

# #LovingSchool

Early Learning Centre – Year 12

GOOD SHEPHERD  
LUTHERAN COLLEGE

Identity Service Respect





# A Place of Growth

At Good Shepherd we aim to provide each student with the opportunity to learn in a safe and caring environment and provide a program of educational excellence. Through the International Baccalaureate Primary and Middle Years Programmes, the Northern Territory Certificate of Education and the Visible Wellbeing Framework, the College equips students with the means to flourish in their learning and go on to flourish in their life.

We look forward to welcoming you into our College community and invite you to contact the Registrar for further information or to come and visit our College for a tour.

**Mrs Rachel Boyce,**  
College Principal





## Living & Learning in Grace

We are a compassionate community; motivated by the love of Jesus which is extended to all within our community, and which encourages all to be actively involved in extending that love, care and concern to others.

### Lutheran Education

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

### Educational Excellence

To ensure we provide educational excellence for our students, the College implements the International Baccalaureate. This programme is known for developing learners who are adept in acquiring the knowledge for them to be successful and developing learners who are empathetic and understand their ethical responsibility as citizens. The programmes embrace the 21st Century skills of critical thinking, collaboration, creativity and communication, and the active learning strategies of taking initiative, complex problem-solving; leadership, emotional intelligence; reasoning, reflection, and evaluation.

### Support and Care

We appreciate that each child has individual strengths, and we commit to helping parents nurture their child's growth and development. To fulfil this commitment, we provide a program of learning that embraces both the development of a child's knowledge and wellbeing.

The six pathways of the Visible Wellbeing program; Strengths, Emotional Regulation, Attention and Awareness, Relationships, Coping, and Habits and Goals are embedded into our learning and wellbeing programs.

Through our programs, students are encouraged to identify and reflect on who they are as individuals, their responsibilities and relationships with others, the strengths they have, to ensure that these inform their decision making and are apparent in their choices and actions. Personal integrity is the foundation from which students are encouraged to learn and value differences in those around them.

# Valuing Community

## Flourishing Learners

We place a high priority on ensuring that our students are resilient and well-balanced, and 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.



## Service Learners

Service is a core value that underpins the ethos of the College. 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.

With this in mind, we ask students to commit to service in a manner that is appropriate for each individual, taking into account family circumstances as well as the physical and emotional development of each student.

## Community Involvement

Good Shepherd recognises the mutual benefit that is developed through interaction between the school and the wider community. There are a number of ways relationships are fostered with families, organisations and communities connected with the College.

Volunteers are welcomed into the classrooms and are valued for their contribution. There is a strong sense of community within the College which is greatly aided by various initiatives, such as Class Carers who support families and plan social events.

The College places great emphasis on maintaining active and vital links with former students and encourages them to retain their membership of the College's wider community through social events, such as reunions and the guest speaker program. Our Old Collegians will always be part of our community and are most welcome to become involved and support the College in achieving its mission.

## Friends of Good Shepherd

FoGS is an ideal opportunity for any member of our College community to meet, discuss shared ideas relative to our Mission and Vision and enhance community engagement. We warmly welcome community input as we believe that 'a child raised by a village is a child who will grow and flourish'.



# Wellbeing

The wellbeing of our students, staff and College community, and the provision of educational best-practice underpins all that we do at Good Shepherd. We aim to nurture well educated, balanced and resilient individuals who are capable of flourishing personally and professionally, and who are well equipped and motivated to contribute to society in a satisfying and meaningful way.

The term 'wellbeing' encompasses the physical, mental, social and relational health of those within the Good Shepherd community, and their experiences of engaging in learning and life, both within and outside the College. At Good Shepherd, wellbeing is both an outcome of learning and a critical facilitator of staff and student learning and development.

Good Shepherd Lutheran College is committed to the development of the whole person, understanding that an individual's vocational, academic, psychological, emotional, social and spiritual development is inextricably intertwined both within their own sense of identity and in their shared social and cultural identities.



## Positive Education

Positive Psychology uses scientific methods and advances in brain-imaging technologies to explore wellbeing and optimal human functioning; i.e. what is right with us rather than what is wrong with us.

Positive Education brings together the science of Positive Psychology with teaching and organisational best practice to create the environment and teach the skills of wellbeing which decrease stress and anxiety and promote positive mental health for staff and students.

Research shows that building on organisational strengths promotes greater staff motivation and engagement, more effective and sustained improvement and hence the best outcomes for our students.

Positive Education programs increase student wellbeing and resilience, engagement, motivation to learn and academic performance.

