

GOOD SHEPHERD
LUTHERAN COLLEGE



Identity Service Respect

College Performance Report 2014



Mission

Good Shepherd Lutheran College is a Christ-centred community providing educational excellence in a nurturing environment, developing active, knowledgeable and compassionate students, encouraging them to enrich our world through selfless service.

Aims

Good Shepherd Lutheran College aims to provide an educational pathway for each student that empowers them to develop as successful learners and valuable members of the wider community. The program is founded on strong Christian values, enabling students to develop an understanding of the richness of life through the saving grace of Jesus Christ.

Staff members of Good Shepherd share a vision of working with parents to support their children as they grow and develop. While offering support, teachers encourage students to take responsibility for their own decisions and to form their own attitudes and opinions about life. Opportunities are provided for students to learn life skills outside the classroom through extra curricula programs. These allow students to become involved in a range of activities and provide experiences in a variety of cultural and physical activities.

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CONTEXTUAL INFORMATION ABOUT THE COLLEGE

Good Shepherd Lutheran College is a co-educational College with campuses in Palmerston and Howard Springs. The College has grown from a single campus established in 1998 with an initial enrolment of 18 students. In 2009 the College commenced Senior Schooling with eleven students completing Year 12 in 2011. Today Good Shepherd provides educational opportunities from Transition to Year 12 for approximately 1100 students.

The College aims to provide an educational pathway for each student that empowers them to develop as successful learners and valuable members of the wider community. We ensure that students aspire and strive to achieve the greatest possible choice of futures through an experience of excellence in pedagogy and pastoral care.

Good Shepherd provides an environment where each individual is valued as a unique and special child of God, and is treated with Christian love and respect; encouraged to challenge themselves to aspire and strive to be their best academically, socially and spiritually. We emphasize the importance of caring, personal relationships built on mutual respect in all aspects of life. The Pastoral Care program at the College is an integral component of the curriculum offered at the College. Students are involved in a number of Pastoral Care activities and staff work closely with students to ensure that positive relationships are built and maintained. Both the Kids Matter and Mind Matters resources are used extensively through the Junior and Middle Schools with emphasis at each year level placed according to the developmental and social needs of the students. The Senior School has developed a program based on the PERMA (Positive Emotions, Engagement, Relationships, Meaning, Appreciation) model written by Martin Seligman, the founder of Positive Psychology.

Service is a core value that underpins the ethos of the College and students at all year levels are provided with opportunities to use and develop their abilities for personal growth and service to others, and are encouraged to reflect on their own spiritual development. Students are empowered to be caring, resilient individuals who value social justice and who seek to create a better world. The 2014 College Captains travelled to East Timor late in 2013 to work on a joint initiative with the YMCA, in preparation for the programs they ran in the College in 2014. From their involvement in this activity the students spoke at a number of key College events and ran a number of fundraising activities to help support the project that they took part in while in East Timor. They coordinated activities across the College to raise awareness and financial support.

The College is organised into sub-schools; Junior, Middle and Senior. Each sub-school follows 'best practice' in its approach to pastoral and academic programs, ensuring that the students in each sub-school are provided with experiences that focus on the way they learn best. Our Junior Schools use the International Baccalaureate (IB) Primary Years Programme as a framework for teaching the Australian Curriculum, with an emphasis placed on developing strong literacy, numeracy and inquiry skills. The Middle School embraces a middle schooling philosophy through the IB Middle Years Programme of encouraging students to become creative, critical and reflective thinkers. Senior

School students select a pathway which best suits their academic and vocational requirements with the College offering a Work-Ready program and an academic program preparing students for entrance into University courses.

In the Junior School, the Primary Years Programme of the International Baccalaureate is offered with all students developing a sound understanding of what attributes need to be developed for successful learning, and where inquiry is encouraged through the trans-disciplinary themes. Each class is involved in Units of Inquiry with many holding presentation evenings to show their parents all they have learnt and the links they have made between learning in the classroom and the world beyond.

The Middle Years Programme of the International Baccalaureate informs the teaching and learning practices within the Middle School with an emphasis on inquiry and Student Centred Learning. The Australian Curriculum informs the content covered in all units taught within the Middle School. The curriculum is differentiated to meet the needs of the students within all classes, and Learning Support is provided for those students who experience difficulty accessing the curriculum.

