



With the Good Shepherd as our guide, working together to nurture and develop the whole child.

**Good Shepherd School Values:**

***Respect, Compassion, Responsibility and Excellence***

**Motto: Living in Faith, Love and Laughter**

***In faith, love, and laughter we grow to become respectful, responsible and compassionate individuals who always strive for excellence within ourselves and our community.***

# STRATEGIC INTENTS | 2025

Strategic intents should be drawn from and complementary to CECWA's Strategic Directions (2019-2023) with the necessary alignment and recognition to the context of the school. Strategic intents are developed through a school-wide consultative process. The strategic intents are broad goals and success factors that can be articulated in more detail and action through the iterative School Improvement Plan. Through the cycle of strategic planning, when CECWA's Strategic Directions are renewed, a school will factor this in when its next cycle of strategic consultation and generation of new intents over a three-year period occurs.



## CATHOLIC IDENTITY Inspiring Christ-centred Leaders

GOALS	SUCCESS INDICATORS	QCE LINKS
<ul style="list-style-type: none"> <li>Building an understanding of the school/parish charism by exploring the history of the church and school.</li> </ul>	<ul style="list-style-type: none"> <li>Staff, student and community understanding of the history of Good Shepherd school.</li> </ul>	1.1b 1.1e 1.2a
<ul style="list-style-type: none"> <li>Further develop the knowledge of the children and the staff of the cognitive aspects of the RE curriculum and catholic traditions to develop their own personal catholicity.</li> </ul>	<ul style="list-style-type: none"> <li>Staff develop an understanding of:                             <ul style="list-style-type: none"> <li>The significance of praying with our students throughout the school day.</li> <li>The significance and meaning of traditional and contemporary catholic prayers and how to incorporate this when teaching students</li> <li>Their own faith and gain opportunities to connect/reconnect with God.</li> </ul> </li> </ul>	4.1b



## EDUCATION Catholic Schools of Excellence

GOALS	SUCCESS INDICATORS	QCE LINKS
<ul style="list-style-type: none"> <li>Developing consistency of the structure of numeracy dedicated time to include a focus on fluency and mental arithmetic, through staff attendance (K and PP) at Early Years Maths PD project.</li> </ul>	<ul style="list-style-type: none"> <li>A continued positive incline of math results in standardized tests (incl. NAPLAN).</li> </ul>	2.3c & 2.3e
<ul style="list-style-type: none"> <li>Enhance classroom pedagogy in the teaching of Reading skills to ensure a greater proportion of students are achieving beyond the middle band, under the guidance of Liz Harper.</li> </ul>	<ul style="list-style-type: none"> <li>A higher proportion of students achieving results in the top 20% band of PAT tests and NAPLAN results.</li> </ul>	2.3c & 2.3e



## COMMUNITY Catholic Pastoral Communities

GOALS	SUCCESS INDICATORS	QCE LINKS
<ul style="list-style-type: none"> <li>Increase Parent Engagement in student learning and community                             <ul style="list-style-type: none"> <li>-parent education</li> <li>-parent/teacher communication</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Successfully working with the Parish community and Parent sub-committee, team of 4 parents to organize meaningful and relevant "parent forum" sessions throughout the school year, led by this group that are well attended by the parent community.</li> </ul>	3.2
<ul style="list-style-type: none"> <li>Continue to develop the URStrong whole school friendship strategy as a program to enhance student well-being in conjunction with the completing the staff PD of the Berry Street Education Model.</li> </ul>	<ul style="list-style-type: none"> <li>Identify an improvement in baseline data collected in building positive friendships, measured in School Climate surveys.</li> <li>Measure a reduction in incidents in the classroom resulting in calmer teaching and learning environments.</li> <li>Improvement across the school in areas including:                             <ul style="list-style-type: none"> <li>- Self-regulation</li> <li>- Relationships</li> <li>- Well-being</li> <li>- Academic Achievement.</li> </ul> </li> </ul>	3.1b 4.3a 4.3c 4.3d



## STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

GOALS	SUCCESS INDICATORS	QCE LINKS
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<ul style="list-style-type: none"><li>• Work with the CEWA Aboriginal Education Team, in conjunction with the City of Armadale to design and implement an “On Country Bush School Program” within the school.</li></ul>	<p>A clearly written Bush school philosophy and education program that demonstrates respect for aboriginal people and culture, promotes agency and recognizes the aboriginal people as the original custodians of the land.</p> <p>Focus to include:</p> <ul style="list-style-type: none"><li>- A cultural competency survey completed by staff</li><li>- Continued connection with Big Brother/Little Brother cultural leadership program</li></ul>	<p>3.1d</p> <p>NQF – Principle 4</p> <p>NQS – Quality Area 6</p>



In considering the school’s Strategic Intents over the next three years in Catholic Identity, Education, Community and Stewardship, together with the iterative Improvement Goals (collectively the Catholic School Improvement Plan), priority also needs to be placed on identifying faith formation and mission objectives. These are the foundation to any school improvement goal setting and can permeate across all four pillars.

