

GOOD SHEPHERD CATHOLIC
PRIMARY SCHOOL KELMSCOTT



2025

SCHOOL PERFORMANCE DATA
ANNUAL REPORT

TO PARENTS AND COMMUNITY

(Unless otherwise stated this data is correct to 30 June 2026)

Dear Parents,

The Australian Government accountability regulations require schools to report specific information on school performance to their community. This data is in the form of an annual report that is made available each year by June 30 to all members of our school community through the school website.

Some of the information included in this report has already been shared with the school community at events such as:

- School Advisory Council meetings
- Parent Information Evening
- School Newsletters
- School website

The information is collated here for reporting purposes.

Best wishes

A handwritten signature in black ink, appearing to read 'Paul Hansen'.

Paul Hansen
Principal

School Performance Information – Contextual Information

Good Shepherd Catholic Primary School was established in 1977 by the Loreto Sisters and is located in Kelmscott. The school is a single co-educational primary school (PK-6) with an enrolment of 214 students. The school's Strategic Plan focuses on the key pillars of: Catholic Identity, Education, Stewardship and Community. The Religious Education program provides opportunity for liturgical celebrations and support for the sacramental program. As part of the ongoing mission of the Church, Good Shepherd School recognises the importance of evangelisation. The school offers a comprehensive educational program including the specialist areas of Music, Physical Education, Science and LOTE (Italian). Incursions, camps and excursions enhance the child's learning and social development. The school identifies the importance of parental involvement through an active 'Parents and Friends Association' with their role being a well-balanced mix of community building and fundraising. The school is enriched by a supportive school advisory council.

Students come from a diverse range of socio-economic advantage from Kelmscott and the surrounding suburbs. Aboriginal student enrolments are continually growing and welcomed at Good Shepherd. Good Shepherd offers an inclusive education program catering for students from all backgrounds and learning abilities with a strong focus on well-being to support learning. Enrichment programs, specifically in literacy and extension programs in maths as well as extra-curricular programs in music and sport cater for a range of interests and abilities.

Teacher Standards and Qualifications

All teaching staff are registered with (TRBWA) Teachers Registration Board of Western Australia.

Teaching Qualifications held by staff:

- 1 Diploma of Teaching
- 1 Graduate Diploma of Teaching
- 11 Bachelor of Education
- 1 Bachelor of Music
- 1 Master of Teaching
- 3 Master of Education
- 1 Masters in Leadership and Management

Workforce Composition

- Female Staff – 25
- Male Staff – 5
- Teaching Staff 60%
- Non-Teaching Staff –40%
- Indigenous Staff – 0%

Student Attendance at School

Average student attendance rate by year level:

- Kindergarten: 90%
- Pre-Primary: 89%
- Year 1: 90%
- Year 2: 91%
- Year 3: 84%
- Year 4: 90%
- Year 5: 90%
- Year 6: 91%

Process for managing non-attendance

If a student is absent for any reason, a written note, email or phone message must be given to the school as an explanation of why the student is absent. An SMS is sent out to the parent on the day of the absence and a follow up phone call is made if no response has been given. The school will send home an 'Absentee Note Request Form'. If there is no response from this note after several days, the matter is referred to the Principal. If after making thorough enquiries, the Principal either has received no explanation for the student's absence or

is not satisfied that the explanation is genuine, the matter is then referred to the School Welfare Section of the Education Department, Western Australia.

Better Fairer Schools

The Better and Fairer Schools Agreement (2025-2034) is an agreement between the Commonwealth, states and territories to help create a better and fairer education system for all students. As part of this agreement all CEWA schools have identified improvement measures for NAPLAN reading and numeracy.

By 2029, in NAPLAN Reading and Numeracy:

1. Increase the proportion of students in the Proficient categories by at least 10%
- 2a. Reduce the proportion of students in the Needs Additional Support proficiency level by at least 10%
- 2b. Move at least 10% of students from the Strong proficiency into the Exceeding proficiency.