There are a diverse range of subjects offered in both Year 11 and 12 through the NTCET, with students able to access programs with pathways into University, Apprenticeships and VET study. With a dedicated team of staff our students are supported to achieve a high standard in their chosen pathway and most gain their first choice of further education or employment outside of school.

The extra-curricular program at the College provides experiences that enrich and further develop and prepare our students for their life beyond school. We place a high priority on ensuring that our students are resilient and well-balanced, and through the College Pastoral Care program we aim to develop confident learners with a passion for life-long learning, with an acceptance of who they are and where their strengths lie. In 2014 the College provided students with a number of opportunities for personal and spiritual growth. These ranged from the performing arts, with a large number of students involved in the College production of 'Oliver', to the sporting with students again taking part in the 24 hour endurance Pedal Prix event held in Murray Bridge SA each year, along with a number of representative teams involved in competitions within the Palmerston region. Other activities and events students took part in were the NT debating championships, the College ARTiculate (Art and Technology) Evening, Junior and Senior Choirs, Year Level and Career camps and NT Tournament of the Minds program.

At Good Shepherd we value family and community partnerships, and reach out to students and their families with the love of Christ.

TEACHER STANDARDS and WORKFORCE COMPOSITION

Good Shepherd Lutheran College has a total of 156 staff, 79.8 of which are teachers. There are currently no Indigenous staff employed at the College. All teaching staff have the necessary qualifications for teacher registration in the Northern Territory. In addition to their teaching qualifications all staff have participated in Valuing Safe Communities training, and hold a Northern Territory Working with Children card.

Staff undertake regular professional development within their field to develop and maintain the necessary skills to provide quality education to the students at the College.

Staffing Statistics

STAFF

Full Time Equivalent Teachers	79.8
Full Time Equivalent Non-Teaching Staff	42.5
Total FTE	122.3
Total No of Staff	156

RETENTION/APPOINTMENTS

New Staff Appointed	30
Retired	2
Transfer to similar position	1
Resignation or moved to other positions	14
Contracts completed	19

TEACHING STAFF

Attendance	Sick Leave / Carers Leave	509
	Bereavement	39
	Attendance Rate (percentage)	96.5%
Absent for part/full year	Staff on Paternity/Maternity Leave	7
	Staff on Unpaid Leave	7

NON TEACHING STAFF

Attendance	Sick Leave / Carers Leave	240.6
	Bereavement	12.8
	Attendance Rate (percentage)	97.4%

QUALIFICATIONS OF ACADEMIC STAFF

Number of Academic Staff with Diploma in Education	23
Number of Academic Staff with Degrees	59
Number of Academic Staff with Honours	4
Number of Academic Staff with Post Graduates	10
Number of Academic Staff with Masters	15

PROFESSIONAL DEVELOPMENT

Professional Learning is encouraged and supported by the College. Teaching and non-teaching staff are encouraged to develop and enhance their skills to ensure that all students at the College receive a quality education. Professional development courses and workshops attended by staff are as follows:

- School-based professional learning teams by year level, learning area or cross-curricula
- Mentoring/coaching
- External consultants/facilitators
- Accredited courses
- Assessment and moderation meetings
- Structured professional reading
- In-school programs
- Classroom observations and feedback
- External workshops/conferences
- School visits
- Online learning
- Personal professional reading
- Meetings of professional associations
- IB specific conferences/workshops
- Lutheran Schools specific training eg: Pathways, Equip, Valuing Safe Communities

PROFESSIONAL DEVELOPMENT

Total expenditure on PD – teaching/IB/non-teaching budgets	\$ 136,451
Total expenditure on PD for teaching staff member	\$ 104,962
Average PD expenditure for teaching staff member (teaching/IB budget divided by number of teaching staff)	\$ 1,315
Total expenditure on PD for non- teaching staff member	\$ 31,489
Average PD expenditure for non-teaching staff member (non-teaching budget divided by number of non-teaching staff)	\$ 741

STUDENT ATTENDANCE

Enrolment

Data source: Census on the Internet - August Collection Australian Government Department of Education, Census on the Internet, August 2014.

