

GOOD SHEPHERD
LUTHERAN COLLEGE

Identity Service Respect



College Performance Report 2017



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FROM THE PRINCIPAL

Taking time to stop and reflect is central to ensuring continuous improvement. Each year in writing the Annual report for the year prior, I have the opportunity to stop, pause and reflect on the strengths of the College and the ways in which we worked on strengthening and improving all we do. It is also a time when I am able to communicate to our own community and others the opportunities open to our students and the remarkable difference they make in each other lives.

Over the past year we continued to strengthen our Wellbeing focus at the College and introduced the Social Emotional Learning (SEL) curriculum for students. This is vital in developing strong students with grit and courage, is strength based and has at its heart the holistic wellbeing of students. To further develop our understanding of this as staff, we held a 'Flourishing Learning' symposium mid-year where staff were involved in deepening their understanding, and contributed to a collective understanding of flourishing learning at Good Shepherd. It is through the strength and commitment of our staff that we are able to provide such a valuable and evidence program to our students.

Our core values of Identity, Service and Respect again shone through in the actions of our students, parents and staff. Many of our students contributed their time and expertise, not just to the immediate College community, but also in the wider community. These ranged from actions borne from Units of Inquiry in the Junior School, the Year 8 Christian Studies Community Service project, fundraising for Bethany Home in Malaysia and St Anthony in East Timor, through to the large number of students completing their Duke of Edinburgh Award facilitated through the College.

The involvement of parents in events such as the bush dance, Palmerston Campus concert, musical bingo, movie nights, discos, Grandparents and Special Friend's day, Mother's Day and Christmas stalls, Father's Day breakfasts, listening to readers, covering books etc, was greatly appreciated and vital to creating what our community continues to strive for – a place where all are valued, feel welcome and enrich the lives of others.

Underpinning all we do is our faith in Christ, who promises to walk next to us and strengthen us each day. It is with this resolve that we continue to strive for excellence for all our students. We want all students at our College to come to understand the grace offered to us by Christ, to feel the care and compassion with which we are called, and freely offer to each other.

Over the course of the year, we had many reasons to celebrate the achievement of our students, we have exceptional students who are curious and eager to learn, open-minded in their approach to learning and able to embrace failure as an often necessary step in learning and growing.

They understand that it is through determination, effort and practice that achievement is possible, not talent alone. This is reinforced through the pedagogy of the International Baccalaureate Primary and Middle Years Programmes, which at their centre have the student as an active and engaged learner developing the attributes of the Learner Profile.

Our Year 12 results were again of an excellent standard with a quarter of our students achieving an ATAR of 90+, a testament to their hard work, and the commitment of their teachers and parents in supporting them throughout their final year with us. We commend all our Year 12 students on their achievements and the contribution they made to our College community over a number of years.

2018 - THE YEAR AHEAD

Next year is a significant year for Good Shepherd Lutheran College – it will be 20 years since the Palmerston Campus first began operation. There are plans underway to celebrate this milestone with a number of events and we hope that many Old Collegians, families and staff will be able to share in these celebrations with us. Since its beginnings as a small school on a dry and dusty block, to the current ELC-12 College that we have today across three campuses, our College continues to hold firm in our commitment to providing excellence in learning, in a caring community; always giving thanks to Christ for the opportunities we have been given; to be his hands at work in our community.

Rachel Boyce

Principal

MEd, BEd, GradDip Theol.



FROM THE COLLEGE CHAIR

The development of our students as flourishing, knowledgeable and compassionate people, both now and for generations to come, is at the core of all Board decisions. In 2017 the Board of Good Shepherd Lutheran College was pleased to formally approve the 2017 – 2019 Good Shepherd Lutheran College School Improvement Plan: a three year program which sets out specific performance goals and milestones for the Junior, Middle and Senior Schools. Data collated against these goals at the end of 2017 showed excellent results, particularly in the literacy strategies implemented in the Junior Schools. We look forward to celebrating further successes as the School Improvement Plan enters its second year in 2018.

Good Shepherd is the only International Baccalaureate (IB) school in the Northern Territory with highly successful Primary Years and Middle Years Programmes. As part of the regular, international and highly rigorous IB quality assessment processes, IB accreditation and evaluation teams visited Good Shepherd this year. The Board was thrilled to learn that Good Shepherd received numerous commendations as well as international recognition for some of our teachers. The Board is highly supportive and committed to the IB framework and Good Shepherd will continue to be an active member of the global IB community of schools.

Effective strategic oversight of a College involves understanding the broader context within which decisions need to be made. Education and employment trends in Australia and the implications of these trends on education in the twenty first century was the first presentation to Board by senior Good Shepherd staff to further strengthen informed strategic decision making at Board level. By inviting staff to present to Board based on their areas of professional expertise, the Board is better positioned to support the Good Shepherd's Executive design structure, staffing and learning programs to achieve student success beyond school.

In 2017, the Board also supported the unique opportunity for the College to embark on a two year program with nationally renowned educational leader, Professor Lea Waters. Good Shepherd is one of only a handful of schools across Australia invited to participate in this vital whole-of-school program and the only school in the Territory.

In addition to commencing this leading edge Visible Wellbeing program in 2018, the whole College community will also be involved in celebrating the 20th Anniversary of the Palmerston Campus of Good Shepherd Lutheran College and the evolution and growth of the College community.

I encourage you to explore the many facets of Good Shepherd Lutheran College throughout the pages of this Annual Report and invite you to become part of this vibrant, flourishing, knowledgeable and compassionate community.

Blessings

Maja van Bruggen
Chair, Good Shepherd Lutheran College Board
BA (Comm Studies), MTD

CONTEXTUAL INFORMATION

About Good Shepherd Lutheran College

Good Shepherd Lutheran College is a leading Northern Territory school with campuses in Leanyer, Palmerston and Howard Springs. The College provides exceptional learning experiences and opportunities for students from ELC to Year 12.

