



School of the Good Shepherd Gladstone Park

2021 Annual Report to the School Community



Registered School Number: 1735

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Minimum Standards Attestation

I, Carmela D'Amato, 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 2021 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 Schools.

04/04/2022

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

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our 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.

School 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 1960'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 when predominantly families came English-speaking backgrounds 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 2021 census we had ### 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, 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. Through the COVID pandemic, Fr Dishan and the Parish have worked hard to build connection in the virtual space, offering Mass and The Rosary online.

School of the Good Shepherd is a community minded school. It welcomes parent participation and recognises the importance of working in partnership with parents. A feature of the school is an active Family Engagement and School Advisory Board who work closely with the School Leadership Team in developing many opportunities for the school community to come together. Through Family Engagement, many activity days are organised throughout the year to build community and fund raise. They are instrumental in the building of community and communication.

Principal's Report

2021 was a more settled year than 2020, however it did pose challenges and difficulties on many fronts. With COVID-19 outbreaks interrupting the school year at times, we were faced with school closures and lockdown challenges and forced to manage situations totally new to us as educators. Our focus for 2021, on the back end of a difficult 2020 was to build community connections, establish wellbeing and ensure our students and families felt a sense of safety through connection with our school. Term one was particularly challenging with the increased measure for personal safety as well as managing staff, student and parent stress and anxiety levels. Everything was new and peoples' reactions to the change were varied. Our staff were amazing in their approach to the pandemic, actioning online and hardcopy learning for our students in a timely and supportive fashion. Our strength in teamwork, morale and staff vision was highlighted during these very challenging times. The level of community, collegiality and respect shown during these times certainly reflected our namesake, Jesus The Good Shepherd.

Fr Dishan Candappa remained a strong and steadfast Parish/School Community leader whilst facing challenges such as closing of the church, limiting masses and celebrations of weddings and funerals. In his time with us he has built strong relationships with both the school and Parish and used this challenging time to capitalise on these wonderful relationships, offering support, counsel and good will wherever he could. Fr Dishan continued the work of establishing a Parish Council 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. It was during some of the stressful and trying times of this year that we relied heavily on this 3 way relationship to support one another, collaborate and work together.

Our enrolments have remained steady with some 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. Newly arrived families from Iraq and Syria have not joined us now for over 18 months due to international border closures.

Our work with evidence based learning continued where, as a staff we independently explored and engaged in professional dialogue around John Hattie's research. A focus on feedback remained strong and was a linchpin in ensuring we remained connected to our community. We continued to use various data sources and cultivated and promoted a growth mindset throughout the year; all 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 2022 and beyond.

Habits of Mind (HoM) 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 with the rigour of learning. These initiatives were built upon throughout the year and by the end of 2021 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. They were

relied upon heavily by our students and staff to keep morale and learning at the forefront during learning.

Throughout 2021 we reintroduced initiatives to address the wellbeing, anxiety and recovery of the interruption due to COVID-19. Professional Development around Berry Street education Model, Zones of Regulation and Ready to Learn initiatives took precedence. We strategically allowed Learning and Teaching to come second to Wellbeing and the needs of our School Community, however a great deal of PD in learning and teaching was offered. The need for reconnection and community called for us to be people of God and respond to their individual and collective calls for calm, grace, peace and unity.

We worked hard to ensure we put in place learning and teaching excellence as well as improve learning and teaching practices both face to face and remotely. We continued offering Professional Development 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.

Our School Improvement Plan is now in its fourth year of the four-year School Improvement Cycle. Working together as a staff and in collaboration with MACS personnel, we used feedback and recommendations to complete the Schools' Improvement Framework rubric which will drive the implementation of the next school improvement cycle beginning in 2022

Renae Gentile

Principal 2021

Parish Priest's Report

Dear members of the School of the Good Shepherd,

Like many others I assumed Covid 19 would have vanished by 2021; how wrong we were! Yet, we managed, with God's grace, to celebrate all of our Sacraments, albeit with multiple cancellations and restricted numbers. The pandemic caused us much heart ache and yet gave us to opportunity to deepen our trust in God and reach out to our 'neighbour' in need.

2021 also saw our third Parish School, Mary Queen of Heaven (MQH), come to 'life' in terms of architectural design. We were saddened when Mrs Renae Gentile left SoGS but rejoiced when she stayed within the Parish family by becoming the founding Principal of MQH. We were also privileged and grateful when Mrs Carmela D'Amato was appointed as our new Principal of SoGS.

I am looking forward to 2022, hoping that we all grow closer to God and each other, in and through the difficulties that we face. May our gentle Good Shepherd guide and protect us and may Mother Mary keep us safe under her mantle.