It is recommended schools focus on three goals across a three-year period. The template below has been provided to schools at Evangelisation Planning workshops over the past 4-5 years and may be modified to suit the school’s context. It is primarily based on staff formation because staff cannot effectively evangelise students unless they themselves are suitably formed. The following link to the [Accreditation for CEWA SharePoint](#) may provide a valuable resource for schools. This plan should be reviewed annually and schools are encouraged to utilise support from CEWA’s Faith Formation Team. These goals are to be incorporated and infused through the Catholic School Improvement Plan.

## Staff Formation Planning 2025-2027

Focus Area	Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring and Progress
<b>WITNESS</b> <ul style="list-style-type: none"><li>Examples of expressing the divine within</li><li>Raising awareness of the presence of Jesus</li></ul>	Creation of Sacred Spaces in line with the Liturgical Season Supporting and raising awareness of Catholic Agencies e.g. Caritas, Life Link, Catholic Mission, St Vincent De Paul Christmas Appeal. Working to enhance family relationships with the parish to deepen support for their faith. School Behaviour Management Policy reflects the pastoral care and respect for all students. This is developed through the lens of Trauma Informed Practice through the Berry Street Education Model.	Opportunities for Staff, students and parents to develop their knowledge of Faith, spirituality and Catholicity through prayer, liturgies, liturgical singing, information sessions, staff PD , retreat days, regional PD days and Religious Education Sessions.  Pastoral Care of staff, students and families during Staff Meetings and correspondence with parents.  Staff to review Behaviour management policy through the lens of Trauma Informed Practice.	Throughout 2025-2027	Leadership Team Parish Priest Catholic Institute Caritas Education and Faith formation Team Life Link Resources Good Shepherd Parish Catechists, Parish priests, Parish council and St Vincent De Paul Society Berry Street Education Model training days URStrong program resources	Staff demonstrate deeper understanding and commitment to the Catholic faith and culture  Staff facilitating meaningful Liturgies and Eucharistic Celebrations  Witnessing example of staff using sacred spaces in the school and school environment  Witnessing staff’s management of students and parents within the community. Calmer classroom environments and a decline in behaviour management issues brought to the office.	Evangelisation Planning Day  Classroom Audit  Regional PD days in Religious Education and Berry Street Education Model
<b>CALL TO FAITH</b> <ul style="list-style-type: none"><li>Themes</li><li>Beliefs</li></ul>	Meaningful teaching of Religious Education Units of work and linking it to cross-curricular learning experience Feast Days eg. Feast of the Good Shepherd, Assumption, All Saints, Ash Wednesday, Harmony Day, Sorry Day, NAIDOC week.  Deepening staff understanding of the Church teachings and cognitive aspects of the RE curriculum through some professional development as a whole staff each year and regular visits/contact with our RE consultant, Lisa Harrison.	Staff develop a meaningful & personal relationship with Jesus by deepening their understanding of Catholic beliefs and teachings.  Develop the staff’s understanding of the Catholic teachings and cognitive aspects of the RE curriculum.	Whole staff RE professional development day at the end of 2024.  Staff accessing Accreditation courses and participating in RE PLC meetings during the school year with Lisa Harrison.	Leadership Team Parish Priest  Consultant Leadership Team External RE Faith Formation Presenter  CEWA Sharepoint Accreditation opportunities  RE Sharepoint resources  Lisa Harrison, our CEWA RE consultant	Staff Feedback  Professional Learning	School Climate Survey REA data Community participation in school and parish events/masses Supporting Catholic agencies through fundraising events.
<b>CALL TO GROW IN DISCIPLESHIP</b> <ul style="list-style-type: none"><li>Apostle’s Creed</li><li>Sacraments</li><li>Life in Christ</li><li>Christian Prayer</li></ul>	Sacraments of Reconciliation, First Holy Communion and Confirmation Fostering a sense of hospitality, empathy, and forgiveness Pastoral Care Policy	Through the preparation of the Sacraments parents are reconnected and educated on the Sacraments and Catholic teachings Through the teaching of the school Loretto Values, staff, parents and students demonstrate the values of Respect, Responsibility, Compassion and Excellence in the way they treat others, go about their work and conduct themselves in every day life.	Throughout 2022-2024	Leadership Team  Classroom teachers  Parish Priest  School Values Certificate  School Signage reflecting the school values  The Family Virtues Guide: Simple Ways to Bring Out The Best in Our Children and Ourselves Linda Kavelin Popov, 1997, Publisher: The Penguin Group, New York	Staff leading mindful and meaning prayer using Scripture. Results in School Climate Survey Reflecting Catholic Culture School Climate Survey Parent, student and Staff feedback from Strategic Planning Sessions Monitoring and successful maintenance of positive relationships and behaviour from staff, parents and students	Preparing the mass to align with relevant themes and needs of the students and community Modelling of the four School Values: Responsibility, Respect & Compassion -Excellence Students, staff and parents abiding by the school Codes of Conduct and Behaviour Management Policy  School Climate Survey