The College is the only Northern Territory school to offer the International Baccalaureate, with the Primary Years Programme for students in ELC-Year 5, the International Baccalaureate Middle Years Programme for students in Years 6-10 and the Northern Territory Certificate of Education Training for students in Years 11-12. The flexibility, internationalism and rigor of these programs provides students with a breadth and depth of learning which equips them for a life of learning and work, whichever pathway they choose.

Our Values - Identity Service Respect



Our Mission

‘With Christ at our centre, we equip our students to become flourishing, knowledgeable and compassionate people who enrich the lives of others with a servant heart’.

As an International Baccalaureate Organisation (IBO) World School we also acknowledge the Mission Statement of the IBO.

The IBO Mission Statement

‘The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right’.

With Christ at our centre we equip our students to become flourishing, knowledgeable and compassionate people who enrich the lives of others with a servant heart.

Our Values

Our values are our guide to how we interact, show love and compassion to all within our community, and define how we learn.

IDENTITY

The Good Shepherd Way

The Lord is my shepherd; I have everything I need. He lets me rest in fields of green grass and leads me to quiet pools of fresh water. He gives me new strength. He guides me in the right paths, as he has promised.

Psalm 23:1-3

Lutheran schools are strongly linked by a common ethos, aiming to provide quality education in which the gospel of Jesus Christ informs all learning and teaching, all human relationships and all activities. Support of this ethos by all members of the College community is what keeps our Identity strong. We believe the best student learning occurs with a strong focus on their holistic wellbeing. Strength based approaches to work and life provide the environment and encouragement for all our students to thrive and flourish.

SERVICE

Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms. 1 Peter 4:10

Service is a fundamental pillar of the College. We believe that service is our response to the gift of grace offered to us by Christ. It involves selfless giving and loving of others, and is about making a positive difference in the lives of others.

RESPECT

A supportive and caring community

The following tenets provide the College with a framework for decision making and agreements about how we interact with each other to create a support and caring community::

- Build positive relationships
- Create a community where all feel they belong
- Collaborate to utilise our strengths
- Respect self and others
- Be inclusive and open-minded
- Pursue growth and learning
- Be passionate and seize opportunities

A Lutheran School Community

Lutheran schools provide caring environments for the students who attend them and embrace high standards of teaching and learning.

As a Lutheran school:

- We believe that each student is a unique person created by God. All of them have their own strengths and have the potential to live useful and fulfilled lives in the world.
- We believe that knowledge and learning is a gift of God for the wellbeing of human beings.
- We believe it is important to develop a spirit of service in each of our students so that their lives, learning, relationships, ambitions, values and attitudes reflect a commitment to living lives for the good of others.
- We believe that our acceptance by God does not depend on our own worth, but on the unconditional love and commitment of God. We reciprocate this in our relationships with each other, forgiving mistakes and working to restore relationships which are broken.
- We believe that the support and growth of each student is best achieved when the school and parents are working as a team.

As central to their mission and ministry, Lutheran schools seek to nurture individuals who are aware of their humanity, open to the influence of the Holy Spirit, and growing in and living according to a cohesive worldview; living in community and reflecting characteristics of God through core values. These are especially; love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation, contributing to communities by being:

- self-directed, insightful investigators and learners
- discerning, resourceful problem solvers and implementers
- adept, creative producers and contributors
- open, responsive communicators and facilitators
- principled, resilient leaders and collaborators
- caring, steadfast supporters and advocates



With Christ at our centre we equip our students to become flourishing, knowledgeable and compassionate people who enrich the lives of others with a servant heart.

COLLEGE LEADERSHIP

Under the leadership of the Principal, the Senior Leadership Team is responsible for the development and implementation of the educational policies and procedures of the College.



Rachel Boyce

College Principal
MEd BEd GradDip Theo MACE



Elsabe Bott

Deputy Principal
MAEdStudies BEd



Bernard Ho

Director of Business Operations
BCommAcc CPA CertGovPractices



Andrew Koehler

College Pastor
BTh GradDip Min GradDipEdSt



Darren Boyce

Head of Positive Education
MAPP, MEd, BEd, GradCertTheol



Karen Koehler

Head of Junior School
Leanyer Campus
DipT BEd GradDipEdLead MEdLead



Lynne Pokela

Head of Junior School
Palmerston Campus
MEdStud DipT GradDipEdStud MACE



Elizabeth Baff

Head of Junior School
Howard Springs Campus
DipEdT CertTeach MYSL MACEL



Daniel Yamada

Head of Middle School
Howard Springs Campus
BEdSec



Dean Cummins

Head of Senior School
Howard Springs Campus
BEcon GradDipEd(Sec)



Tara Errity

Director of Development
BEd GradDip Ed Admin



Terence Anthony

Director of IT
BCompSc

GOVERNANCE

Good Shepherd Lutheran College NT Incorporated is an education institution of the Lutheran Church of Australia South Australia District Incorporated (LCA SA/NT District).

The Board is comprised of up to nine voting members endorsed by the Lutheran Schools Association (LSA), and three non-voting executive staff. Six of these nine members come from the St Andrew and Good Shepherd Lutheran Church congregations, a number of whom are also parents of the College. The College Principal, Director of Business Operations and College Pastor are non-voting members of the Board. The College Board acknowledges the Principal as the College's educational and spiritual leader. The Board's role is to ensure planning is strategic and linked to the College's vision and mission.

The Board met on eleven occasions with nine meetings being reporting and two meetings being Strategic Planning meetings.