	Male	Female	Total
Transition	49	28	77
Year 1	26	27	58
Year 2	26	26	52
Year 3	38	41	79
Year 4	21	31	52
Year 5	30	22	52
Year 6	57	47	104
Year 7	58	76	134
Year 8	74	76	150
Year 9	67	61	128
Year 10	51	53	104
Year 11	27	40	67
Year 12	27	29	56
Total	551	557	1108

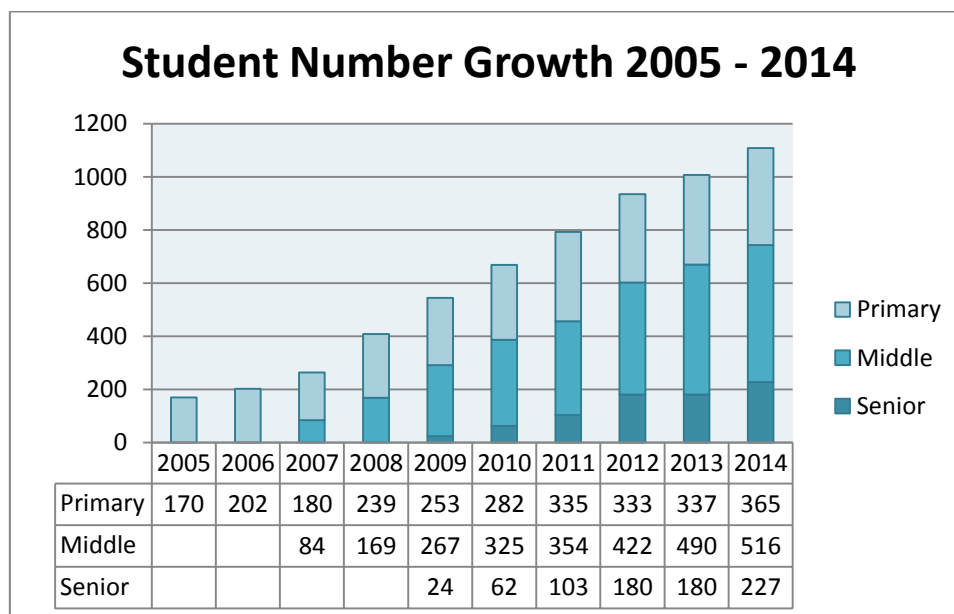
Attendance

The average attendance rate is quoted as a percentage and is calculated from the number of absentees against the days that students would have been expected to be at school.

	Attendance (%)
Transition	91.04%
Year 1	94.44%
Year 2	91.65%
Year 3	96.89%
Year 4	92.84%
Year 5	91.95%
Year 6	93.17%
Year 7	90.73%
Year 8	93.50%
Year 9	92.33%
Year 10	93.50%
Year 11	82.31%
Year 12	98.73%
College Average	92.5%

The College has an attendance database. An automated SMS message is sent to parents to notify of an absence and follow up phone contact is made if there is no response. Meetings are arranged

with parents if there is prolonged or a pattern of absences to negotiate a supported return to school, in order to minimise the impact of a student's absence on their learning.



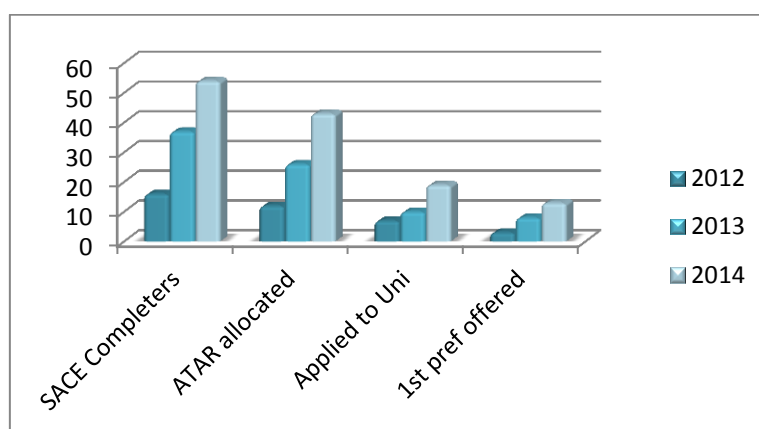
SENIOR SECONDARY ACADEMIC OUTCOMES

Year 12 Result Summary

The Year 12 results from 2014 have again shown an improvement from previous years.

