilise their resources to build stronger connections and enrich student learning.

At Good Shepherd we endeavour to provide our students with a well-balanced and engaging curriculum that will enable them to achieve their full potential. We trust that the environment we have created enables them to be confident and motivated learners.

COVID-19 restrictions slowed down areas such as sport and music, but we are now moving forward with confidence in these areas. Good Shepherd School is deeply committed to the education of the whole child. A well planned social and emotional learning curriculum supports the students to be better placed to achieve positive learning outcomes. We see learning and wellbeing as inextricably linked and integral to student learning.

May Jesus, the Good Shepherd continue to be our guide as we continue in our endeavours to help our students to grow and become balanced young adults.

Education in Faith

Goals & Intended Outcomes

Priority: Connect Catholic traditions to the life and the world of the students.

Goal: To guide our diverse student community in their encounter with the Gospel message.

Intended Outcome: That students' actions, attitudes and behaviours reflect an appreciation of Gospel values.

Achievements

The Catholic ethos of the school is valued by the staff, students and parents. This is enriched by the very strong connections that have been cultivated between the parish and the school. This relationship enhances the ability of the school, families and the parish to work together as partners in the spiritual formation and education of the children.

The Good Shepherd Parish Atrium aids the development of the student's knowledge and engagement with the traditions and practices of the Catholic faith.

Prayer and celebration are embedded in the life of the school.

The school music program enhances many liturgical celebrations with the participation of both staff and student choirs and bands.

Student led initiatives, such as Mini Vinnies and the Charity Fete empower the students to put principles into action. They engage with the local community to make evident the connection between gospel values and the contemporary world.

VALUE ADDED

- **The Atrium:** A sacred space for the Catechesis of the Good Shepherd where children gather and respond to this holy relationship, first proclaimed to them through Jesus, the Good Shepherd.
- **The Annual Year 6 Charity Fête:** Year 6 organise their own fête. They work in groups. Each group nominates a charity. They write letters seeking sponsorship and items for their stalls. They also send thank you notes for letters for items they receive. They organise publicity for their charity and set up and pack up their own stalls. Once again it was a highlight for the school community in 2020.
- **Mini Vinnies:** Members support the Good Shepherd Branch of the St Vincent de Paul Society. COVID-19 did not 'hamper' the children's efforts to put together 21 beautiful hampers to assist the St Vincent de Paul Christmas appeal.
- **Altar Servers:** Good Shepherd School students have 35 Altar Servers. Most serve regularly at Sunday Mass including Masses that are permitted during COVID-19 restriction periods.

Learning & Teaching

Goals & Intended Outcomes

Priority: Ensure all teachers implement effective Pedagogical Practices based on evidence

Goal: To sustain and enhance our collaborative learning culture.

Achievements

Good Shepherd has a strong culture of continuous improvement in teacher practice and student learning. The school's vision is clearly articulated and enacted and leaders facilitate a number of strategies to build staff capacity.

Good Shepherd fosters a collaborative approach to learning where responsibility and accountability are consistently shared.

Lessons are planned collaboratively and effective high impact, explicit teaching strategies such as learning intentions and success criteria, are employed across all levels. These strategies engage and empower students to self-assess and direct their learning. Adjustments to pedagogical practice and the curriculum are prioritised to ensure all student needs are met and supported. In additional reading programs such as ERIK and LLI are offered.

Building staff capacity to use high yield strategies to inform instruction for every student is a priority at Good Shepherd. The collection and analysis of various forms of student data drives planning and curriculum delivery. Student data is made visible through data walls and a case management approach. Teachers collaboratively construct differentiated and targeted teaching strategies and provide opportunities for all to develop and learn.

STUDENT LEARNING OUTCOMES

The information below outlines the outstanding performance in numeracy and reading of Year 3-6 students in 2020. We attribute these pleasing results to a highly differentiated curriculum, explicit teaching and collegial data driven planning. Of particular note, there are a high percentage of students achieving well above the expected standard. High expectations and the shared belief that all students can succeed underpin all teaching and learning at Good Shepherd.