Members

Maja Van Bruggen (Chair)
Madeleine von Muralt (Vice Chair)
Karen Cheal (Secretary)
David Alm
Helen Taylor
Sam Bakara

Non-Voting Members

Rachel Boyce (Principal)
Bernard Ho (Director of Business Operations)
Andrew Koehler (College Pastor)

OUR STUDENTS

Students travel from across Darwin and the rural area to attend the College. Currently there are approximately 1300 students at the College across the three campuses, ranging in age from 3 years at the ELC to 18 years in Year 12. The student population at the College reflects the multicultural diversity of Darwin. Close to 20 languages, other than English being spoken by students at the College, with students coming from a number of different countries. The student cohort includes Indigenous students, students from Defence families, and students with learning support and enrichment needs.

Good Shepherd strives to meet the needs of all students at the College; and there is considerable support for students with a variety of specific needs including physical, emotional, behavioural and intellectual. Good Shepherd has an excellent reputation for supporting both students and their families.

Student Enrolment and Attendance

Enrolment

The table below shows enrolment figures as at Census Date 4 August 2017. These numbers include sixty nine indigenous students. The male to female ratio is approximately 1:1 for the Junior, Middle and Senior Schools.

	Total
Transition	96
Year 1	101
Year 2	89
Year 3	117
Year 4	71
Year 5	95
Year 6	130
Year 7	128
Year 8	100
Year 9	124
Year 10	84
Year 11	93
Year 12	67
Total	1295

Attendance

The table below shows the student attendance rate and student attendance level for students from Year 1 to Year 10 for Semester 1 2017, by Indigenous status. (Data source: My School website).

Student Attendance Rate

All students	91%
Indigenous Students	87%
Non-Indigenous Students	91%

Attendance is taken twice a day in the Junior Schools and each lesson in the Middle and Senior School, and is electronically recoded. 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.