# Improvement Goals

**School:** Good Shepherd Primary

Year: 2025

The Improvement Goals are not intended to capture all the strategic activities of a school but rather prioritise the key areas of focus that will have the highest impact on realising sustained and relevant improvement. Schools are encouraged to limit the number of goals established to maximise depth and impact of strategy. Similarly, this is an iterative document that aligns with the ongoing nature of change that occurs in a school in order to embed processes and practices that lead to a quality Catholic education. Regular monitoring, review and updating of these goals is encouraged and schools may find the addition of notes and/or appendices to capture significant milestones and achievements useful in celebrating success and establishing the next iteration of improvement goals.

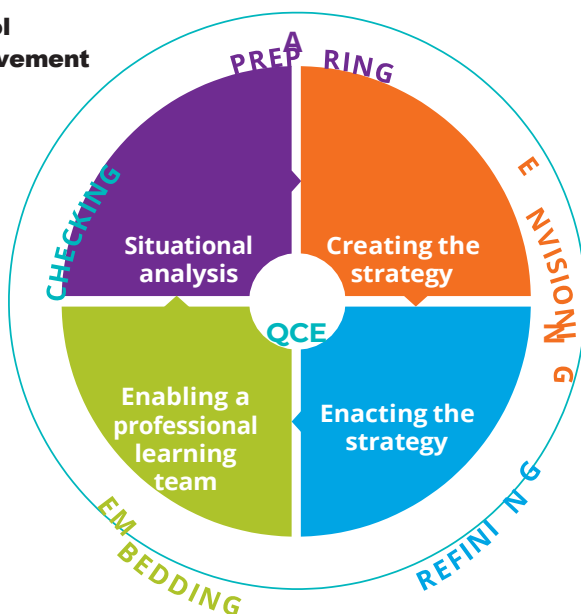
There is an expectation that at least one goal for Aboriginal education and Early Years education (if relevant) be included.

## INFORMED BY EVIDENCE FROM

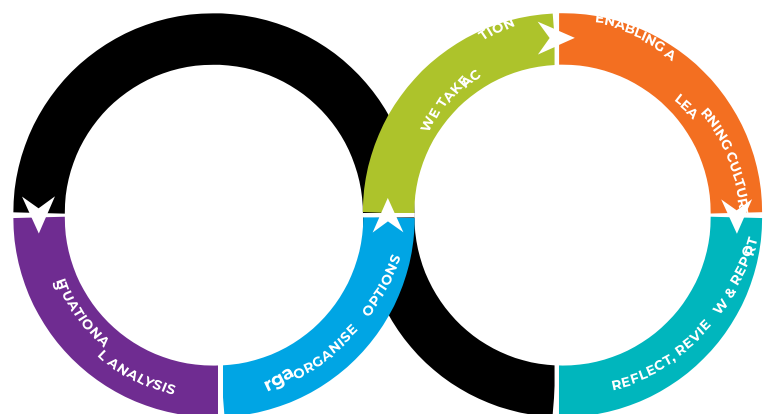
- Staff Formation Planning
- Quality Catholic Education guiding principles, frameworks and processes
- CECWA Strategic Directions (2019-2023)
- School Strategic Plan
- National Quality Standard (NQS) Audit
- Aboriginal Education / AEIM: Aboriginal Education Improvement Map
- Curriculum requirements
- Student data analysis, e.g. Power BI & other achievement data, attendance, wellbeing etc.
- QCE School Review (QCSR)
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)
- School improvement processes

## ONGOING EVALUATION

**School improvement cycle**



**Sower inquiry method**



CATHOLIC IDENTITY

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Increase the capacity of the staff and students to confidently describe the School / Parish charism and history.	The four new staff members, including the Principal, will research the relevant information about the school and parish including interviewing long standing members of the Good Shepherd community, to enhance the Faith, Story and Witness knowledge at Good Shepherd.	Project completed in preparation for the 50 <sup>th</sup> anniversary of Good Shepherd community in 2027.	Historical documents available in school office. Liaising with long standing members of the GSK community.	Identifying the confidence with which the staff discuss the charism of our school and share this information with students.	Increasing the student's knowledge of their school's charisma.

