



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



School of the Good Shepherd

88 South Circular Road, GLADSTONE PARK 3043

Principal: Carmela D'Amato

Web: www.soggladstonepark.catholic.edu.au

Registration: 1735, E Number: E1285

Principal's Attestation

I, Carmela D'Amato, attest that School of the Good Shepherd is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 09 Apr 2024

About this report

School of the Good Shepherd is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

School of the Good Shepherd
is committed to the Gospel values of
belonging, compassion and growth,
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

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 three Catholic primary 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 and sections of Gowanbrae.

Whilst there are approximately thirty cultural groups represented in the school, there is no dominant cultural group represented. 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 2023 census we had 359 students enrolled.

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

School of the Good Shepherd is a community minded school. It welcomes 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

School of the Good Shepherd continues to build community connections, establish effective well-being practices and ensure our students and families feel a sense of safety through connection with our community. Our focus in Term 1 was to continue to build on the expectations for students, staff and the parent community to ensure that we all felt a sense of belonging in our space.

2023 saw a continued movement in staff with staff taking on new job opportunities or making career changes. School of the Good Shepherd saw the appointment of new staff members in various teaching and leadership roles, bringing positive experiences and expertise to our staff.

Fr Dishan Candappa remained a strong and steadfast Parish/School Community leader, encouraging all students and families to once again attend mass in person. Although there were still challenges with the numbers of family members attending Sacraments, it was encouraging to see so many people at mass once again. This added to the warm, connected feeling of the community of School of the Good Shepherd. As a faith community, we spent the majority of the year unpacking one of our three core school values of BELONGING. As a community we were able to articulate what belonging meant and how we show it in our everyday interactions.

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.

Our work with evidence based learning continued where, as a staff we independently explored and engaged in professional dialogue around Kath Murdoch's Power of Inquiry. We spent various staff meetings and Professional team meetings exploring how the inquiry process could be used to plan lessons effectively with both explicit instruction as well as fostering curiosity.

Habits of Mind (HoM), Accountable Talk Strategies 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 rigor of learning. We feel all three tools are now very much part of our learning and teaching culture and shared pedagogy.

At School of the Good Shepherd, we continue to build understanding around initiatives that enhance student well-being and self-regulation. Staff continue to engage in professional learning of the Berry Street Education Model, Zones of Regulation and Ready to Learn initiatives.

We continue to be extremely proud of the way in which students, staff and parents engage in the learning for all. Our students have shown resilience in the way they have transitioned back to on site schooling and continue to demonstrate a willingness to learn, be safe and keep each other safe. With Jesus as our role model, we continue to strive to speak kind words, do kind acts and love each other as Jesus loves us.

Carmela D'Amato

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To strengthen the Catholic Identity of the School of the Good Shepherd in dialogue with Faith, Life and Culture.

Intended Outcomes:

That staff capacity is built to design, implement and assess RE Curriculum that is rigorous, authentic, meaningful and relevant to all learners.

That the recontextualised Catholic Identity of the school is reflected, expressed and visible through dialogue, culture, traditions and its use of quality art, artefacts and iconography for classrooms and school environments.

Achievements

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. Staff, Students and the wider community had the opportunity to unpack and deepen their understanding of our core school value of BELONGING. Through rich dialogue, we are able to articulate a belief statement around BELONGING, as well as articulate what our principles and practices of this core value are. Students took an active part in planning for a parent workshop inviting responses from our parent community.

Parish/School links have continued to grow due to the weekly attendance and participation of Wednesday morning Masses. The response from staff and within the Parish community has continued to remain positive and acts as a foundation for future involvement within shared mass celebrations. 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.

Daily prayer and tradition continues to be honoured by all classes. 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 the Opening School Mass (mainly in term 1.) The school community celebrated the Sacrament of Reconciliation in Term 1. Eucharist in Term 2 and Confirmation in Term 3. 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 Sacramental workshops 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 CARITAS Catholic Social Teaching website proved a fantastic resource and was implemented in the curriculum through our 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.

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

- * Year level masses with the parish on a Wednesday morning
- * Year level family masses on Sundays
- * Faith Life Inquiries unpacking a big question connected to faith
- * Faith formation family nights
- * Sacramental preparation days

Learning and Teaching

Goals & Intended Outcomes

Goal:

To cultivate a learning environment that focuses on shared pedagogy based on evidence and achieving growth for all students.

Intended Outcomes:

That the school community all share common beliefs and practices around effective teaching and learning.