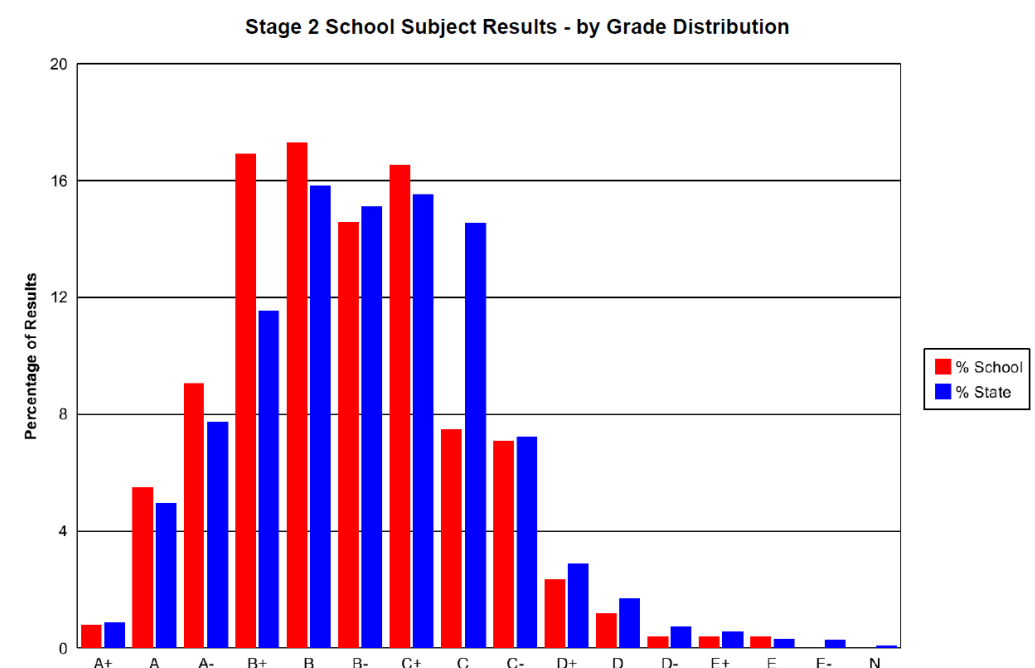
A total of fifty-four students completed the NTCET as compared to thirty-seven in 2013. Of the fifty-four students who completed their NTCET, forty-three where eligible for an ATAR, which is an increase of 9.4% from 2013.

SATAC Data 2012 - 2014 Comparison



Year	Potential Completers	Completers	% School	% State
2012	17	16	94.12%	92.70%
2013	37	37	100%	92.55%
2014	56	53	94.64%	94.75%

Over the past three years the highest ATAR has improved from 91.75 to 96.95, with twelve percent of the 2014 cohort achieving an ATAR of 90 or above.



It is pleasing to note that students at the College achieved higher than average Subject Grades as compared to other students in the Northern Territory.

VET Outcomes / School Based Apprenticeships

Of the seventeen students in Stage 2 Work-Ready, ten were signed on as School Based Apprentices/Trainees. Each of these students completed at least one full VET qualification as part of their NTCET.

Twenty-nine percent of the Stage 2 students at the College were in the Work-Ready Program, undertaking VET studies. Four of these students were eligible for ATARs due to their completion of a Certificate III within their NTCET. When compared to students in other schools within the Northern Territory the College has a higher percentage of students completing Certificate III qualifications.