EDUCATION

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Enhance consistency in the structure of numeracy dedicated time across the school to include a focus on fluency and mental arithmetic.	Focus on NDT and the promotion of Maths fluency and mental arithmetic during “planning meetings” with each teacher. Focus in Maths cluster PLC's facilitated by Renee Guazzelli and Deb Glorie. K/PP teaching staff attend Maths Early Years PD project in 2025. Network cluster meetings with St Jude's once a term, week 4. Whole day Maths PD with St Jude's, facilitated by Jenny Jongst.	Focus continues throughout 2025.	PRIME Maths book used in Years 3 and 4.  Maths support provided in Year 3 and 4 for 1 or 2 sessions per week, principal as an extra teacher in the room.	Continued positive incline in Maths results, participation in the number strand, in standardized tests (including NAPLAN and PAT testing).	Principal - Paul Hansen Assistant Principal – Deb Glorie Curriculum Leader – Renee Guazzelli
Enhance classroom pedagogy in the teaching of Reading skills to ensure a greater proportion of students are achieving beyond the middle band.	Initial PLC late T1 to initiate the focus in Reading by looking at data and practice across the 2 clusters. Liz Harper continue to work with staff throughout 2025, I PLC visit each semester with a specific Reading Comprehension focus. Begin implementation of the structured synthetic phonics program, UFLI across K-3. Introduce Tier 3 literacy intervention for 4 students in our school, one student in Years 3, 4, 5 and 6.	Focus throughout 2025.	Explore more contemporary assessment tools for Reading across the school e.g. Chips Early Literacy Screener, Dibels Reading Assessment	Greater number of students moving from middle 60% band to top 20% band. Improved data in NAPLAN and PAT-R results	Principal – Paul Hansen Assistant Principal – Deb Glorie

COMMUNITY

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
<p>Increase Parent Engagement in student learning and community involvement.</p> <p>We have initiated a Parent Forum process to have a sub-committee of parents join the principal in coordinating forum for parents to discuss some aspects of parenting that are pertinent/challenging for them, and at the same time, building parent networks in our community.</p>	<p>A sub-committee of 4 parents to join the principal in shortlisting pertinent topics which will be presented to the school community in the form of a survey to further prioritise the topics to increase the potential for attendance by parents.</p>	<p>Sub-committee begin the process in first half of Term 1.</p> <p>Aiming for one parent Forum meeting per term for 2025.</p>	<p>Sub-committee research information pertinent to the topics selected by parents to prepare for the forums to ensure they are informative, productive forums that support families being challenged by some aspects of parenting in today's times.</p>	<p>Level of engagement pf parents identified by level of attendance at the Parent Forums.</p>	<p>School Leadership Team will monitor this, engage with parents informally in the carpark as well.</p>
<p>Continue to develop the URStrong and Berry Street Education Model to enhance student and staff well-being with the intention of it positively impacting on student learning.</p>	<p>Complete Berry Street Education Model training by the end of 2025. Staff also to complete Character Strength training PD in Term 1 2025.</p>	<p>Parents informed of these programs at the Parent Information Evening in week 3, 2025. BSEM to be completed mid 2025. Character Strength PD Term 1, 2025.</p>	<p>BSEM website. URStrong website and training modules.</p>	<p>Incline in academic data in NAPLAN and PAT testing.</p> <p>Reduction in behavioural concerns across the school.</p>	<p>Assistant Principal – Diana Newman</p> <p>Assistant Principal – Deb Glorie</p> <p>Principal – Paul Hansen</p>

STEWARDSHIP

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
<p>Work with CEWA Aboriginal Education team to design and implement an “on country bush school” program</p>	<p>Initiate contact with Sandra Brogden and Heather carter-Sullivan to get them out to Good Shepherd again to develop some momentum with this initiative.</p>	<p>The focus for this program will be in Terms 2 and 3 while the weather is cooler and the bush area is safer.</p> <p>Cultural competency survey completed in Term 1.</p>	<p>Aboriginal Education team at CEWA.</p> <p>Cultural Competency survey.</p>	<p>Building the knowledge of staff and students in our community.</p>	<p>GSK Leadership Team.</p>





## Mapping review and progress against the improvement goals

[illegible]





## School Improvement Review and Progress Milestones

[illegible]



## School Improvement Review and Progress Milestones

[illegible]