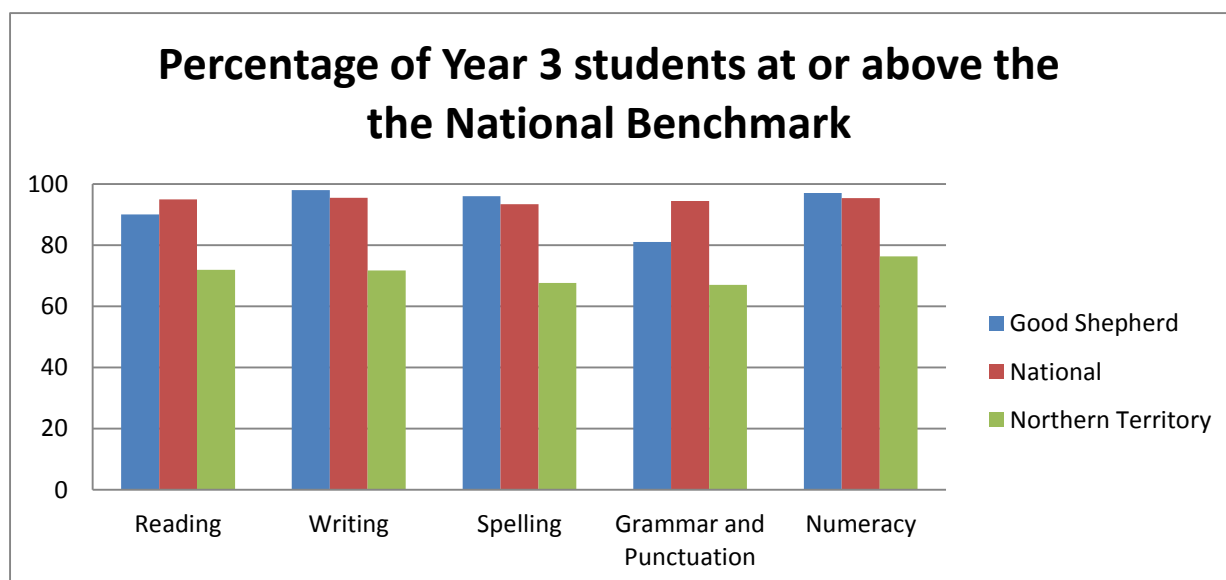
The College Curriculum

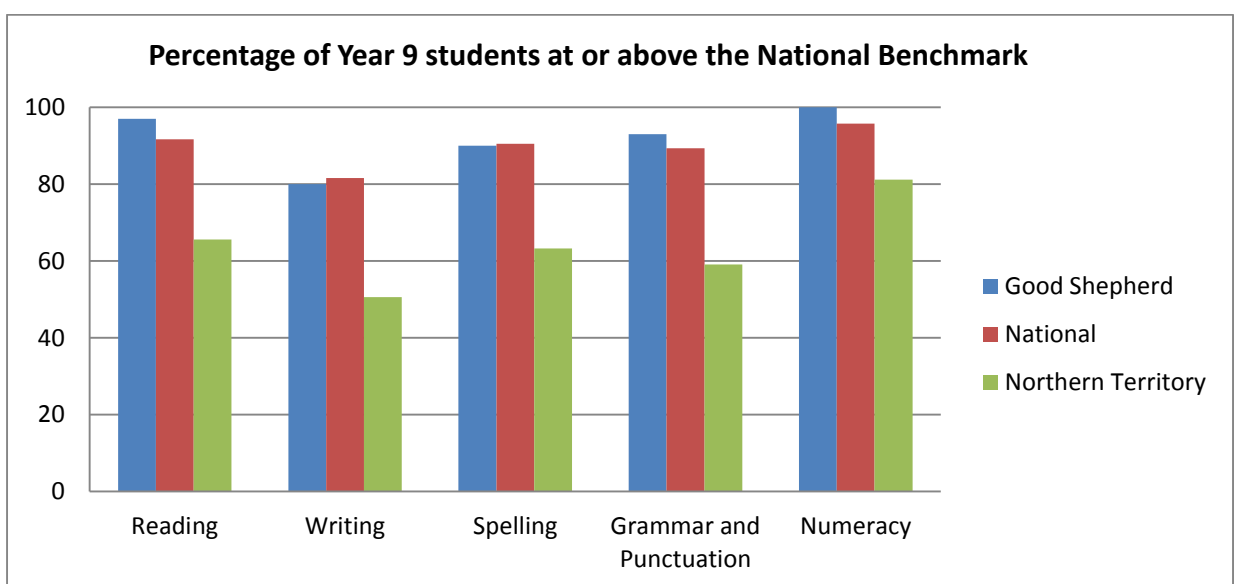
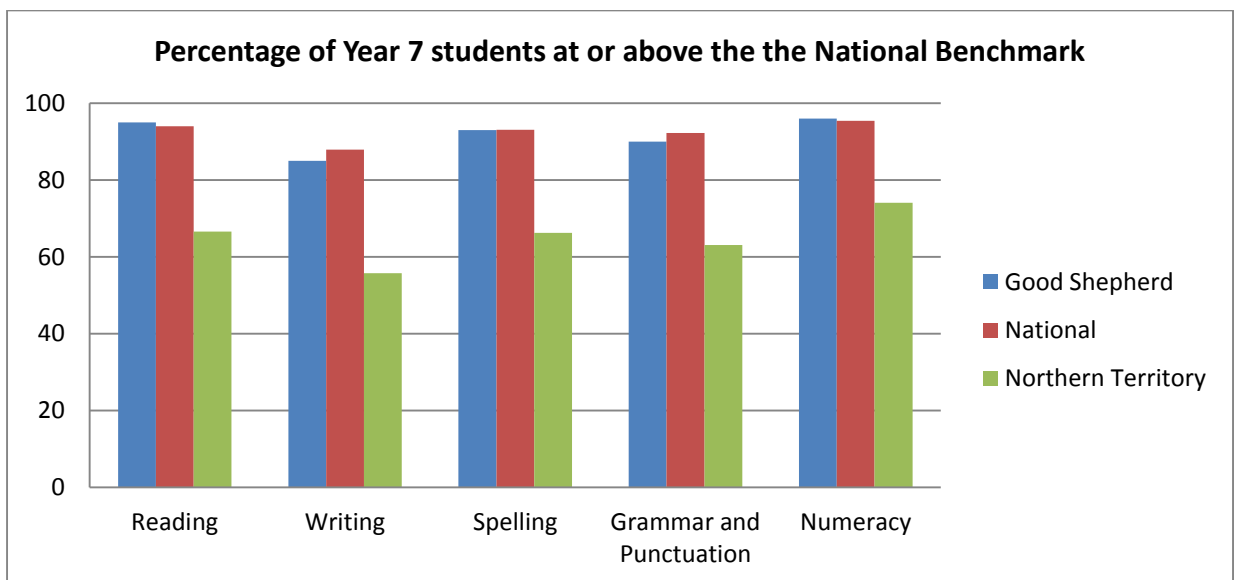
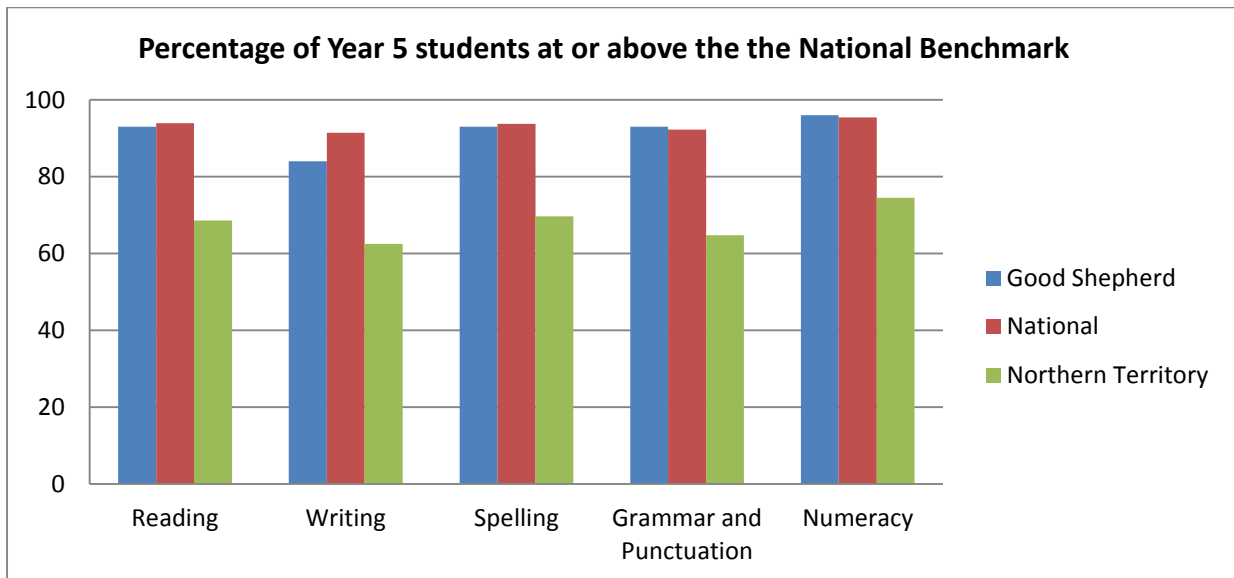
The College offers three curriculum frameworks which guide the learning students undertake at the College. The junior campuses offer the International Baccalaureate (IB) Primary Years Programme to all students in the ELC- Year 5, students in Years 6-10 in the Middle School continue with this international approach to learning through the Middle Years Programme of the IB. The Northern Territory Certificate of Education and Training is offered to all students in Year 11 and 12 with some students opting to complete the Career Acceleration Pathway program which offers both the NTCET and work based learning and Certificate I-III courses.