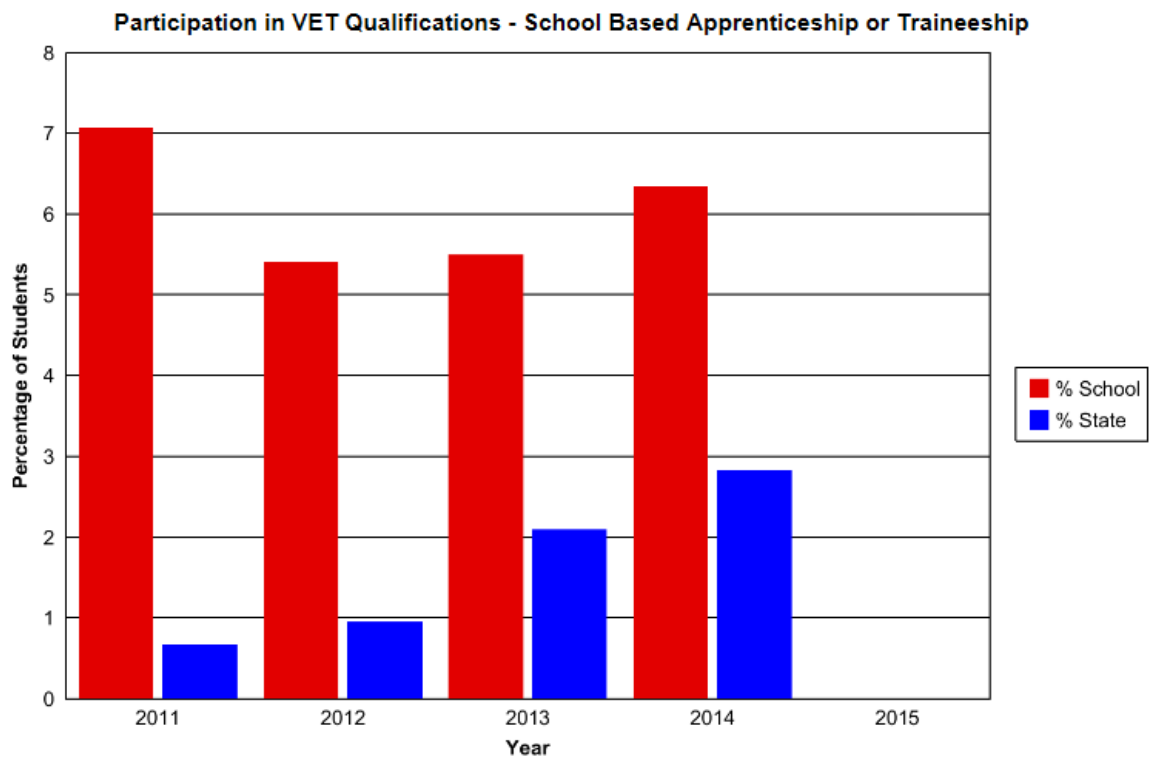
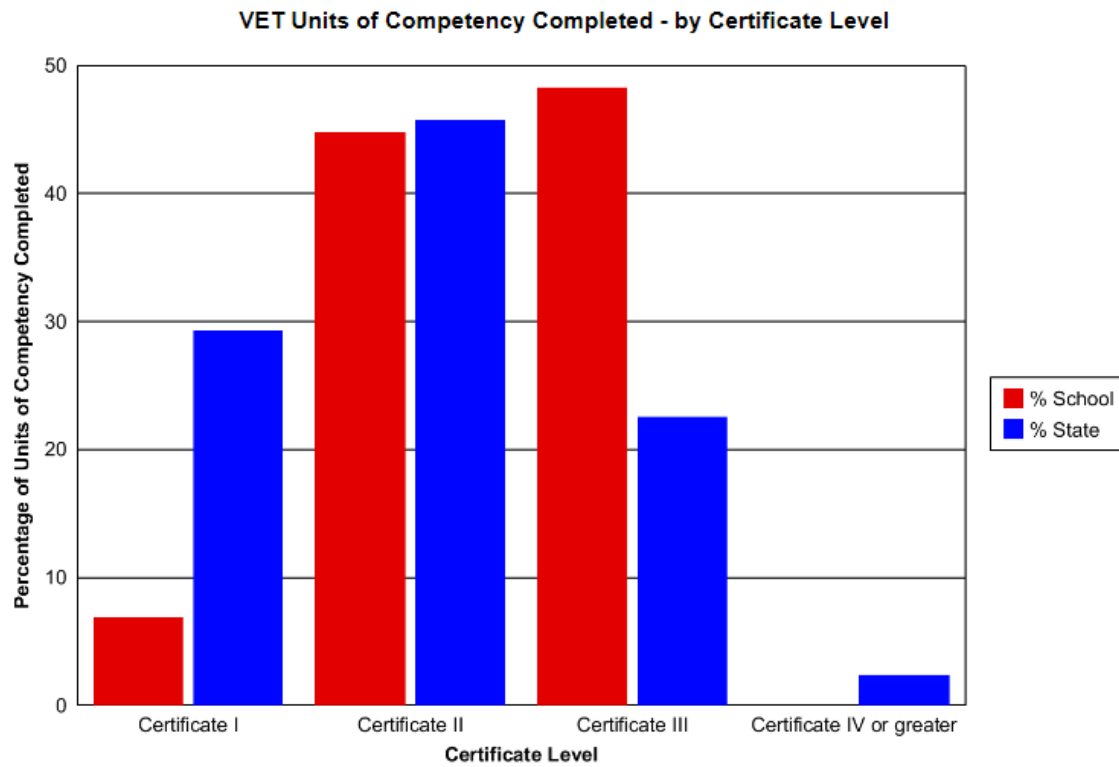
Certificate I 16 students completed Certificate I Business

