



Good Shepherd School Wheelers Hill

2022 Annual Report to the School Community



Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission4

School Overview5

Principal’s Report6

School Advisory Council Report7

Catholic Identity and Mission8

Learning and Teaching10

Student Wellbeing13

Child Safe Standards16

Leadership17

Community Engagement20

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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

05/04/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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.

Our vision is that:

- 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.

Our School Values:

Respect Care and Acceptance Responsibility Doing Our Best Honesty

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 2022, 516 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 2022, 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), STEM and Library.

Principal's Report

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.

In recent years, Good Shepherd's Music Program has gone from strength to strength.

The benefits of music for children are widely advertised by music practitioners. Meet our music staff, and you will recognise that they have a passion for teaching music and value the joy the program brings to the community:

- It assists in improving brain power, memory and concentration,
- It teaches discipline and patience,
- It inspires creativity and builds confidence.

Our plans for a dedicated outdoor learning space to provide opportunities for children to consolidate social, gross motor and communication skills have been fulfilled. A grant allowed us to install a protective shade sail over the space. We have an onsite Speech Therapist and Occupational Therapist. They are able to support classroom teachers and students with additional needs.

We reshaped our learning team in 2022. New staff were welcome. They quickly established relationships with existing staff bringing new approaches and enthusiasm. The collaboration of both groups was invigorating and exciting and encouraged new vision.

School Advisory Council Report

The 2022 school year continued to provide us with the opportunity to nurture our community in different ways.

We again embraced every opportunity to celebrate together as a community. We utilised windows of opportunity to celebrate the Sacraments. We used Google Meet to come together to share our knowledge during online family sessions. Activities continued to be live-streamed so that families could be involved in school celebrations and events.

In 2022, The School Advisory Council reviewed and discussed OHS policies and reviewed the code of conduct.

Parent community reports were presented to the Board keeping us up to date with their activities. Fund-raising activities continued to be curtailed, but families enjoyed the increase in social opportunities in 2022. The support of our school families in 2022 was most appreciated.

Catholic Identity and Mission

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 Outcomes:

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

Achievements

Our Religious Education Program is based on the guidelines for the Archdiocese of Melbourne and includes 'The Catechesis of The Good Shepherd'. This incorporates a whole school scope and sequence with reference to the Pedagogy of Encounter including the Religious Education Framework. We aim to develop the whole child ensuring that they have a strong sense of belonging to the Catholic Community. Christian values are seen as guiding principles where the school community is immersed in and engaged in an environment of lived faith.

Good Shepherd school staff have engaged in Professional Development to enrich their knowledge and understanding of the curriculum whilst continuing to develop their own sense of faith. Staff have been involved in Professional Development that focused on enabling them to bring prayer and the Catholic Tradition to life through making meaning.

At Good Shepherd we have integrated Inquiry, Wellbeing and Religion. This allows students to deepen their understanding and connect their faith learning to other subject areas. This allows students to understand and apply strategies and skills from different areas to make real life connections.

Good Shepherd has implemented The Resilience Project. This supports children to form habits that will increase their ability to deal with challenges, changes and stressors in the future. Through this program, teachers and students engage in weekly lessons and activities around the key principles of Gratitude, Empathy and Mindfulness (GEM) to build resilience.

Our students have access to learning in The Good Shepherd Parish Atrium. It is a dedicated room that is integral to developing the children's understanding of religious life. It provides materials and replicas found in churches that the children can engage with. The Atrium is a powerful learning tool to bring the teachings of Jesus to life.

We regularly celebrate together at Mass and in school based liturgies. We embrace the opportunities to gather together with the Parish community. These opportunities for worship build a strong sense of connectedness between school and the wider Parish.

Classes take turns to run Prayer of the Air every Friday. The theme, Readings, Prayers and Music focus on the Gospel for the coming Sunday or Feast Day. Students are involved in the creation and presentation of their class Prayer of the Air. Students are able to explore the Gospel or Feast Day in depth and share their knowledge with the whole school.