The IB Primary and Middle Years Programmes are recognised by ACARA (Australian Curriculum Assessment Reporting Authority) as approved International curriculums. These are used alongside the Australian Curriculum, to ensure students at the College are receiving an International standard of education in line with the curriculum put in place by the Australian Government.

Student Outcomes in Standardised Testing

In 2017 all students in Years 3, 5, 7 and 9 participated in the National Assessment Program Literacy and Numeracy (NAPLAN) testing. The results continue to show improvement with strong results in all areas, and for a second year the College was commended by the Federal Minister for Education for our outstanding improvement in reading and/or numeracy results.





Senior Secondary Academic Outcomes

Northern Territory Certificate of Education and Training

Number of Year 12 students completing the NTCET	67
% of eligible students completing the NTCET	97.10%
Number of students eligible for an ATAR	49
% of NTCET grades in the A band	24.25%
% of NTCET grades in the B band	46.80%
Average ATAR	74.8
% of Students with an ATAR greater than 90	24.50%
Students with an ATAR of greater than 80	46.90%

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.

Vocational Education and Training

	Number	% of School
Students with completed VET Qualifications	46	78%
Students who completed the NTCET and would not have done so without VET	13	19.70%
Students with a school based apprenticeship or traineeship	12	5%
Students who completed the NTCET and also studied VET	20	30.30%

Post College Destinations

In 2017, thirty-eight students, 61% of the cohort chose to pursue a University pathway, of these 21% were accepted into double degrees. Students have been accepted into universities in seven of the States and Territories.

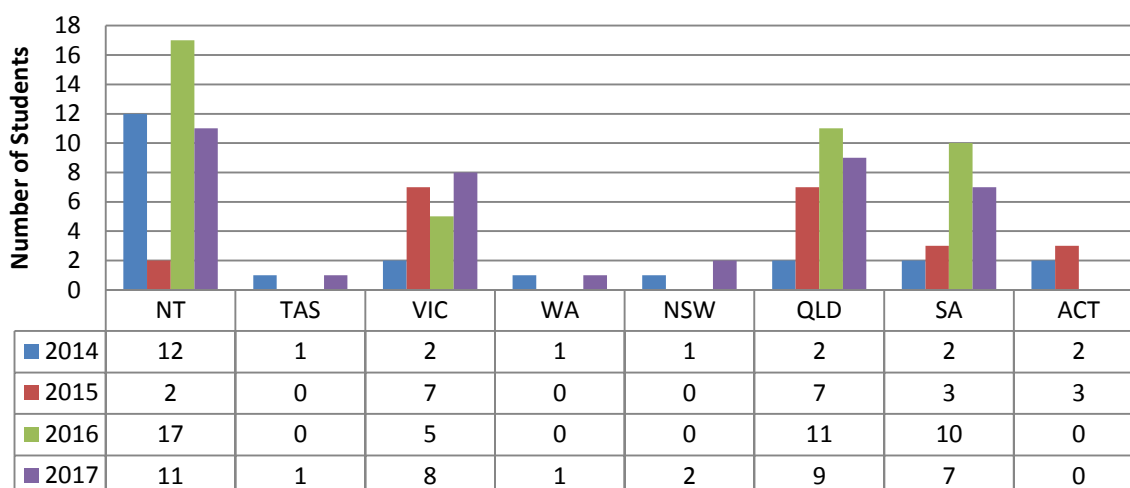
Students accepted into University degrees	39	61%
Students pursuing further study outside of University	2	3%
Students entering the workforce (includes Defence and Police Services)	14	22%
Students successful in securing an Apprenticeship / Traineeships	9	14%

Health Services including Psychology, Nursing, Midwifery, Occupational Therapy and Medicine is the leading Post School Career choice with 20% of the students pursuing this industry. This is in line with current national trends and is predicted to be the largest area of job openings in the future. Education, business, criminology are also strong areas of interest for our students. In comparison to past years, our students are pursuing a wider range of career options.

Of the 61% students planning to attend University, a third are taking a Gap Year in 2018. For the majority of students, this is so they can work and financially set themselves up for university. Four students intend on starting their degrees mid-2018 (these students have not been included in the eleven who have chosen full-time work as a career option).

A number of students were successful in achieving scholarships at Universities in Queensland, Victoria and South Australia, including three students who were offered scholarships at Bond University, Queensland.

University by State 2014-2017 Comparison



Extra and Co-Curricular Programs

Students at Good Shepherd Lutheran College are offered many opportunities to engage in and continue their learning 'outside' the classroom. Learning in a classroom is an important component of developing a knowledgeable child, in addition involvement and participation in activities outside the classroom enriches the growth of students and develops compassionate and flourishing children who are equipped to meet the challenges of life outside of school.

To facilitate this growth and development in our students the College encourages students to experience and participate in a wide variety of extra-curricular and co-curricular activities that enhance their learning and development by, fostering self-esteem, developing skills in teamwork and commitment and creating a sense of purpose and belonging.