Certificate II : 2 students completed Certificate II (IT and Business)

Certificate III: 6 students completed Certificate III (Digital Media, Early Childhood, IT, Tourism, Business)

7 students have ongoing enrolment in Certificate III due to a four year trade based qualification (Carpentry, Plumbing, Electrical, Baking, Painting and Decorating)

2 students failed to complete Certificate III by the end of November, however are still enrolled in their course and are close to completion (Music and Early Childhood)



This year a College student won the NT VET Student of the Year award with a second student named Runner-Up for School Based Apprentice of the Year for the NT Training Awards.

STUDENT OUTCOMES IN STANDARDISED TESTING

In 2014 students in Years 3, 5, 7 and 9 participated in the National Assessment Program Literacy and Numeracy (NAPLAN).

Percentage of students **achieving** National Benchmark.

	Year 3	Year 5	Year 7	Year 9
Reading	91%	94%	95%	95%
Writing	92%	84%	88%	76%
Spelling	95%	96%	91%	92%
Grammar & Punctuation	91%	98%	93%	90%
Numeracy	97%	94%	98%	97%

PARENT, STUDENT, TEACHER SATISFACTION

Parents are encouraged to be involved in the College in the following ways:

- Student-led Conferences/ Three-way Conferences
- Parent Teacher Interviews (2 each year)
- Junior, Middle and Senior School information evenings
- PYP, MYP and NTCET Information Evenings
- Worship Services
- Year 12 Valedictory Service
- College Graduation and Awards Service
- PYP Presentation evenings
- Camps and excursions
- Musical recital evenings
- Mother's Day and Christmas Stall volunteer group
- Class Carers and Class helpers

New enrolments and high retention rates indicate parent and student satisfaction with the school. Student numbers continue to grow in all year levels across the College.