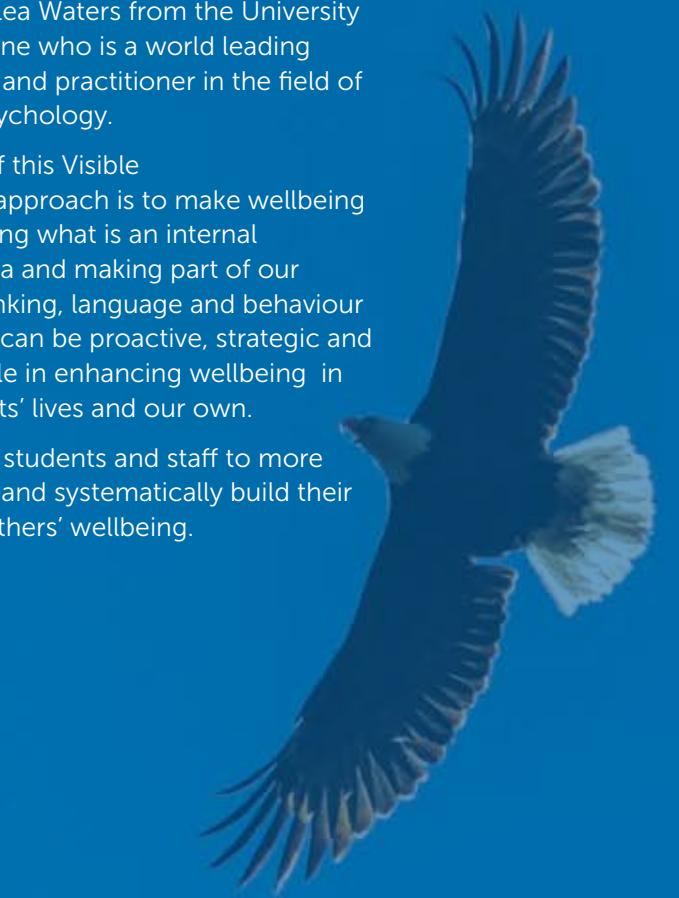
Positive Education at Good Shepherd therefore seeks not only to enhance wellbeing and buffer against mental illness, but to develop the skills and attitudes to enhance individual and collective performance and achievement.

## Visible Wellbeing

Visible Wellbeing (VWB) is an approach to all activities at Good Shepherd that makes the very act of doing our work a factor that builds our students', colleagues' and our own wellbeing. This approach has been developed by Professor Lea Waters from the University of Melbourne who is a world leading researcher and practitioner in the field of Positive Psychology.

The goal of this Visible Wellbeing approach is to make wellbeing visible; taking what is an internal phenomena and making part of our explicit thinking, language and behaviour so that we can be proactive, strategic and accountable in enhancing wellbeing in our students' lives and our own.

VWB helps students and staff to more clearly see and systematically build their own and others' wellbeing.



# Leanyer Campus

The Leanyer Campus is situated in the Northern suburbs of Darwin. Our friendly and caring Early Learning staff warmly welcome students from three years old who then continue into the Transition class for Junior School. We have an inter-campus bus that transports students to our Middle School at Howard Springs Campus from Year 6.



Our dedicated staff work collaboratively to ensure a supportive learning environment for all of our students, getting to know each individual child and genuinely caring about their wellbeing. We have a strong academic focus with the Australian Curriculum taught through the inquiry approach of the International Baccalaureate Primary Years Programme; developing critical and creative thinkers who are caring and contribute to society. Students are encouraged to demonstrate agency and take ownership of their learning and are taught the skills and attributes to be lifelong learners.

We have specialist teachers for Physical Education, French and Music. We ensure inclusion for all of our students and care for their social and emotional growth with a dedicated Learning Enrichment team and Visible Wellbeing program.

There is a wonderful sense of community at our Leanyer Campus. Voluntary class carers give their time to support our parents and school community and help organise events to bring our parents, students and staff together. House spirit is celebrated through House activity sessions encouraging students from across year levels to work together. Our leadership and buddy class system enables older students to mentor and support our younger students.

Our goal at Leanyer Campus is to develop the whole child, who lives out our College values of Identity, Service and Respect.



# Palmerston Campus

Our caring and dedicated teachers offer experience and passion for students to thrive.

We pride ourselves on forming caring relationships. We have built solid connections with local businesses, organisations and individuals and provide opportunities for community members to visit our school to enhance our students' learning. Students connect globally with International Baccalaureate Primary Years Programme (IBPYP) students all over the world.



When you walk into the Palmerston campus you feel the sense of community. Our strong class carer program aims to develop positive relationships within the College community, provide support for families in need, arrange events to enable families to get to know each other, welcome new families and support the classroom teacher. Our class carers also work alongside our teachers and school leaders to organise annual school community events such as discos, Mother's Day High Tea, Father's Day Twilight BBQ and Mother's and Father's day stalls.