VALUE ADDED		
Year 6 Charity Fete	Mini Vinnies	Wellbeing Club
Lunch Time Clubs	Buddy Program	School Assemblies
Whole School Carols	Year 5 & 6 Camp	Robotics and Coding
School Band	School Choir	Liturgical Celebrations
Sports Day	Year 6 Fun Day	Positive Start - Up Week
Prep Transition	Harmony Day	Footy Day
Sausage Sizzles	Inter-school Sports	Premier's Reading Challenge
Simultaneous Story Time	Book Fair	Book Week Dress Up Day

Learning and Teaching

Goals & Intended Outcomes

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

Goal: To sustain and enhance our collaborative learning culture

Intended Outcomes: That teachers are empowered to consistently implement agreed pedagogical practices.

Achievements

Good Shepherd has a rich culture of ongoing improvement in pedagogical practice and student engagement and learning. We are dedicated to providing each child with the opportunity to reach their full potential spiritually, intellectually, physically, emotionally and socially.

An embedded culture of shared responsibility and accountability for all students is seen through Good Shepherd's learning and teaching practices. Teachers work collaboratively analysing student data and planning high yield teaching. Explicit and instructional learning intentions and success criteria are implemented. Teachers evaluate and monitor student growth using visible data walls and case management approaches.

We foster a collaborative approach to learning, where responsibility and accountability are consistently shared and reflected upon. Student learning is planned collaboratively and effectively with high impact, explicit teaching strategies such as learning intentions and success criteria are employed across all levels. These strategies engage and empower students to actively participate in the learning process by leading, reflecting and self-assessing.

Good Shepherd's learning and teaching community has a shared belief that all students are able to learn and achieve success. Adjustments are made to pedagogical practice to ensure all students' needs are met and supported through Personalised Learning Plans and individual student goals.

Teachers collaboratively construct differentiated and targeted teaching strategies and provide rich opportunities for all. This is evident through our commitment to providing additional programs such as ERIK (Enhancing Reading Intervention Knowledge) and LLI (Levelled Literacy Intervention).

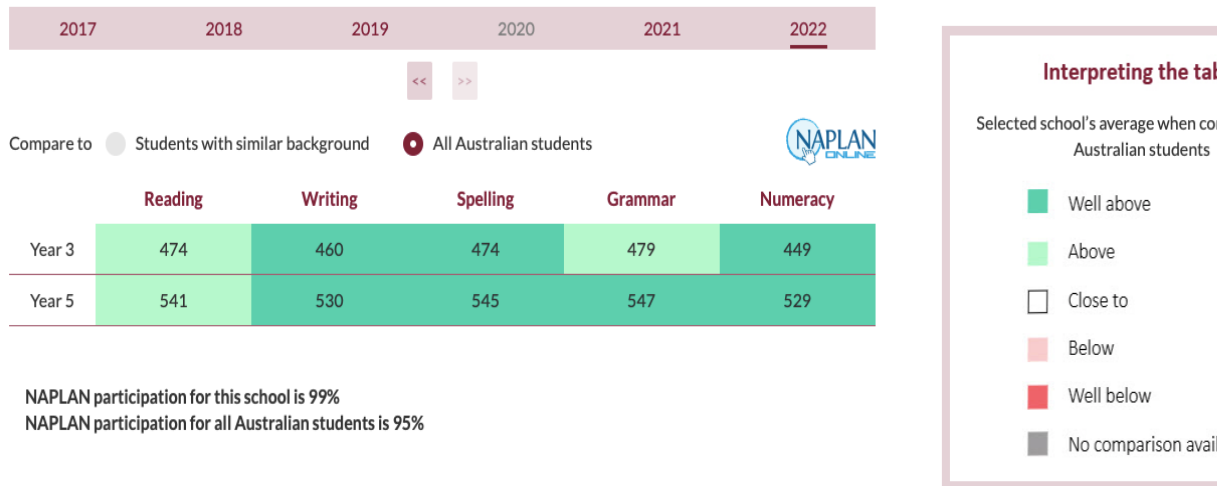
STUDENT LEARNING OUTCOMES

The Naplan results displayed in Table 1 outlines the outstanding performance in all areas of English and Mathematics of students in Year 3 and Year 5 in 2022.