God bless!

Fr Dishan.

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

With the interruption to school life due to COVID in 2021, School of the Good Shepherd maintained our focus on what drives Catholic Education- Faith. We leaned into our faith as a means of maintaining hope, gratitude and light in the darkness of uncertainty. The Education in Faith Sphere remains a high priority. We monitored ongoing goals, outcomes and targets, based on the school improvement plan by timetabling Education in Faith during staff meetings and ensuring it held its proper place in our classrooms and at all gatherings. There is a strong sense of ownership from staff over the direction of the school and Education in Faith.

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. This year we embarked on our mandated RE study to ensure ongoing accreditation. Melbourne College of Theology and CEM personnel were brought in to assist us in meeting our study needs. Our staff engaged in Professional Development based on their needs, interests and areas of provocation.

Parish connectedness has continued to grow due to the weekly attendance and participation of Wednesday morning Masses (at times throughout the year when this was permitted). 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 2021 year we saw Mass take on a new look with live streaming to classrooms and families homes and then weekly Wednesday Masses being celebrated by Father in our classrooms. It was a reminder that "For where two or three are gathered together unto my name, there am I in the midst of them." (Matthew 18:20)

Daily prayer and tradition was honoured by all classes even in the remote space. Whether face to face or in the online forums, all classes began the days with prayer, often led by the students, and the day ended with prayer. This coming together and gathering God's name ensured we maintained our focus on Jesus The Good Shepherd.

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 (mainly in term 1.) 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. The reverence and meaning of Mass was not lost when it was brought into the classrooms, once restrictions allowed us to do so.

Parish connectedness also extends to the Easter liturgies - all presented via live-streaming to our families. Palm Sunday, Holy Thursday, Good Friday & Easter Sunday during Holy Week were celebrated in an online forum where scripture was presented and explored. The school's Christmas Carols Night at the end of the year, recorded and presented remotely, 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 mime 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. Our families' appreciation of efforts to bring Mass to the remote space was evident.

The school community celebrated the Sacrament of Reconciliation in term 1 with restrictions in place. While the Sacrament was not the traditional celebration for our families, they were fortunate to be able to celebrate it at all. Eucharist and Confirmation were greatly affected by COVID and our families were given the choice to celebrate in 2021 with restrictions or to wait until 2021. 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. The Parent Child Reconciliation workshop ensured that the modern understanding of the sacrament was shared with families in an effort to open dialogue about the sacrament in the homes of our families. The sacrament of Eucharist and Confirmation were celebrated for those families who opted to celebrate in 2021. They were live-streamed so that families could engage and celebrate with us from home or work.

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 alms giving by contributing to Project Compassion boxes and donating non-perishable food items to St Vincent de Paul within the local community for our Christmas hampers. 2021 more than any other year called for us to ask "what can I do for my 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 Religion.

VALUE ADDED

In 2021 there was no Insight SRC data collected

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

As we returned to school in 2021, we were ready to dive back into face-to-face learning with our students. We all know that COVID-19's impact will be felt in education for a long time. It was our ambition in 2021 to ensure our balance of excellent pedagogy and the wellbeing of all stakeholders is at the forefront of all that we do in Learning and Teaching.

Online, quality, data driven programs such as Raz Kids, Fountas & Pinnell, Mathletics and Essential Assessment, ensured we delivered the highest quality learning programs to our students on a needs basis. We monitored growth over this period by accessing these programs' assessment tools.

2021

Term 1, 2021 Lockdown- 2 weeks in February

Term 2, 2021 Lockdown- 2 weeks in May/June

Term 3, 2021 Lockdown- 1 week in July, further week in August

Accountable Talk Strategies-whole school goal

To improve student oral language through the implementation of accountable talk strategies in every Writing lesson by the end of 2021.

Precision Planning and Teaching-Surface, Deep and Transfer Learning

Throughout all lockdowns, we decided to keep consistent the expectations for all staff and families. This included 3 Seesaw tasks per day (Reading, Writing and Maths) and this was consistent across all year levels to assist with management in the home.

In Term 1 we continued with a strong focus on Visible Learning, high impact strategies for building assessment capable learners. Our pedagogy was strong, aligned and we shared a universal language with facets such as Learning Intentions, Success Criteria, Teacher Focus Groups, timely feedback, individual goal setting, staff goal setting, dialogue based classrooms and student voice and choice. We were adamant, once COVID hit that all of this would not be lost.