Extra and Co-Curricular Programs

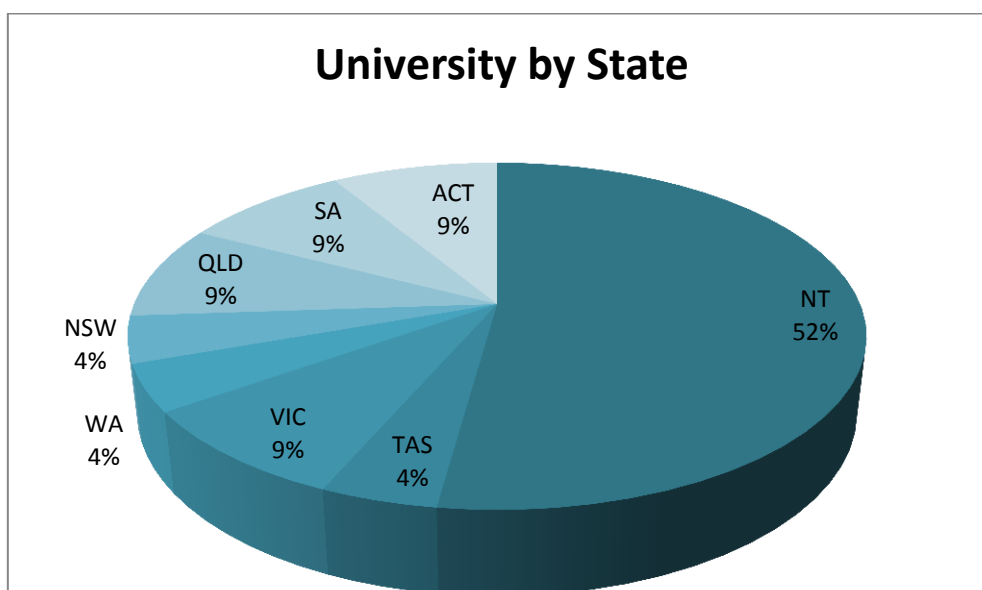
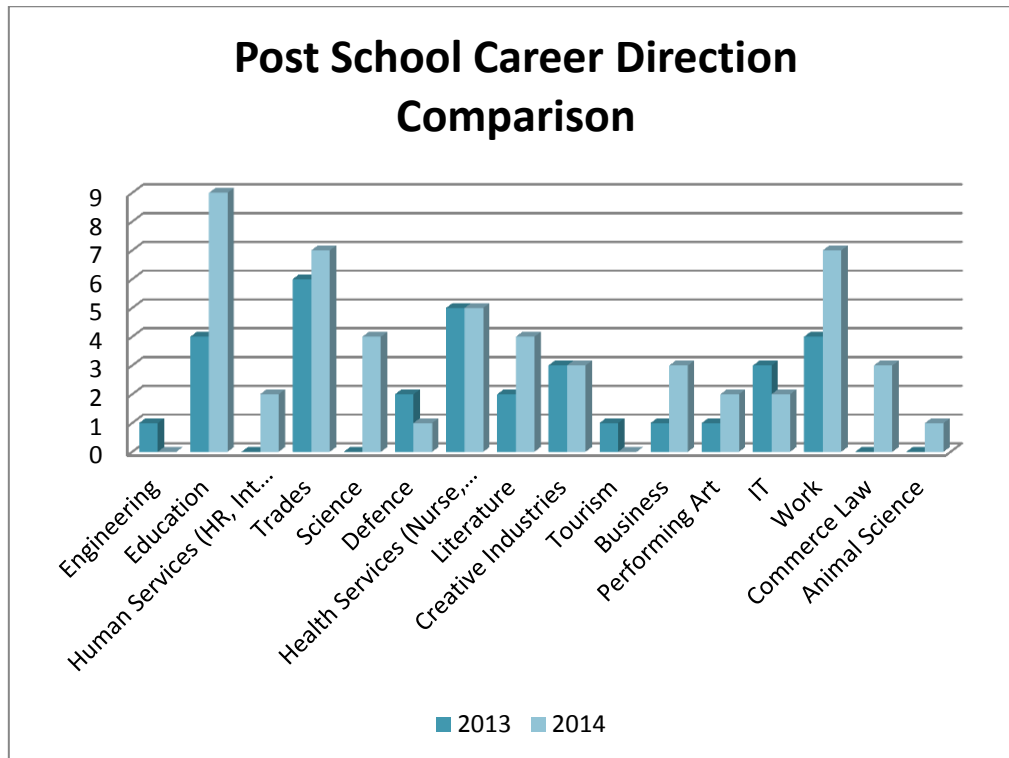
The Extra and Co-curricular program at Good Shepherd Lutheran College continues to grow. Students have many opportunities to develop skills and enhance their learning through the various opportunities available.