Achievement Test Data 2020

% of students at or above standard

Numeracy: Year 3 90%, Year 4 87%, Year 5 88%, Year 6 92%.

Reading Comprehension: Year 3 84%, Year 4 86%, Year 5 89%, Year 6 85%.

% of students well above standard.

Numeracy: Year 3 36%, Year 4 35%, Year 5 32%, Year 6 41%.

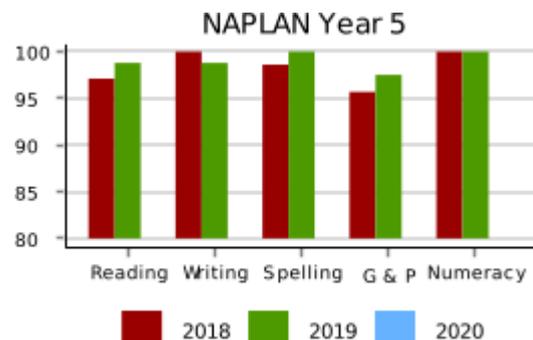
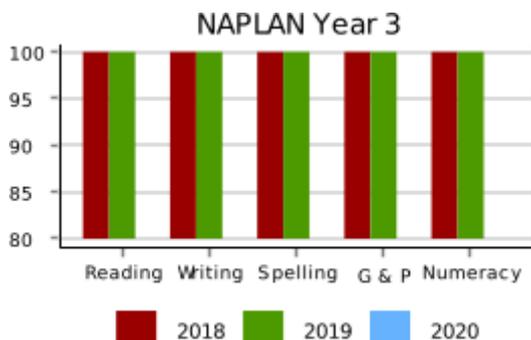
Reading Comprehension: Year 3 25%, Year 4 39%, Year 5 26%, Year 6 34%.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	95.7	97.5	1.8		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	97.1	98.8	1.7		
YR 05 Spelling	98.6	100.0	1.4		
YR 05 Writing	100.0	98.8	-1.2		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

[SWGGoalsAndIntendedOutcomes]

Achievements

Student Wellbeing continues to be a priority at Good Shepherd. We ensure that the students feel safe, connected and empowered at school to enhance and maximise their engagement in learning. It is a student-centred approach, where every student feels valued and appreciated for their unique contribution to our school community.

Using the guiding principles of eXcel, we aimed to strengthen the social and emotional skills to enhance students' resilience. We prepared staff for Remote Learning and transition to onsite learning through the provision of Professional Development. Staff also engaged in Professional Development opportunities offered by the MACS Wellbeing team.

The School Values of Respect, Care and Acceptance, Responsibility and Honesty are embedded in a positive school culture. Staff placed a strong emphasis on promoting respect and empathy for others through Positive Start-Up Week, Harmony Week and other wellbeing initiatives.

Given the challenges of Remote Learning, we focused on student and family wellbeing. Support and tuition was provided onsite for students. Communication between families, teachers and leadership was upheld through phone calls and online Google Meets. There was consistent communication with every student through Google Meets, Google Classroom and Class Dojo.

The teaching of social and emotional skills is continually supported by various resources including Respectful Relationships Curriculum, Peaceful Kids, Kaplan Kindness Curriculum and Smiling Mind. Wellbeing lessons were incorporated into all teachers' weekly plans during both online and face to face teaching.

Throughout the period of Remote Learning there was a strong focus on student wellbeing. Year Six students were given positions of responsibility to help develop confidence and leadership skills. Student wellbeing leaders assisted in monitoring and initiating wellbeing activities. Peer connectivity was strengthened through a Buddy program, ranging from Foundation to Year 6.