That all staff are proficient in the use of data and curriculum through rigorous, consistent and effective practice focussed on growth.

That all students will experience growth in Literacy, Numeracy and RE.

That all staff have a strategic professional learning plan for ongoing knowledge and development of skills to improve student learning.

That clear feedback systems and protocols are in place for the receiving and giving of feedback for the purposes of growth and development for all staff.

Achievements

Mathematics continued to be an area of focus taking part in an Intensive Maths partnership where our Yrs P-2 and Years 3-6 Maths Leaders was able to work together with our leadership team and Melbourne Archdiocese Catholic Schools maths consultants to formulate a goal for our students. The maths team was established and made up of classroom teachers and curriculum leaders. Our goals that we continued into 2023 were

To improve students engagement in Mathematics

To build teacher efficacy in teaching Mathematics

A focus for the year was to begin to conduct termly 'data chats' with our teachers. The Curriculum Leader in Maths met with each teacher for an hour to analyse and reflect on their data. This then gave them the opportunity to set a goal for themselves in their teaching. This was a goal that was then reviewed with the Curriculum Leader throughout the year as they came in to support in each class at least once during the week. Most of the teachers goals were based on differentiation and teacher focus group, truly supporting our goal of building teacher efficacy in the teaching of Mathematics.

In 2023, the staff at School of the Good Shepherd continued their work on Writing. Staff continue to encourage students to use Accountable Talk strategies as part of the High Impact Teaching Strategies used at School of the Good Shepherd.

In Term 1 we continued with a strong focus on Visible Learning embedding high impact teaching strategies for building assessment capable learners. Communication continued with parents through the use of SeeSaw as a platform for sharing learning and making learning visible.

Although there were still interruptions to students' learning due to the covid virus, students slowly but surely were able to settle back into the rigour of learning. Staff continued to also be affected by COVID, therefore at times classes were covered by intervention staff, leadership and specialist staff.

To continue to improve our student's writing skills, teachers were introduced to the Australian Criterion as a tool for collecting evidence and analysing the evidence to gauge where a student's understanding regarding writing was. This criterion was then assessed against by students and teachers to set targets for growth. Reading continued to be a focus for the students at School of The Good Shepherd, utilising BAS as a teaching tool for assessing a child's reading capability.

Student Learning Outcomes

2023 saw the introduction of NAPLAN online for all areas except for Writing for Year 3s. NAPLAN data reminded consistent with state data for Year 3s where the median was higher than or very close to the state data. This showed a growth in trend data between 2021 and 2023.

Year 5 trend data showed growth in all areas except for maths which is being targeted through our Intensive Partnership involvement.

School of the Good Shepherd continues to utilise Essential Assessment, PAT and Fountas and Pinnell as data collection for evidence of growth.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	428	63%
	Year 5	474	55%
Numeracy	Year 3	408	67%
	Year 5	459	53%
Reading	Year 3	421	78%
	Year 5	482	75%
Spelling	Year 3	421	74%
	Year 5	475	70%
Writing	Year 3	428	87%
	Year 5	490	81%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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 ten Child Safety Standards and embed a culture of 'no tolerance' for child abuse as stated by the Ministerial Order 1359.
- 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
- Introduced Year 2 to Year 6 ACER Social and Emotional Survey to help gather data on student wellbeing to further inform our wellbeing planning here at school.
- Introduction of MHiPS (Mental health In Primary Schools)
- Introducing the Mental Health and Wellbeing Leader (MHWL role) to staff during a staff meeting including explaining the role is not a clinical role, however it is designed to be a proactive focus for mental health and wellbeing. Discussed the difference between Mental Health and Wellbeing and asked for staff feedback around how the MHWL role can best support teachers and students.
- Beginning small social groups with a targeted focus to support students in problem solving friendship issues out on the yard, managing conflict, de-escalation and building resilience.
- Supporting teachers to continue to build family partnerships by meeting with families and teachers to discuss mental health and wellbeing concerns.
- Listening to family concerns and creating plans to best support student's wellbeing.
- Liaising with external providers when necessary.

- Collaborated with the Wellbeing and Learning Diversity team to implement and promote whole school approaches to mental health and wellbeing

Social and Emotional learning (SEL) and wellbeing topics were integrated into learning & teaching throughout the year. Staff continued to teach lessons from Berry St Education Model and/or other SEL programs such as Respectful, Rights and Respectful Relationships (Chapters 1 to 6 only), 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 to.

