



# Good Shepherd Primary School

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Catholic Schools  
Parramatta Diocese

# 2024 Annual School Report



## Introduction

### **About the Annual School Report**

Good Shepherd Primary School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

## Key Messages

### From the Principal Ms Anita Knezevic

I am proud to present to you the 2024 Annual School Report for Good Shepherd Primary School, Plumpton.

Our mission is to be a contemporary centre of learning which integrates gospel values and quality education, whilst focusing on the needs of the children in a changing and complex world. In keeping with our motto, Peace and Joy, we share our faith and work together to develop in each community member a love of learning.

We were fortunate to attract a government grant and special project finance from the Catholic Schools Diocese of Parramatta (CSDP) to build a new learning space for Stage 3. Our facilities are modern and functional.

We follow the model of Jesus, the Good Shepherd, who inspires us to hope in the future and to set high standards for our students. We encourage all children to accept responsibility for their learning and behaviour, and to become confident, independent, creative thinkers who will contribute to a just society. We do this by:

- Ongoing formation in faith for our staff and children so that they come to know the significance of Christ in their lives
- Professional development in effective practices for literacy, with a specific focus on sentence structures when writing.
- Professional development of all teachers, Kindergarten to Year 6 (K-6), in effective practices for numeracy, focusing on student assessment and tracking of student progress
- The skilling of specialist teachers through the Extending Mathematical Understanding (EMU) program to support at risk students in numeracy
- The skilling of intervention on teachers for at risk students in reading through the Reading Recovery program for Year 1 students.
- Excursions and Incursions to provide learning experiences for students to broaden their world beyond the classroom.

Many extracurricular activities occurred this year including:

- STEM MAD events at local high schools
- Sporting events
- Showcasing of talent school band lessons.
- Captivate performances.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and

carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

### **From the Parents/Carers**

The parents of the school would like to acknowledge the leadership team, teachers and supporting staff of Good Shepherd Primary School for their ongoing and constant dedication to the students and all of the school community.

As parents we have a profound appreciation and respect for our wonderful teachers and support staff for their skills and professionalism, for their personal qualities and patience to care for each student tending to their individual educational and emotional needs, their social development and spiritual journey.

The school keeps an open line of communication for any questions or suggestions parents might have. We are always treated with respect and no question is left unanswered. Teachers are constantly giving parents feedback on how to improve the students' outcomes. The school, through Compass and Facebook, keeps the parents up to date with the weekly newsletters and any important information and reminders.

The individualised approach to learning and teaching opportunities provided to the students are vast, with students able to engage not only in traditional academia, but also in creative arts, drama, music and sports.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

### **From the Students**

Good Shepherd Primary School has given everyone a chance to live in peace and joy. As the 2024 school captains, our experiences over the past seven years have taught us to treat each other with respect and kindness. With our community ranging over a variety of nationalities, all of us have shown that we can work together and create many bonds between all of the 637 students in this school.

This school's community has been generous and supportive through our fundraisers and donations including Mufti days, Easter Raffles and the Book Parade. Our school also collected a huge amount of food for the St Vincent De Paul winter appeal which was then distributed by the parish to those in need. Throughout this year the school has given the students many sporting opportunities such as, basketball, touch football, soccer, netball, swimming, athletics etc. We all had the chance to try out for the teams and to represent Good Shepherd Primary. Good Shepherd Primary School will forever be a welcoming place filled with caring staff and kind students.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

## School Context

### **History of the school**

Good Shepherd Primary School, Plumpton, was established in 1979 in response to the needs of the Catholic community of Plumpton and the surrounding districts. It was founded by the Capuchin Franciscan Friars and administered by the Poor Clare Sisters. The school commenced with 23 students and has grown to become a vibrant school with 27 classes and 644 children. During 2019, we celebrated the 40th anniversary of the opening of the school. We had a birthday party and our new statue of Jesus the Good Shepherd was blessed. Many interesting items from the archives were displayed.

### **Location / Drawing Area**

Good Shepherd Primary School is located in Plumpton, a densely populated suburb on the fringe of the Mount Druitt region of Western Sydney. The school population draws on students from the local parish area, predominantly Plumpton, Dharruk, Hebersham, Tregear, Oakhurst and Hassall Grove. The school works closely with St Francis of Assisi Primary School Glendenning, and St Clare's Catholic College Hassall Grove, all serving the Good Shepherd Parish.

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	59
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	32
Number of part time teaching staff	11
Number of non-teaching staff	16

### Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at Good Shepherd Primary School can be sourced directly from the school.

## Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the school this year has included:

- For teachers to collect and analyse data in order to implement strategies to improve students mathematical knowledge.
- Develop data literacy to analyse and moderate student's writing in order to improve their sentence structures.
- For staff to have time to explore, discuss and utilise the new syllabus to develop teachers' understandings and pedagogies in English and Mathematics.



## **Catholic Identity and Religious Education**

### **Prayer, Liturgical Life and Faith Experiences**

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

### **Social Justice**

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- The inaugural appointment of student Mission Leaders for the school.
- The inaugural FIAT team has seen regular social justice initiatives being fulfilled.
- Prayer and meditations were offered during lunch times to students and we were able to hold a Yarn Up circle again this year.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

### **School, Home and Parish Partnerships**

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

### **Religious Education**

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

### **Professional Learning of Staff in Religious Education**

Professional Learning in Religious Education offered to staff this year included:

- Engage in professional learning around the three senses (head, heart, hand) and soul to unpack Scripture.
- To know and understand the CSPD Formation Framework.
- To make connections of Mission (FIAT) to their lives and religious learning within the Religion Units as well as a whole school.

## Learning and Teaching

### **National Assessment Program - Literacy and Numeracy (NAPLAN)**

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

### NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	69%	66%
Writing	85%	77%
Spelling	59%	61%
Grammar and Punctuation	48%	54%
Numeracy	59%	63%

### NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	75%	71%
Writing	83%	67%
Spelling	77%	68%
Grammar and Punctuation	61%	65%
Numeracy	67%	68%

## Student Profile

### Enrolment Policy

Good Shepherd Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

### Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
331	289
Total Enrolments: 620	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	90%	4	90%
1	90%	5	90%
2	91%	6	91%
3	90%	School Average: 90%	

### Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students

and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

### **Characteristics of the student body**

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	485
Students with disabilities (SWD)	100
Aboriginal and Torres Strait Islander	28

## Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Good Shepherd Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Prioritise staff understanding of student wellbeing framework and wellbeing pedagogy.
- Provide professional learning for staff on how to use Compass Chronicles to accurately track and monitor student behaviours.
- Read and discuss the new CSPD policies and frameworks in relation to Wellbeing for students, staff and Parents.

Good Shepherd Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

### **Actions promoting respect and responsibility**

Good Shepherd Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Utilise and analyse the annual anti - bullying survey to identify areas to be addressed in K-6.
- Conduct PIVOT surveys in Years 3 and 4.
- Review the purpose and expectation of regulation strategies eg: calm space, brain break, zones of regulation.



## Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- The manner in which the teachers witness and instil the Catholic values within their children over the seven years of schooling.
- We encourage the students to aim high and achieve their goals of learning.
- The care and concern the staff have for their children; "My child has gone from strength to strength in their personal development".

Areas of strength from the student feedback include:

- The teachers listen and care about them and help them to be the best version of themselves.
- The teachers help them to learn.
- They love coming to school because everyone is friendly, kind and respectful to each other.

Areas of strength from the staff feedback include:

- The staff appreciate the extra time for collaborative planning to improve student learning.
- The staff feel supported and respected by the parents and carers.
- The learning sequence between the Quick Win cycle, their Professional Learning Days and weekly learning meetings in order to improve their knowledge.

## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	By the end of 2024, all students will improve their quality of writing for an audience by intentionally focusing on sentence structure, paragraphing and grammar/punctuation measured by a robust internal tracking and monitoring tool.	Still Working Towards.
Priority 2	By the end of 2024, students to make expected growth (more than) for one year's learning through the participation in challenging tasks, as represented by Pat-M data and robust internal measures.	Still Working Towards.

Projected School Priorities		
Priority 1	By the end of 2025, all students will improve their quality of writing for an audience by intentionally focusing on sentence structure, paragraphing and grammar/punctuation measured by a robust internal tracking and monitoring tool.	
Priority 2	By the end of 2025, students to make expected growth (more than) for one year's learning through the participation in challenging tasks (multistep problems and a focus on the language used), as represented by Pat-M data and robust internal measures.	

## Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$6,864,655
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,810,534
Fees and Private Income <sup>4</sup>	\$1,533,673
Other Capital Income <sup>5</sup>	\$278,952
Total Income	\$10,487,814

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$677,682
Salaries and Related Expenses <sup>7</sup>	\$7,957,660
Non-Salary Expenses <sup>8</sup>	\$2,827,086
Total Expenditure	\$11,462,428

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<sup>1</sup> Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

<sup>2</sup> Capital relates to Government Capital Grants received for construction of school assets

<sup>3</sup> State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

<sup>4</sup> Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

<sup>5</sup> Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

<sup>6</sup> Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

<sup>7</sup> Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

<sup>8</sup> Non-Salary refers to all other Non-Salary Recurrent Expenses