Social Justice was promoted through 'Mini Vinnies', a community outreach program connected with the St. Vincent de Paul Society. Children from Years 4 - 6 led 'Mini Vinnies' appeals such as The Winter Appeal and Christmas Hamper Appeal.

We facilitated inclusion and peer connectivity through lunchtime clubs; Gardening Club, Book Club, Coding and Robotics Club, Chess Club and Tennis Club. The participation in The Life Education program in November enabled students to further explore health and safety issues.

As a school community we want our students to have a variety of experiences and educational opportunities to nurture their growth as respectful, empathetic and resilient citizens.

VALUE ADDED

- Professional Development for online teaching.
- Wellbeing focus for online lessons.
- Screen Free Day for Student Wellbeing.
- Coding and Robotics Club.
- Google Meets.
- Teacher made videos as a platform for teaching and learning.

STUDENT SATISFACTION

Good Shepherd students were generally happy and settled during remote learning. They appreciated the efforts of teachers and other staff members to make their experiences in remote learning both worthwhile and enjoyable. Their return to school for Term 4 2020 was a resounding success. Meeting their teachers and peers face to face won hands down as the best!

STUDENT ATTENDANCE

At Good Shepherd, we have high expectations for student attendance. Student attendance is consistently high across all year levels, demonstrating the students' desire to be at school to socialise and learn in a rich and nurturing school environment.

Student engagement and empowerment are also nurtured and enhanced through the following programs:

During COVID-19 Lock-downs, student attendance was monitored, and continues to be at every grade level, by the teachers when students google meet first thing in the morning and throughout the day. Teachers maintain regular communication with families and submitted school attendance rolls to the office twice daily. Unexplained student absences are followed up by the classroom teacher and by the school administration staff as appropriate to ensure that the attendance rolls are accurate and all students are safe.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.7%
Y02	94.2%
Y03	95.5%
Y04	95.9%
Y05	96.1%
Y06	96.1%
Overall average attendance	95.4%

Child Safe Standards

Goals & Intended Outcomes

Goals:

- To embed Good Shepherd policies and commitments to safety into everyday practice.
- To implement 'PROTECT', identifying and responding to all forms of abuse in Victorian schools.
- To ensure all staff adhere to best practice for child safety in line with Good Shepherd's Code of Conduct.

Achievements

Good Shepherd cares about the wellbeing and safety of our students. Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.

We believe that all students have a fundamental right to be safe and protected at school. The school has been designed to be a secure place for children with access only through the front office. All staff and visitors need to scan in and out.

Students play safely and respect each other on the playgrounds. They are taught appropriate playground behaviour and additional playtime supervision was provided when necessary.

All adults in our school, including teaching and non-teaching staff, clergy, volunteers and contractors have a collective responsibility for the safety and protection of the students. Every adult must have a current WWC (Working with Children Check).

All staff completed the Victorian State Government Mandatory Reporting.

During 2020, while working online, staff were upskilled in their knowledge of cyber safety. Students were guided on how to use online teaching platforms safely and responsibly. Teachers supervised student access to technology/internet and delivered cyber safety lessons.

During the pandemic the school took extra precautions; staggered and supervised pick-up and drop-off times, thorough cleaning and disinfection. Students engaged in lessons on the importance of hygiene and social distancing, practising what they learnt.

Throughout the challenging year of 2020, everyone worked diligently to ensure that all students received the highest standard of care.

Leadership & Management

Goals & Intended Outcomes

Priority: Connect Catholic traditions to the life and the world of the students.

Goal: To guide our diverse student community in their encounter with the Gospel message.

Intended Outcome: That students actions, attitudes, and behaviours reflect an appreciation of Gospel values.

Achievements

Good Shepherd School leadership has focussed on developing a positive, supportive and collaborative organisational climate that enhances their capacity to foster continuous improvement. This provides a good basis on which to build a culture of shared responsibility and accountability for all staff.