Some of the Extra-Curricular activities in which students are encouraged to take part in include:

Camps and Stay-Up nights	Mathematics Enrichment Camp
Inter-school sporting and House Carnivals	STEM club
Duke of Edinburgh Award - an internationally recognised program for young people, building their skills to equip them for life and work	Questacon
UniSA Australian 24 hour Human Powered Vehicle (HPV) Event – a competition where teams race HPV's on a closed circuit	Year 6 Solar Challenge
College Representative sporting teams	Arts and Technology Exhibition – ARTiculate
School and campus choir	Middle and Senior Debating teams
Service activities – local and international	Tournament of the Minds Challenge
Interstate and Overseas trips (India, Malaysia)	Musical recitals
Writer's club	Language Exchange trips to Germany and Japan
Chess group	Year 5 Instrumental Music program
Participation in representative events e.g. Bombing of Darwin, ANZAC day	Enrichment Immersion days
Peer Support program	Endeavour Week Outdoor Education camps

OUR STAFF

Spanning across all campuses the College has a diverse staff, with a College Principal, Deputy Principal, Head of Positive Education, five Heads of School (3 Junior, 1 Middle and 1 Senior Head of School), College Pastor and six other supportive senior leadership positions. In total the College has 170 staff, 98.2 full time equivalent teachers and 48.2 full time equivalent administrative and support positions. In 2017 there was one Indigenous staff member 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 Lutheran Education Australia Valuing Safe Communities training and hold a Northern Territory Ochre Card. Staff undertake regular professional development within their fields to develop and maintain the necessary skills to provide quality education to the students at the College. Support / Administration staff have completed a Criminal History Check.

Staffing Statistics

Staff	
Full Time Equivalent Teachers	98.2
Full Time Equivalent Non-Teaching Staff	48.2
Total FTE	146.4
Total No of Staff	170

Qualifications of Academic Staff

Number of Academic Staff with PhD's	2
Number of Academic Staff with Masters	21
Number of Academic Staff with Post Graduates	12
Number of Academic Staff with Degrees	100
Number of Academic Staff with Diploma in Education	40

Professional Learning

Professional Learning is actively encouraged and supported by the College. Teaching and non-teaching staff are supported to develop and enhance their skills to ensure that all students at the College receive a quality education. The College has fostered a supportive and nurturing environment, supported by wellbeing and Positive Psychology approaches to staff development and organisation culture, which has driven initiatives promoting student learning and inquiry.

Professional learning at the College includes:

- IB specific conferences/workshops
- School-based professional learning teams by year level, learning area or cross-curricula
- Mentoring/coaching (both formal and informal programs)
- External consultants/facilitators (e.g. IB PYP and MYP Presenters)
- Accredited courses (e.g. first aid, asthma training, IB PYP/ MYP and NTCET workshops)
- Assessment and moderation meetings
- Classroom observations and feedback
- External workshops/conferences
- School visits
- Online learning
- Personal professional reading
- Meetings of professional associations
- Lutheran Schools specific training e.g.: Pathways, Equip, Valuing Safe Communities

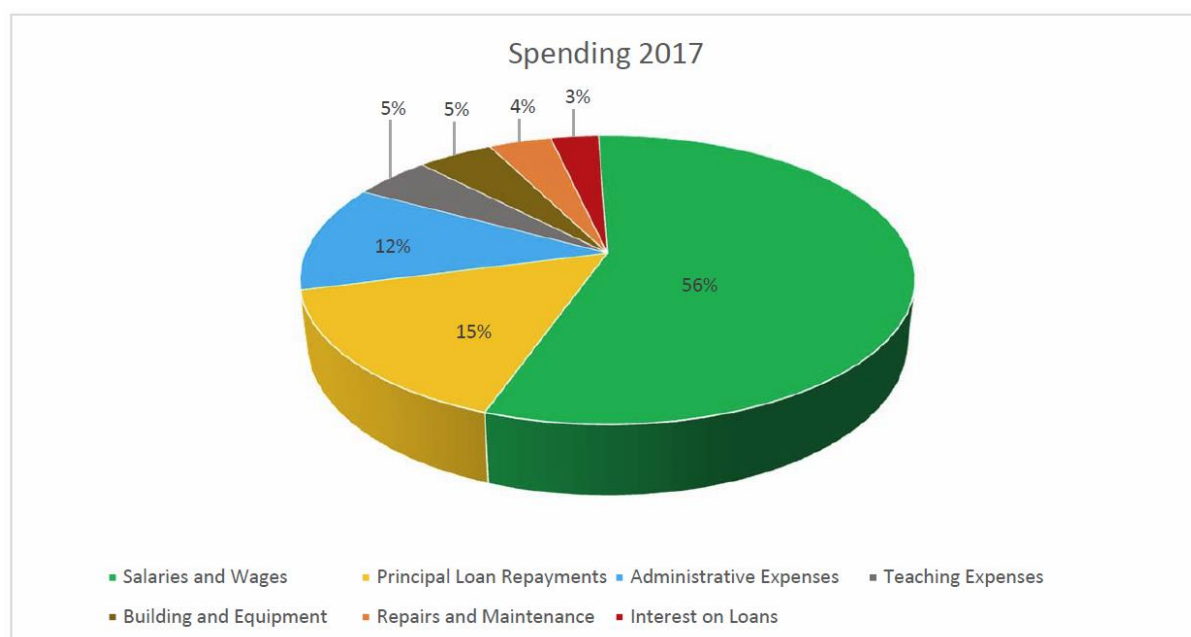
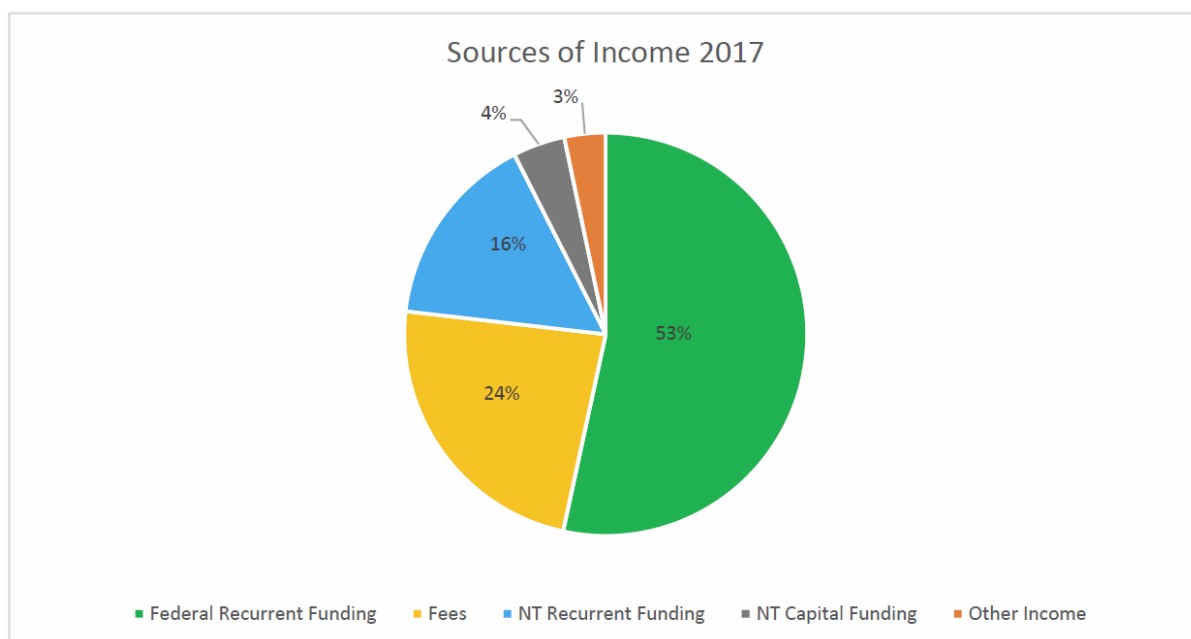
Professional Learning Expenditure