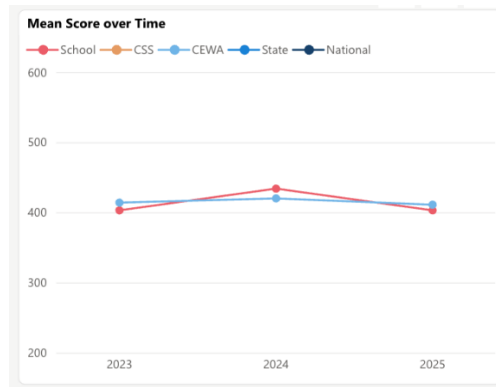


NAPLAN

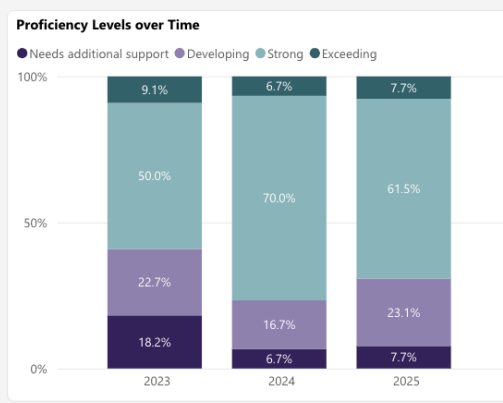
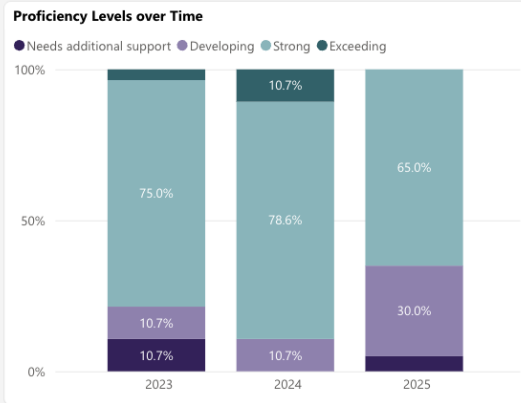
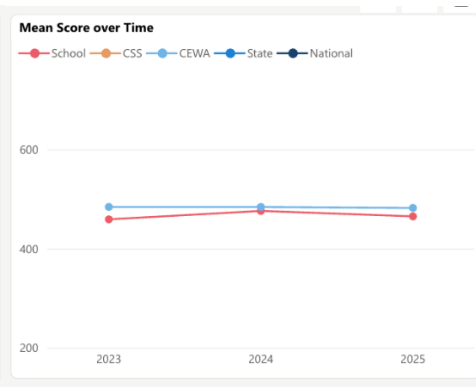
Writing

Although there has been a slight decline in the mean score noted across both Year 3 and Year 5 the overall trend is quite stable when comparing data with 2023 and 2024. Mean scores for both year levels are slightly lower than the CEWA comparative mean scores. There is a good proportion of students in both year levels performing within the strong proficiency level, with a slight increase in the percentage of students within developing.

Year 3



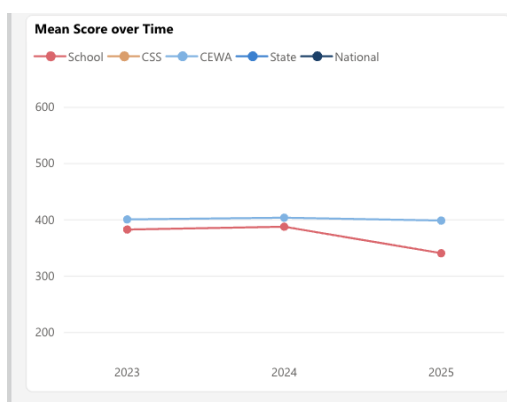
Year 5



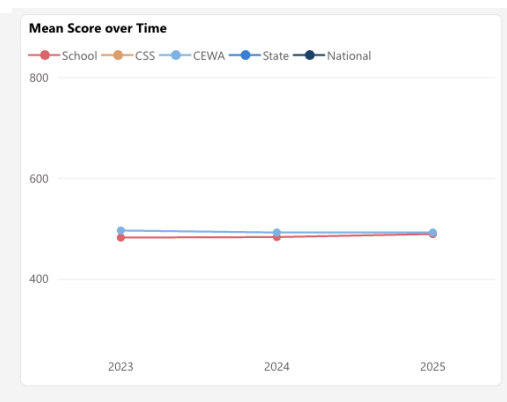
Reading

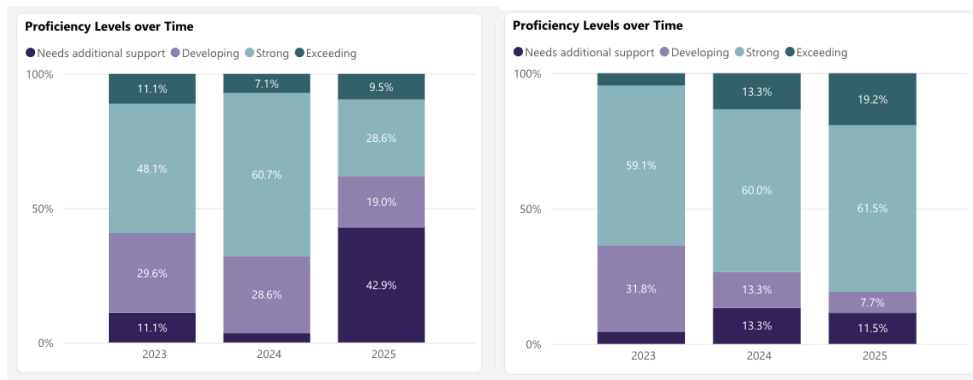
Year 3 data demonstrates a significant reduction in mean score between 2024 and 2025, due mainly to the larger proportion of children in Year 3, 2025 with either a learning difficulty or EAL/D background. Year 5 represents a stable trend in the mean scores over time. The percentage of students within the needs additional support proficiency level has increased for 2025, the year 5 data continues to show a good proportion of students within the strong and exceeding proficiency levels.