Our Year 3 students' results were 'well above' the average of all Australian students in Writing, Spelling and Numeracy and 'above' in Reading and Grammar. Year 5 students results were 'well above' the average of all Australian students in Writing, Spelling, Grammar and Numeracy and 'above' in Reading.

MACSSIS data reinforces that 98% of Families at Good Shepherd feel that students are supported by their teachers and hold them to high expectations of their effort, understanding, persistence and performance.

This evidence supports the assertion that students at Good Shepherd are supported to learn and develop across all areas of the learning continuum. As a school we are committed to providing a personalised approach to learning and a strong commitment to shared responsibility for the growth of all students.



^{NB} In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.

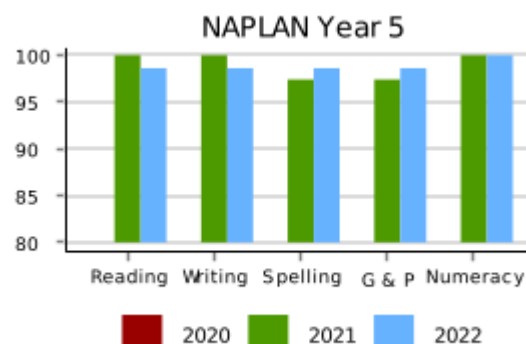
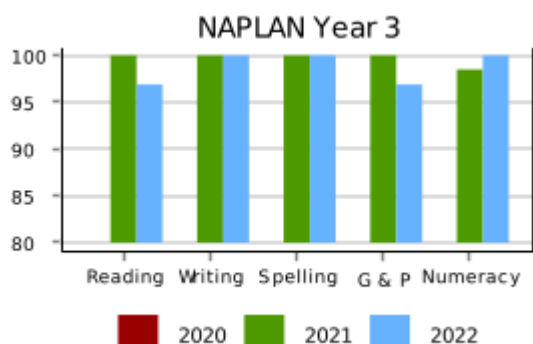
^{NB} A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison to be available. Grey shading indicates participation did not meet these thresholds.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	96.9	-3.1
YR 03 Numeracy	-	98.5	-	100.0	1.5
YR 03 Reading	-	100.0	-	96.9	-3.1
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	97.4	-	98.6	1.2
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	98.6	-1.4
YR 05 Spelling	-	97.4	-	98.6	1.2
YR 05 Writing	-	100.0	-	98.6	-1.4

* 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

Priority: Enhance community partnerships that promote student learning and well-being

Goal: To develop closer relationships 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

Good Shepherd Parish School sees Student Well-being as fundamental to successful learning. Children who are happy, confident and able to establish meaningful relationships are better placed to achieve positive learning outcomes. Creating and maintaining a respectful and safe school environment is a priority for us. It is an essential characteristic of the school community as we focus on developing a curriculum which is engaging and inclusive of a diverse range of learners. Well-being considers the physical, emotional, spiritual, moral, academic and social development of all children in our school community.

Students at Good Shepherd feel connected and a strong sense of belonging to their peers and teachers. The students are supported in all areas of their learning journey, including their social and emotional development. There is a shared understanding of school expectations and values.

'The Hub' is a supervised area open to all students during recess and lunch breaks to come and engage in a variety of activities. This non-threatening environment allows children to explore their emotions and develop friendships safely.