Total expenditure	\$156,543
Total expenditure on Professional Learning: teaching staff members	\$110,229
<i>Average PD expenditure - teaching staff member</i>	<i>\$1,122</i>
Total expenditure on Professional Learning: non- teaching staff members	\$46,315
<i>Average PD expenditure - non-teaching staff member</i>	<i>\$960</i>

COLLEGE INCOME/EXPENDITURE

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 College income, broken down by funding source, and College spending is presented below.



COLLEGE FACILITIES

The College continues to invest in the upkeep and upgrades of buildings and grounds to create rich learning environment inside and outside of the classrooms. In early 2017, we saw the commissioning of classrooms at the Howard Springs Junior campus. This new classroom block brought with it exciting new contemporary learning spaces and new classroom furniture to support flexible learning environments facilitating student engagement and learning. Outside of class, the students enjoyed a new landscaped play area with playground equipment.

Good Shepherd Lutheran College is conscious of reducing our impact on the environment and is investing in technologies to reduce global carbon emissions. The installation of solar panels in February enabled us to save on power drawn from the grid. Additionally, installation of smart automatic timers after hours allowed the switching off all lighting and air conditioning systems when not in use.

Construction of the entrance road from Stow Road was finalised in the first half of the year which enabled vehicles to enter to the College through this entrance. Additional works to asphalt and seal the road for heavy vehicle occurred in late 2017.

Looking forward to 2018, we are very excited that there will be another new classroom block to be built. It will be a custom, architecturally designed set of classrooms for students to use when school returns in 2019. The design is based on the best, evidence based research available on what modern classroom designs work in the 21st Century. Lots of work has gone into the detail to inspire learning, innovation and creativity inside these classrooms. The plan also includes increasing the amount of play area both at the front and rear of the Howard Springs Junior Campus to fully utilise the natural space that children can enjoy.



ANNUAL SELF ASSESSMENT

The College Board, Principal and staff have worked together to determine the College's areas of strength, where levels of performance need to be maintained and reviewed; and those areas to be given priority for development or improvement. In deciding on priorities for improvement, the College has taken into account;

- Previously identified strengths and areas for improvement;
- Areas for improvement identified from the Lutheran Education Australia (LEA) Quality Schools Survey data;
- Areas relating to national and local data such as NAPLAN and Australian Council for Educational Research (ACER) testing
- Areas of particular interest to College families as evidenced in parent surveys

The College has implemented a cyclic approach to School Improvement which occurs continuously over four years and is underpinned by careful monitoring and rigorous inquiry.

In 2017 the Focus areas of strategic development as published in the College 'School Improvement Plan' were:

JUNIOR SCHOOLS

School Priority Area

To improve student performance in literacy as measured by school-based assessments, NAPLAN, and other standardised tests.

Descriptor:

To actively further students who are confident and 'at or above' a developmentally appropriate level in all areas of communication including spoken, written and aural forms.

Targeted Outcomes:

- All students who are 'below' the expected level in literacy will receive extra support either through teacher differentiated lessons, LSO support or the Learning Support Teacher
- Students' results in semester reports, NAPLAN and Progressive Achievement Tests (PAT) tests show an upward trend.

Both these outcomes were met across the three Junior School campuses.

MIDDLE SCHOOL

School Priority Area

To improve student wellbeing as measured by school-based surveys, and student reflections.

Descriptor

To develop students who are confident and resilient problem solvers to enhance their learning and student culture and togetherness.

Targeted Outcomes:

- Conduct and Relationships procedures consistently implemented
- Improvement in student behaviour
- Improvement in student perception of their value and connectedness to the College.

Two of the three targeted outcomes were met. The College continues to strengthen student identity and connectedness through the implementation of wellbeing programs and curriculum, and co-curricular programs available for Middle School students.

SENIOR SCHOOL

School Priority Area

To improve student capacity, empowerment and accountability in the Senior School.

Descriptor

To enhance student tracking, graduate empowerment and further develop and strengthen the implementation of the College Academic Progression policy.

Targeted outcomes

- 90% attendance
- C or 4 grade average across Years 10-12 by end of Term 3 and if not their pathway has been altered to accommodate their situation and needs
- 50% decrease in the total students missing draft and final deadlines
- 50% decrease in the total students of concern for low grades

Three of the targeted outcomes were met. The Senior School curriculum team introduced a traffic light system to assist students in monitoring their grades and progress through the NTCET. Attendance targets were met although the College believes there is room for improvement in this area still.