Year 3



Year 5

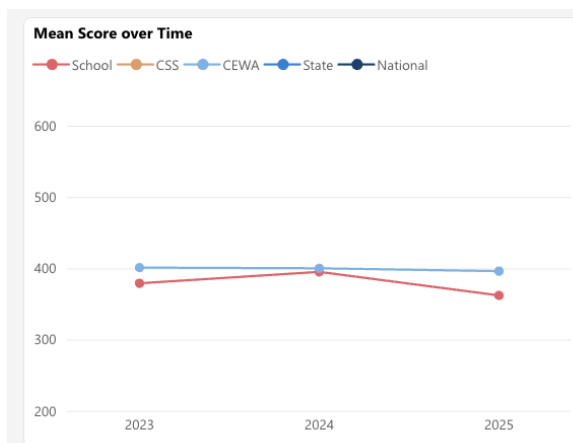




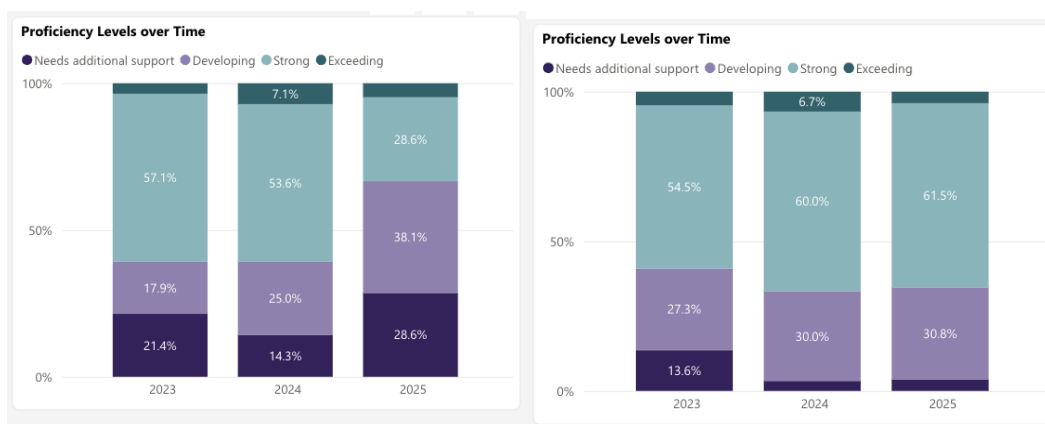
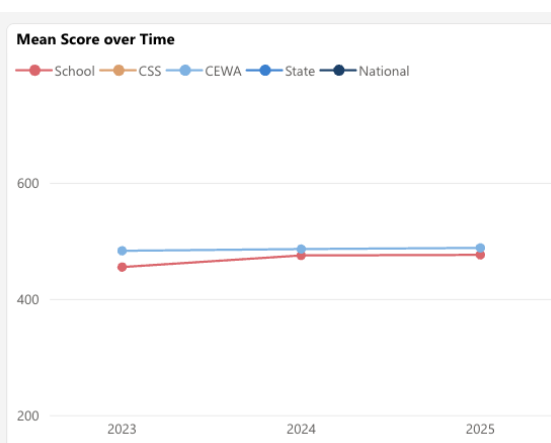
Numeracy

Year 3 mean score shows a downward trend, with year 5 remaining stable when comparing with 2024. The percentage of students within the developing and needing support proficiency levels has increased for Year 3, due mainly to the larger proportion of children in Year 3, 2025 with either a learning difficulty or EAL/D background. The percentage of students within each proficiency level continues to be stable.