To promote student empowerment, Good Shepherd gives the Grade Six students opportunities to take on leadership roles in an area they are interested in. Along with School Captains, there are: Sports; Well-being; Social Justice; Music; and Environmental leaders. The students work with teachers to develop leadership skills and recognise the importance of listening to others and working together. The Grade Six leaders run frequent lunchtime clubs and promote these to other students. These clubs help build confidence and connections across all levels.

The whole school participates in nationally recognised days of action and awareness including Harmony Day; NAIDOC Week; the National Day of Action Against Bullying and Violence; National Buddy Day; and the National Day for Daniel to promote child safety awareness.

Good Shepherd staff members have participated in regular professional learning and training sessions to ensure the school's legislative obligations related to Child Safe Standards are addressed and that the school's Child Safety Strategy remains front of mind. This includes completion of the Online Mandatory Reporting Modules and NCCD Modules.

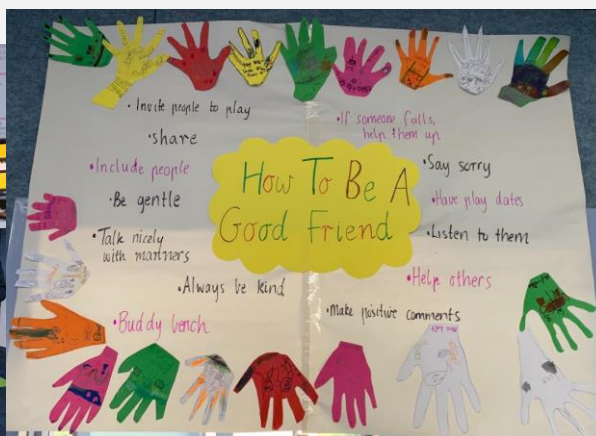
Good Shepherd has implemented the use of The Resilience Project in all classrooms and this supports children to form habits that will increase their ability to deal with challenges, changes and stressors in the future. Through this program, teachers and students engage in weekly lessons and activities around the key principles of Gratitude, Empathy and Mindfulness (GEM) to build resilience.

All classes participate in the Buddy Program. An older class is paired with a younger class and participates in various activities. The values the sessions teach include caring for others, friendliness, respect, valuing difference, including others and responsibility.

At Good Shepherd, regular Parent Support Group meetings are organised to ensure we are providing ongoing and effective support for our parents of students with special needs. Open communication between parents and teachers is encouraged through the use of Parent/Teacher Interviews and meetings and online platforms like SeeSaw and email. To support what is happening in the classroom, parents and carers receive information and activities in the newsletter, as well as other pieces of information regarding student well-being.

VALUE ADDED

Charity Fete	Mini Vinnies	Wellbeing Club
Lunchtime Clubs	Buddy Program	School Assemblies
Whole School Carols	Year 5 & 6 Camp	Robotics and Coding
School Band	School Choir	Liturgical Celebrations
Sports Day	Year 6 Fun Day	Positive Start - up Week
Prep Transitions	Harmony Day	Footy Day
Sausage Sizzles	Inter-school sports	Book Week Dress Up
Simultaneous Story Time	Book Fair	R U OK? Day



STUDENT SATISFACTION

MACSSIS data reports that 97% of students at Good Shepherd feel they are valued members of the community.

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.

Unexplained absences are followed up with daily phone calls. In rare instance of ongoing absence school leaders reach to out to families to offer supports and guidance to work with families to restore school attendance.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	91.5%
Y02	89.4%
Y03	89.6%
Y04	91.8%
Y05	89.4%
Y06	90.3%
Overall average attendance	90.3%

Child Safe Standards

Goals & Intended Outcomes

- 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

The following principles underpin our commitment to child safety at Good Shepherd School:

Good Shepherd cares about the well-being 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 all students have a fundamental right to be safe and protected from all forms of abuse and neglect.

All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.

All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their well-being and to protect them from any kind of harm or abuse.

The policies, guidelines and codes of conduct for the care, well-being and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.

Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.

All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.

Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.

Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

We provide a safe environment for our students to play and learn. Our playground areas are well maintained and secure.