Early in term 1 the school purchased the paid Seesaw platform as well as Hapara for years 3-6. This set us in good stead for moving to the online learning space. We agreed on shared P-6 protocols to ensure our collective approach remained strong. All sessions began with LI & SCs, and were presented with Universal Design for Learning (UDL) to ensure the learning was accessible by all. Staff presented learning in written form, audio and where practicable with supporting imagery.

Seesaw was used to deliver daily Reading, Writing, Mathematics, Religious Education and Inquiry lessons. Our staff were then scheduled to conduct live Teacher Focus Groups. All Co Educators were skilled up in this area and were also scheduled to conduct focus groups. These groups were data driven and needs based. Most took on an academic focus, some social skills and socialization focus, depending on the Prioritised need.

Upon the return to school for the limited time restrictions were lifted in term 2, we conducted a comprehensive feedback survey from our families. This data reflected that our families needed the structure of the Seesaw lessons and relied heavily on the teacher focus groups as a way of ensuring their children were engaging and to assist with their motivation to learn. The data reflected a need for the students to be live at stages throughout the day to remain connected and for improvement in general wellbeing. Our families did state that too much was being sent home and some felt as though they had failed if they did not get through all that was being offered. This was despite our ongoing advertised mantra to "Do what you can, when you can, with what you have."

Once the second lockdown began, we tweaked our approach to ensure families felt supported, had a balance between academics and wellbeing and to ensure that the load for families and staff was a manageable one. This strategy needed to be one that would have longevity as we did not know how long the restrictions would close down live face to face teaching.

The second lockdown saw greater efforts to build and strengthen the community. We felt the dip in morale at times and consistently measured student engagement as a barometer for this. Initiatives were put in place to highlight learning and teaching by offering something fun, engaging and that the whole family could involve themselves in. With each of these initiatives, we saw renewed student engagement and all in all our weekly numbers of student interaction were very high (P-2 over 95%, 3-6 over 93%.)

The return to face to face learning in term 4 came with much excitement, trepidation and the need for a renewed pedagogical approach given the trauma many of our families had faced. A prolonged period of isolation called for a school that offered many more opportunities for socialization, engagement and play based learning.

We intentionally held off on many of our assessments in term 4, peeling back the assessment schedule to ensure we collected minimal data. A return to school with Wellbeing at the forefront was imperative for a smooth and settled transition back to school. In doing so, we gathered enough data to establish the growth made in the previous 12 months, as well as weekly/fortnightly growth using Essential Assessment and Raz Kids. Term 4 saw the return of Fountas & Pinnel testing. This too added to the profile we were able to create for each student.

STUDENT LEARNING OUTCOMES

NAPLAN assessment did not take place in 2021, in Years 5 and Year 3 due to COVID-19.

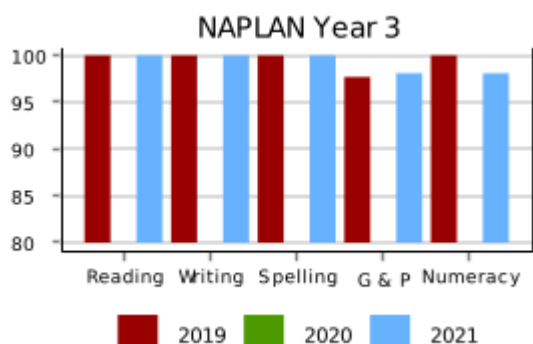
School based assessments such as Benchmark Assessment System and Essential Assessments were used to set targets.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	97.7	-	-	98.1	-
YR 03 Numeracy	100.0	-	-	98.1	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	92.0	-	-	93.6	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	98.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	93.6	-
YR 05 Writing	98.0	-	-	97.9	-

* 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

Goal:

To empower students to actively contribute to a supportive, safe and inclusive School community.

Intended Outcome:

- That students will demonstrate greater resilience and develop an enhanced sense of responsibility for their own learning, behaviour and wellbeing.
- That students will feel positive about being at school and experience strong relationships with peers and students to aid their sense of belonging and connection.
- To comply with prescribed minimum seven 7 Child Safety Standards and embed a culture of 'no tolerance' for child abuse as stated by the Ministerial Order 870.
- To help students to be able to recognise emotions in themselves and others and to assist them to choose appropriate strategies to keep them calm and 'ready to learn'

Achievements

- Wellbeing hour based on social and emotional needs of students in each classroom/level and planning is facilitated with the classroom teachers and Wellbeing Leader
- Wellbeing is integrated and weaved throughout the week and a shared responsibility of all staff
- As a school, wellbeing was a top priority during remote learning and COVID 19 pandemic and a wealth of resources was shared with families, staff and students during this time
- Introduced Year 2 to Year 6 Social and Emotional Survey to help gather data on student wellbeing to further inform our wellbeing planning here at school.