These include

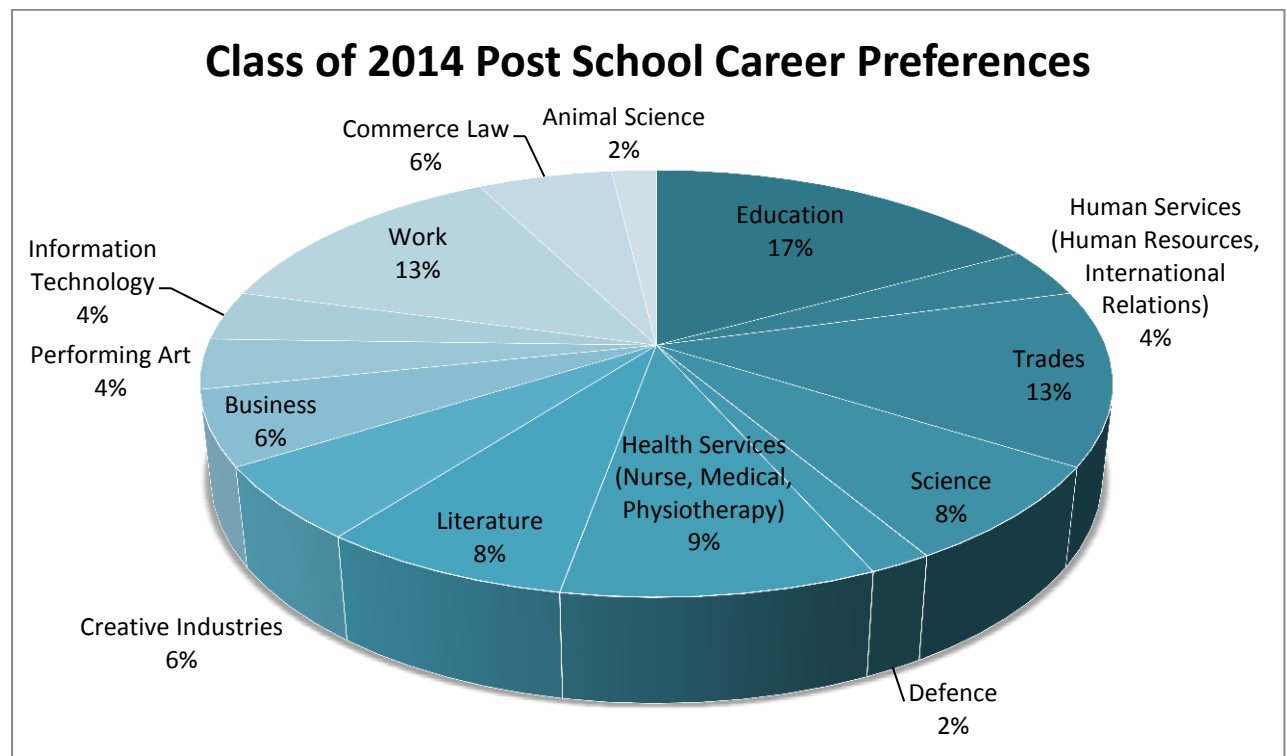
- Middle and Senior Debating teams
- Tournament of the Minds Challenge
- Year 6 Solar Challenge
- Year 7 Instrumental Music program
- Arts and Technology Exhibition
- Mathematics Enrichment Camp
- Junior and Middle/Senior Choir
- College Musical
- Language Exchange trips to Germany and Japan
- Sporting Carnivals
- Cross-Country Inter-school challenge
- College Representative sporting teams
- Pedal Prix
- Duke of Edinburgh Award
- Camps and Stay-Up nights

POST COLLEGE DESTINATIONS

In 2014, twenty eight students chose to pursue a University pathway, an increase of 3.2% from 2013. The number of students successful in securing Traineeships increased by 5.7% in 2014 as compared to 2013. This includes students from the Work-Ready program who elected to pursue Traineeships over a traditional trade, leading to a decrease in the number of Apprenticeships.



Of the 28 students attending University, 52% of have chosen to study at Charles Darwin University. This is largely due to the cost of living away from home. Most of the students who have moved interstate successfully received scholarships to support their fees and/or accommodation.



COLLEGE INCOME

The College is incorporated as the Good Shepherd Lutheran College NT Inc, and is managed under the auspices of the Good Shepherd Lutheran Church, (Palmerston) congregation. Good Shepherd Lutheran Church is a member congregation of the parish of the Top End Lutheran Church, which is itself part of the Lutheran Church of Australia.

The abridged financial statements for Good Shepherd Lutheran College are presented below.