Leadership

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 encounters with the Gospel message

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

Achievements

Good Shepherd School leadership 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.

Throughout 2022 the school community continued to consolidate and strengthen the faith formation of students and staff, as well as focus more deeply on the teaching and the learning, with a particular emphasis on the use of data to drive future learning. We continued to ensure that all students under our care improved their learning outcomes with individual and differentiated programs to ensure academic success. Our focus was on building positive relationships.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2022
First Aid and Anaphylaxis Training
I CAN Network (Supporting Autistic Students)
Catechises of the Good Shepherd
The Learning Collaborative - (creating data walls)
Maths Online Interviews
The Resilience Project
NCCD Modules
Mandatory Reporting Modules
School Leaders Network Days

Number of teachers who participated in PL in 2022	45
Average expenditure per teacher for PL	\$1500

TEACHER SATISFACTION

Teachers at Good Shepherd report believing that they were skilled and equipped to improve classroom instruction and collaborate effectively with their teaching team, demonstrating a strong commitment to the school and their students. Teachers have a sound understanding and belief in the school's direction for improvement, evidencing the transparency that exists between staff and school leaders.

Teachers at Good Shepherd report feeling positively about the social and learning climate of the school and hold the strong belief that the students are in a safe learning environment.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	70.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	86.4%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	15.6%
Graduate	12.5%
Graduate Certificate	0.0%
Bachelor Degree	62.5%
Advanced Diploma	18.8%
No Qualifications Listed	15.6%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	49.0
Teaching Staff (FTE)	37.6
Non-Teaching Staff (Headcount)	29.0
Non-Teaching Staff (FTE)	20.0
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Priority:

Enhance community partnerships that promote student learning and well-being

Goal:

To develop closer relationships 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

Good Shepherd continues to provide opportunities to strengthen partnerships between families, staff, parish and the wider community. Family events including Sacramental Information Nights, Prep Transition Evenings, Meet and Greet and whole school celebrations such as the Feast of the Good Shepherd contribute to the strong sense of belonging present at our school.

The Parents and Friends Association supports the school with fundraising events, sausage sizzles, Mother's Day Stall and Father's Day Stall. Whole school Sports Day and Twilight Picnic strengthen networks between families and staff.

Parishioners and staff collaborate to prepare students for the Sacramental Program. Students from all year levels strengthen their relationship to God through collection and preparation of Christmas Hampers for St Vincent de Paul.

Members of the wider community are invited to run clinics such as football and netball clinics with our students. All new parents are welcomed to our school community with a morning tea.

Staff members and students draw on their personal talents and areas of interests to run Lunchtime Clubs for students such as Art Club, Mindfulness Club, Gardening Club, Sports Club and Social Justice Club. These experiences provide students with authentic experiences to meet with peers and staff and connect around their shared interests.

SeeSaw, email, Google Drive and newsletters are platforms Good Shepherd employs to provide regular and timely communication to families about the school program and initiatives. 'Round the Classes' that is distributed termly offers families a comprehensive outline of their child's program for the term, strengthening school and homeconnections.

MACSSIS Data supports the assertion that students at Good Shepherd feel they have access to quality staff and support leading them to feeling connected, safe and secure.

Furthermore, students report feeling valued members of the school community.

Frequent positive feedback such as, 'Thanks for your support and guidance, she really loves being in your class' evidences strong collaboration and relationships between families and staff at Good Shepherd.

PARENT SATISFACTION

MACSSIS data reinforces that 91% of families at Good Shepherd feel that there is a strong social connection between teachers and students and that there is a positive social and learning climate. Parents believe the school displays a strong engagement with Catholic identify. The majority of parents report feeling that communication between families and school is timely, occurs frequently and is of high quality.

Frequent positive feedback such as, 'Thanks for your support and guidance, she really loves being in your class' evidences strong collaboration and relationships between families and staff at Good Shepherd.