COMMUNITY SATISFACTION

In 2017 Good Shepherd had an exceptionally high retention rate of staff, both teachers and support staff.

Community functions at the College continue to be well attended, particularly the Parent Workshops and Senior School Curriculum information evenings. In 2017, a welcome BBQ and open classroom evening was introduced to the Middle School and this was enthusiastically received by students and parents alike.

The newly formed Friends of Good Shepherd (FoGS) continued to grow in members with representatives nominated at each campus to assist with campus specific events and fundraising.

Support from parents at working bees and other events is invaluable and 2017 again saw a large number of parents helping out with their time and donated resources across all the campuses.

The College welcomes feedback in a variety of forms, both through direct contact with Heads of School and other leadership positions, and indirectly through FoGS' parent forums.

Community involvement is core to the success of the College and the support of parents in promoting the College in the wider community is greatly appreciated.

Some of the events parents and the wider community are involved with at the College include:

- Student-led / Three-way and Parent Teacher Conferences
- Curriculum Information sessions
- Careers and Work. University Pathway sessions
- Parent Workshops
- Guest Speaker Program
- Worship and Devotions
- College Graduation and Awards Services
- PYP/MYP Exhibitions and Presentation evenings
- Performing and Visual Arts Exhibitions
- College Extra Curricular events (camps and excursions)
- Valuing Safe Community Workshops
- Community Garden
- Mother's and Father's Day stalls and BBQ's
- Grandparents and Special Friends days
- Class Carers and Class helpers

APPENDIX 1: 2017 Staff List

Paulo	Abrantes	Reelika	Eiche
Elizabeth	Baff	Laura	England
Mells	Bayly	Lyndal	England
Claire	Bell	Paul	Enright
Jack	Bennett	Tara	Errity
Learne	Benson	Dianne	Everett
Karon	Bibby	Andrea	Ewers
Lubomir	Bisevac	Jacob	Fajzullin
Olivera	Bisevac	James	Faraone
Maria	Blomeley	Melody	Fleming
Debra	Boakes	Rebecca	Fletcher
Arite	Bohn-Nikolaev	Shona	Ford
Glenda	Bortoli	Angela	Gabolinscy
Elsabe	Bott	Samantha	Galletly
Darren	Boyce	Karen	Ghosn
Janet	Boyce	Mariam	Ghosn
Rachel	Boyce	Amanda	Griffin
Natalie	Bradley	Melissa	Griggs
Troy	Bradshaw	Cheryl	Gunn
Benjamin	Bradtke	Kerry	Haddon
Tamara	Brock	Tanya	Ham
Amanda	Burton	Melissa	Hartsorn
Rebecca	Carpenter	Tania	Haynes
Margaret	Carroll	Julie	Hearnden
Richard	Carter	Andrea	Heenan
Jessica	Clark	Bernard	Ho
Jeannie	Cook	Susan	Howes
Leslie	Coulter	Kate	Hughes
Dean	Cummins	Imelda	Indrawati
Kathryn	Cummins	Alexa	Johnson
Rebecca	Curtis	Nancy	Juan
Rebecca	Davis	Rowena	Kalikajaros
Sarah	Davis	Nicole	Kanyilmaz
Jose	De Castro	Gabrielle	Kaoustos
Peta	De Castro	Leah	Kelly
Georgia	Dickson	Lynda	Kennedy
Kathrin	Dixon	Barry	Kirkham
Trisha	Dowling	Irene	Kitsos
Matthew	Duffy	Leanne	Klau
Lee	Dunham	Andrew	Koehler
Kathleen	Dunlop	Karen	Koehler
Jane	Edwards	Avgi	Koutzi

Stanley	Kozak	Glenda	Prescott
Dianne	Lamech	Pushpa	Choudhary
Janet	Langdon	Cliff	Reeves
Kristine	Laube	Jana	Sajtos-Hobbs
Cameron	Leek	Emma	Salmic
Peter	Lehman	Frederique	Saltmarsh
Kylie	Hanton	Peter	Schubert
Hannah	Loveday	Rachel	Atkins
Kathleen	Lovell	Paul	See Kee
Margaret	Lowerson	Anna	Seidl
Cassie	Miles	Rebecca	Seidl
Casey	Manson	Vivonne	Short
Michelle	Marshall	Frances	Simpson
Nicole	Marshall	Lola	Sleep
Jacinta	Martin	Gregory	St Vincent
Christina	McCarthy	Anita	Synnott
Imogen	McLennan	Sean	Synnott
Raul	Montero Moizao	Jonathan	Talbot
Michelle	Montgomery	Kristy	Teunissen
Courtney	Morgan	Joanne	Thickbroom
Judith	Morrow	Chelsey	Tolhurst
Sarah	Mott	Suzanne	Tomes
Simone	Mrvelj	Vicki	Trathen
Susan	Nalder	Michelle	Ussher
Jessica	Neilsen	Jennifer	Van Tienen
Chiranjibi	Neupane	Donna	Vincent
Belinda	Norfolk	Elizabeth	Walker
Catherine	Sansom	Rachel	Walker
Marie	O'Callaghan Robertson	Laura	Warrender
Suzanne	Otto	Ngaire	Watt
Sarah	Fuller	Leonara	Wehrmann
Kieran	Parsons	Karen	Weier
Shiann	Paterson	Peta	Trahair
Megan	Pearn	White	Charlotte
Sally	Peart	Justine	Whittington
Amanda	Petersen	Leanne	Williams
Julia	Petersen	Melinda	Williams
Peter	Petersen	Rachel	Wood
Roslyn	Peters	Yumi	Enright
Lynne	Pokela	Belinda	Yates