Staff are very supportive of each other and readily collaborate to work through challenges. This is particularly evident in the observed planning meetings where leaders are integral in facilitating critical, professional dialogue about teacher practice and student learning.

Governance and management processes are based on a very clear imperative of maintaining the strong catholicity of the school in a challenging contemporary environment.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

2020 for many school staff has been an opportunity to take advantage of the many courses that are available online. Zoom has been a safe method for delivering professional learning.

Some examples of Professional Learning:

Religious Education, Diversity, Wellbeing and Curriculum Leader Meetings.

NCCD (National Consistent Collection of Data).

Leading for Learning.

Emergency Management - including Warden Training.

Mandatory Reporting.

Learning Diversity Auditing - Building Teacher Skills.

Cyber Safety.

Robotics and Coding.

Family Sacramental Evenings.

The 14 Parameters - Learning Intentions - Success Criteria.

Mathematics and Literacy.

Using Data to inform teaching.

Number of teachers who participated in PL in 2020	30
Average expenditure per teacher for PL	\$1500

TEACHER SATISFACTION

The school program continues to establish purposeful and effective differentiated teaching across all subject areas and year levels using data analysis to inform teaching, and continuing to use formative assessment to direct planning and teaching whilst increasing access to technology across the school.

A range of teachers' comments about the benefits of Remote Learning:

Our year level worked to our strengths planning specific curriculum lessons in a subject area. Our planning catered for lower, middle and upper levels.

As a team we have divided the workload and have daily conversations about learning both onsite and during remote learning.

Extending and enabling students was satisfying.

The most successful Professional Learning for me was about engaging students and building relationships.

Learning and Teaching should always be a collaborative effort between staff, leadership and parents.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	83.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	88.5%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	18.2%
Graduate	12.1%
Graduate Certificate	3.0%
Bachelor Degree	63.6%
Advanced Diploma	24.2%
No Qualifications Listed	9.1%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	49.0
Teaching Staff (FTE)	38.3
Non-Teaching Staff (Headcount)	22.0
Non-Teaching Staff (FTE)	24.2
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal: To develop closer partnerships with families and local communities.

Intended Outcome:: That we draw on the richness of our diverse school and local community to enhance student learning and wellbeing.

Achievements

Our school staff, school board members, parents and friends and parishioners organise many memorable activities that continue to help us grow our community spirit and understanding of how we best come together as one community. The list grows when new ideas are introduced and some become old favourites that sometimes hibernate for a while until an old idea becomes new again. Some activities were achievable with COVID-19 and a sense of optimism.

Multicultural Day, Hampers for St Vinnies, Crazy Sox Day for St Vinnies, Prep 100 Days Online, Start-Up Week, Year 6 Charity Fete

The Sacrament of Confirmation, Year 6 Graduation,

We have been in COVID - 19 restrictions for the Good Shepherd Feast Days.

Moving forward we have all the above and more to look forward to.with anticipation.

PARENT SATISFACTION

Parents expressed significant admiration and appreciation for the high level of organisation, professionalism and flexibility demonstrated by the school in the remote learning context and subsequent change to children being back on site.

Remote Learning comments from parents:

Received regular and timely feedback.

Amazing personal support given by teachers.

Students expanded technology knowledge.

Really appreciated video communication.

Online meetings were informative.

Future Directions

The parents and the school expressed the need to capitalise on improved communication due to better use of digital platforms to engage more parents in formal and informal meetings about student learning.

The school has cultivated community partnerships to improve teacher practice and enhance student learning. The school will continue to forge strong links with the local secondary schools to engage the students in various learning activities.

Good Shepherd School will continue to:

- develop the ability of staff to incorporate wellbeing strategies into lessons that assist every student to engage, focus and flourish.
- ensure sufficient resources to enable staff to sustain continuous improvement in teaching and learning.
- utilise the gains made in the use of digital platforms in the remote learning context of 2020 to improve student independence and resourcefulness and enhance parent engagement.