Social and Emotional learning (SEL) and wellbeing topics were integrated into learning & teaching throughout the year. In 2021, we reviewed our commitment and the importance of the 'Wellbeing hour' (introduced in 2019), 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 such as such as Respectful, Rights and Respectful Relationships (Chapters 1 to 6 only), Kagan Cooperative Learning, 101 Social Skills and other programs throughout the year. Staff planned lessons based on the current needs of students in their classroom and the planning was facilitated with the Wellbeing leader. In addition to this all classes participated in Personal Safety sessions on the last day of each term to prepare them to be safe during the school holidays in a variety of different settings such as being safe online and who to talk to if they feel unsafe or need someone to talk too.

In 2021, our school stayed committed to using common language from the Berry Street Education Model (BSEM) and did further training in BSEM to consolidate staff's understanding. Self care was an important focus in 2020 and Berry St ran a Self Care webinar with all our staff. Each class had a Ready to Learn Scale so students could plot how they were 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. Students had opportunities to regularly plot themselves on the 'scales' while onsite and via Google Hangout sessions in remote learning.

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, Mindfulness and Evidence Based Learning Practices. Mindful practice on the Tiger Turf was introduced in 2020 to assist with keeping students calm and ready to learn. At the end of every lunch and recess, all students and staff participate in mindfulness to assist them to be ready to learn. Activities can include breathing exercises, thinking positively and 'whole body scans' where students check in to see how they are feeling. Mindfulness was also used within the classroom and strategies were shared with parents via the school newsletter and on a needs basis to support specific students who needed assistance with self regulation.

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

- Continuing to use and implement our positive behaviour management policy onsite and when working remotely.
- All staff completing 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 ensuring they were teaching the appropriate elements to keep students safe

VALUE ADDED

A number of Student Wellbeing initiatives were offered to our students in 2021 to contribute to a supportive, safe and inclusive school community including:

- In Term 1, we hosted a Bully Zero and ICT information night with year 5 and 6 parents and students
- Teaching staff shadowed some individual students to assist them socially on the yard
- Social groups were run remotely with specific students by co-educators, teachers and leaders. The focus of these sessions was on giving students opportunities to interact with others and to have fun with peers to build connection

- Webinars were offered to families to support them during the pandemic such as Dr Coulson Happy Families Webinars and Cybersafety webinars
- Staff participated a range of webinars including cybersafety, self-care and other important wellbeing topics
- In Term 4, The Wonder of Living Family Enrichment Program on the topic of sexuality education was run remotely to year 5 and 6 parents
- Regular calls home to families to see how they were coping during the pandemic and remote learning.

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

- Child First and DHHS Child Protection
- Bully Zero Australia Foundation
- St Vincent de Paul
- Merri Health

The Wellbeing Leader met 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 St Vinnies Christmas Appeal.

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.

STUDENT SATISFACTION

There was no school MACSIS data collected in 2021

STUDENT ATTENDANCE

Throughout 2021, school attendance continued to be monitored through students being marked as in attendance when engaging in online activities.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.5%
Y02	95.4%
Y03	94.7%
Y04	94.3%
Y05	94.9%
Y06	95.2%
Overall average attendance	94.8%

Child Safe Standards

Goals & Intended Outcomes

Goals and Intended Outcomes:

- 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.
- 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 camps. 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.

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 in place
- Parent Code of Conduct in place

Standard 4 - screening, supervision, training and other human resources 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 a WWCC.
- We have clear induction processes for new staff (including volunteers and contractors) regarding our school policies, codes, practices and procedures for child safety. We hold an annual Parent Volunteer Workshop for all families wanting to volunteer at School of the Good Shepherd.

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 and Staff Handbook
- 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 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) within the OHS Policy 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 Chrome 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 Parent/Child night for Sexuality (run biannually). 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 circumstances, abilities or Indigenous, cultural, or linguistic background via specialist intervention programs, social skilling and special Indigenous education programs. Specific, needs based programs (e.g social skills programs, LLI, RAN, Reading Recovery, Maths Intervention) occur 'at point of need' during the school day.

Leadership & Management

Goals & Intended Outcomes

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 2021 the school year began with limited changes to staffing. We welcomed two new graduate teachers in Prep and in Year 4. During the year, we had further changes to staffing with the Deputy Principal deciding to return to classroom teaching and the engagement of a new Deputy Principal. We welcomed a Year 3 graduate to our school and then a year 5 teacher was also employed in Term 3 when a current staff member was employed at another Catholic primary school. Two further staff members left to begin maternity leave.