Year 3



Year 5

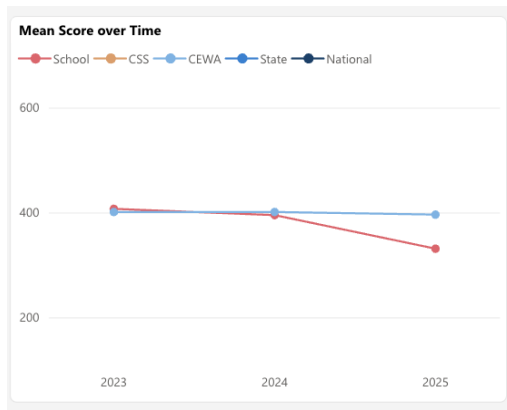


Language Conventions

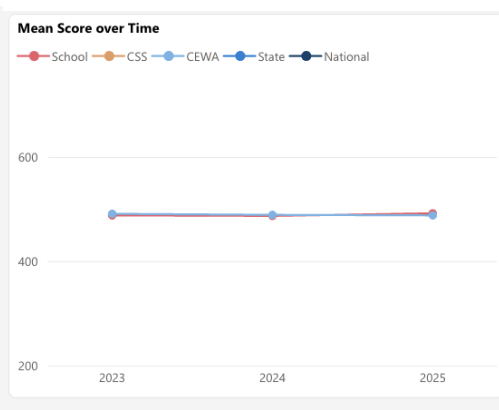
A downward trend is noted for Year 3 for both spelling and grammar, with Year 5 continuing to demonstrate stable data for both areas.

Spelling

Year 3

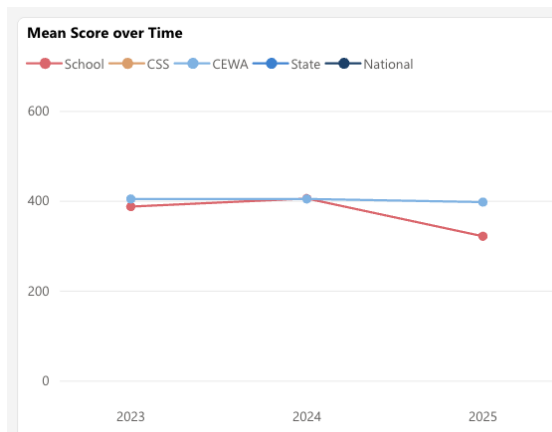


Year 5

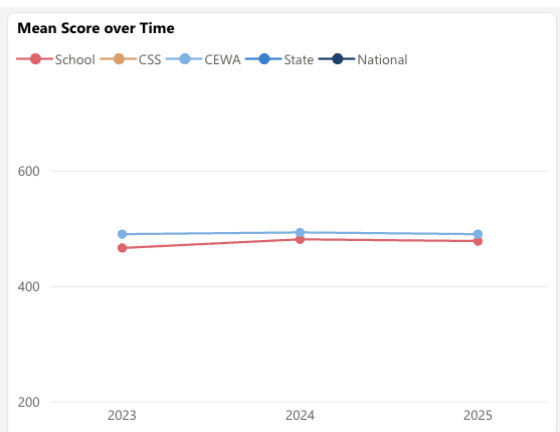


Grammar

Year 3



Year 5



Parent/Student/Teacher Satisfaction

Some information/thoughts shared by parents on a recent School Climate survey document:

- They acknowledge play as an important way for children to learn and have animals on site and have bush school.
- I was directed to the school by someone who spoke very highly of the leadership team at the school.
- The school's openness to be flexible to educate my children as people with individual needs is appreciated.
- The school has a very good reputation, like the values, I feel comfortable leaving my child knowing he is in safe hands.
- Mr Hansen. I want to thank you for all the support you have given my family and especially my children, it has been a great blessing and a guardian angel. My children are very happy to be studying in this wonderful school and our family is very grateful for helping us to have a home where we can fulfill our goals in this country. Thank you because despite knowing each other very little, you gave us more than anyone else would have given. I hope to learn the language soon so we can communicate better and thank you for so much.

School Income

Financial Information for Good Shepherd Catholic Primary School is available on the MySchool website published 2024. <https://www.myschool.edu.au/school/48966/finances>

Post-school

Secondary school destination from our 2025 cohort include:

Lumen Christi College 11

St John Bosco College 8

Mazenod College 4

John Wollaston 3

Salvado Catholic College 2

St Brigid's College 1

Mercedes College 1

Southern Hills Christian College 1

School Improvement Planning

As a school community, we continue to work through a data informed process to identify school priorities to continually refine our curriculum delivery to enhance our academic standards in our school community.

Our current priorities include:

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 and continue to prioritise the formation of staff for mission.

Strengthening whole school Teaching and Learning by implementing data informed instructional practices resulting in measureable improvements in student engagement, progress and achievement. The aim is to increase the proportion of students who are achieving in the exceeding category in NAPLAN for reading.

Strengthening whole school Teaching and Learning by implementing data informed instructional practices resulting in measureable improvements in student engagement, progress and achievement. The aim is to increase the proportion of students who are achieving in the exceeding category in NAPLAN for Mathematics.