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. New staff members were trained in the Berry St. Model to ensure teacher efficacy. Each class had a Zones of Regulation chart and a Ready to Learn Scale. This served as a visual prompt where students could plot how they were feeling and draw on strategies to regulate within each zone. 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 identify coping strategies to help them prepare for learning. All of this is based on the notion that in order to learn and to form relationships with others, we need a well regulated body.

BSEM continues to support a number of whole school initiatives we already have in place at our school such as the importance of relationships, Growth Mindset, Mindfulness and Evidence Based Learning Practices. Mindful practice on the Tiger Turf was introduced in 2020 and continues to be a constant strategy that is used daily 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.

2022 also saw the introduction of 11 Child Safety Standards as opposed to the 7 originally introduced, we also moved to a new Ministerial Order 1359.

Our school continues to comply with the 11 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 2022 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 at lunchtimes with specific students by co-educators, teachers and leaders. The focus of these sessions was to give students opportunities to interact with others and to have fun with peers to build connection
- 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

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

MACSIS data in 2022 saw a dip in student results around school safety, however 2023 saw an increase in student safety at school with 70% of students responding that they felt physical and psychological safety.

Student Attendance

Throughout 2022, attendance was sporadic due to the changes in restrictions surrounding the rules of anyone testing positive to COVID. Towards the beginning of the year, students still needed to remain at home if they or a family member tested positive. These restrictions were slowly lifted towards the end of the year, however absences continued to occur throughout the year.

Average Student Attendance Rate by Year Level	
Y01	92.8%
Y02	91.2%
Y03	92.4%
Y04	90.4%
Y05	91.0%
Y06	89.8%
Overall average attendance	91.3%

Leadership

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

The 2023 school year began with a change in leadership structure with the appointment of a new Religious Education Leader and Learning Diversity Leader. Where these roles were once carried out by one person, these roles were now separated.

The leadership team continued their work around the AITSL model for instructional rounds, ready for implementation in 2024. Instructional Rounds will form the basis of our school improvement plan and Learning and Teaching framework.

Fr. Dishan Candappa continued to be a prominent leader in our community and has worked tirelessly to establish positive relationships with the two schools and welcomed the initial stages of our third parish school. He was a very welcomed presence among the school community.

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, being instrumental in the implementation of regular stand up meetings. Our middle leaders continued to join the leadership team in term 1, in a MACS funded initiative 'Aspiring leaders.' 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.

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.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

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- Rosa wilkinson

Anaphylaxis 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

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

Resilience First Aid Training

Number of teachers who participated in PL in 2023

50

Average expenditure per teacher for PL

\$50.00

Teacher Satisfaction

Teacher satisfaction continues to be of utmost importance when maintaining a positive school culture. Our MACSIS data shows strengths in the areas of staff- leadership relationships, psychological safety, professional learning, collaboration in teams and Catholic Identity.

Teacher Qualifications	
Doctorate	0.0%
Masters	10.7%
Graduate	7.1%
Graduate Certificate	3.6%
Bachelor Degree	50.0%
Advanced Diploma	14.3%
No Qualifications Listed	14.3%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	46
Teaching Staff (FTE)	36.4
Non-Teaching Staff (Headcount)	28
Non-Teaching Staff (FTE)	26.4
Indigenous Teaching Staff (Headcount)	0

Community Engagement

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 2023, we worked tirelessly to establish a parent delegate group, made up of 3 parents and a staff member. This was to build on the Parent Liaison role that was established in 2022. This group of parents worked consistently with our school sustainability leader to continue to encourage parent participation and engagement.

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:

- National Day of Action against Bullying
- Easter Bonnet Parade
- Classrooms open for Celebration of Learning
- Assemblies open for parents of year levels
- Celebration of our 4 House saints, renaming four areas of the school with 4 saint names.
- R U OK Day
- 2024- prep enrolment interviews
- Footy Colours Day
- Book Week Parade
- Teddy bear's picnic
- Out and About Days P-6
- Athletics Carnival
- Prep Information Night

- Christmas Carols
- Year 6 Graduation
- St Vincent De Paul's annual Christmas hamper collection
- 'THE ARTS' celebration night

Parent Satisfaction

Our data indicates that parents are engaged with our school, sharing their positive experiences with other families. Parents have shown that they value the opportunity to speak with their child's teacher as well as being asked to participate in their child's learning experiences. Attendance at our termly celebrations of learning have been positively welcomed by students and staff.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.soggladstonepark.catholic.edu.au