2021 continued our solid work in developing Evidence Based Learning practices. Our staff engaged in 3 'Visible Learning' Precision Planning and Teaching workshops in term 1. These workshops focused on further deepening our knowledge and understanding of the three phases of learning - surface, deep and transfer. Our professional development included researching the most effective instructional strategies to implement during each phase of learning and the effect size each strategy has on student learning. Our teaching staff set goals around using current student data to inform and drive the planning of implementing instructional strategies at the right phase of learning to accelerate student learning.

At the beginning of term 2, our staff engaged in a full day of professional development on the 6 + 1 Traits of Writing Model by Ruth Culham. This professional development was then continued with staff throughout the year and led by our Middle Leaders.

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.

2021 capitalised on our 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, staff meetings are explicitly actioned to align with the AAP, and goal in focus is clearly articulated prior to meetings commencement, to adhere to the culture of Visible learning embedded at the school. These middle leaders were called on during the remote learning experience to share their expertise and new initiatives with our staff. Our middle leaders joined the leadership team in term 1, in a CEM funded initiative 'Agile Leadership.' This Professional Learning helped us to narrow down our school focus and ensure we focus on our AAP taking small steps and completing them well.

2021 continued our solid work in developing Evidence Based Learning practices. Learning Walks tweaked with the implementation of GROW Coaching model of feedback, scheduled teacher peer observations to achieve staff learning and teaching goals in the aim to continue to nourish our interdependent culture and increase performance. 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. The COVID space ignited learning in ICT and we quickly realised that given the right context, learners can grow and achieve success with their learning.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

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.

Coaching- Pauline Zappulla

Anaphylaxis Training

NCCD PD- Robyn Thomson
 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
 Seesaw training
 SPA PD- Setting data targets
 Melbourne College of Theology RE PL
 Advent & Christmas PL - Nelson CEM
 Self Care through a Pandemic: Magnolia Way
 GROW Coaching Training commenced - leadership.
 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

Number of teachers who participated in PL in 2021	45
Average expenditure per teacher for PL	\$50

TEACHER SATISFACTION

There was no CEMSIS data collected in 2021.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	78.3%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	93.6%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	15.4%
Graduate	7.7%
Graduate Certificate	7.7%
Bachelor Degree	80.8%
Advanced Diploma	11.5%
No Qualifications Listed	11.5%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	39.0
Teaching Staff (FTE)	31.8
Non-Teaching Staff (Headcount)	22.0
Non-Teaching Staff (FTE)	20.5
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goals

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

Intended Outcomes

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

Achievements

In 2021 building school community partnerships became more important than ever and face to face events and opportunities were limited due to COVID-19 restrictions. Although this provided a challenge as all community initiatives needed to be undertaken remotely, the school rose to the occasion by thinking flexibly and innovatively to ensure community partnerships continued to strengthen and grow. All events were shared and documented on the school's social media platforms Instagram and Facebook. Some of the events that took place both remotely and face to face were as follows:

- Staff TikTok videos
- School Staff Dance- Positive Primer videos
- Parent Tips Sheets for Remote Learning
- SoGS E- Challenge Games
- National Day of Action against Bullying
- Exercise Time with students
- Whole school remote Dance Party Disco
- Scavenger Hunts
- SoGS- remote Movie Night
- Online assemblies
- Virtual recorded newsletters
- It's Showtime- The School of the Good Shepherd's take on the Melbourne Show:
- School of the Good Shepherd remote design your own showbag
- School of the Good Shepherd remote bake off

- School of the Good Shepherd remote colouring competition
- School of the Good Shepherd remote pet show
- School of the Good Shepherd remote fashion on the field
- School of the Good Shepherd remote dance off
- School of the Good Shepherd remote photography day
- School of the Good Shepherd remote construction zone
- School of the Good Shepherd remote design your own ride
- Dr Justin PL for parents supporting children in online learning
- SoGS Remote camp day
- R U OK Day Remotely
- 2021- Prep Welcome packs mailed out to all 2021 families
- School of the Good Shepherd Spoonville
- Footy Colours Day
- Book Week Parade
- Teddy bear's picnic
- Student of the week Honk, Honk awards- awards delivered by leaders
- SoGs Blogs launch- through Seesaw
- Guess the Teacher's Pet
- Teacher's favourite recipes shared
- Out and About Days P-6
- Athletics Carnival
- Prep Information Night
- Remote Christmas Carols
- Year 6 Graduation at the Drive ins
- Santa's Helicopter Visit
- St Vincent De Paul's annual Christmas hamper collection

PARENT SATISFACTION

No Data has been collected for parents Satisfaction in 2021