The Palmerston Campus has adopted a campus-wide approach to phonics using the Sounds Write program. Sounds Write follows the Science of Reading philosophy that targets the crucial phonics skills of segmenting, blending and phoneme manipulation. Our teaching staff and school leaders are committed to teaching Reading, Writing and Spelling using the Science of Reading approach.

We support the development of STEM (Science, Technology, Engineering and Mathematics). As well as having a dedicated STEM classroom, we also have a long term partnership with a STEM professional who works with teachers to develop meaningful and authentic experiences for our students that fit with our Transdisciplinary Units of Inquiry.

We are proud to provide an environment that supports the whole child. Our open classrooms allow for students to have flexibility in their learning. In addition to a well-resourced library, ICT Lab, we have a French-language room, STEM classroom, music classroom, art room, playgroup room, two kitchen areas, a large indoor multipurpose hall and a dedicated parent and homework centre. Our grounds include an oval, play equipment, undercover basketball court and bush play gardens. We have a fruit and vegetable garden, worm farm, recycling and compost systems.

The IB PYP is centred on student agency and promotes student voice, choice and ownership of their learning. By Year 5, our students are involved in co-designing their learning, planning their assessment tasks and conferencing with their peers.

We offer a leadership program that begins in Year 3 where students begin mentoring the Transition students. In Year 4, they continue to mentor their buddies as Year 1 students and begin taking on more responsibilities. By Year 5, students lead sports houses, coordinate assemblies, organise events and work with the class leaders at all year levels, as well as mentoring their Year 2 buddies.





# Howard Springs Campus

How fortunate our students are to have the opportunity to go from our Early Learning Centre all the way to Year 12 on the same campus! We use the Middle and Senior School facilities such as the library and chapel, as well as expertise from Middle and Senior School students and staff to enrich our learning.



## Junior School

Our campus has been designed to take advantage of our bush setting and the students enjoy spending their play time outdoors using their creative ideas and imagination during bush play. We also have a covered basketball court which is used for Physical Education lessons by our specialist teacher, fitness lessons as well as during recess and lunch for free play. A playground designed to enhance students' gross motor skills and a flying fox which the students enjoy during playtime adds to the recreational facilities for students.

All students from Year 5 learn German as an additional language. This is an innovative and engaging program taught by a native German speaking teacher. The students are very successful in their acquisition of German as a second language, going on to further enhance their learning in the Middle School. Good Shepherd is currently in the process of becoming a partner school for the German government initiative 'Schools: Partners of the Future' (PASCH). Being in this partnership provides our school with opportunities for additional resources, professional learning and worldwide connection and exchange in regards to German language learning. Our language pathway at Good Shepherd goes from Transition through to Year 12 and being a partner school allows our school to offer the internationally recognised German Language Diploma (DSD I and II). We will be only one of seven schools in Australia who offer this Diploma.

Most importantly we value our families, staff and students who make up this wonderful community. We get together at discos and breakfasts throughout the year. Class carers organise events for parents to socialise outside of school. We have a dedicated team of teachers and support staff who engage students in their learning. Our students are our biggest asset and we delight in seeing them develop socially, emotionally, physically, spiritually and academically.



# Howard Springs Campus



## Middle and Senior School

Students in the Middle School complete the Middle Years Programme (MYP) in Years 6 - 10. This builds on the learning in the Primary Years Programme undertaken in Junior School.

Once students move in to the senior years at this campus, they have the choice of a pre-tertiary pathway completing the Northern Territory Certificate of Education (NTCET) or opt for entry into the Career Acceleration Program.

The College embraces a pedagogical approach which places the student at the centre of learning and endeavours to provide opportunities that equip them to develop the skills of learning, through developing their critical and creative thinking, collaboration with other students and teachers, and communicating with others through a variety of mediums and languages.

Transition to Year 10 students study a language other than English. In the MYP the students select from German, French and Japanese with the emphasis on developing both language skills and a global outlook.

Fundamental to a Lutheran and International Baccalaureate education is service learning and action. Christian service is a response of the Heart, Head and Hands to the love, forgiveness and mercy of God in Christ. It is motivated by a sense of care and responsibility for all creation. Learners at Good Shepherd Lutheran College, can demonstrate their personal commitment to service as a way of showing faith in action. Responsible action at Good Shepherd Lutheran College is centred on the gospel message and example of Christ. Service and Action are viewed as integral parts of the learning experiences that PYP and MYP students will engage in continuously at Good Shepherd.

# Early Learning Centres

Our partnership with parents begins in our Early Learning Centres (ELC). It is an advantage that children are able to start with our ELC program and continue their education all the way to Year 12 within one College. This brings continuity to students' learning by having strong foundations established in the ELC and Junior Schools which prepares them successfully for Middle and Senior School and beyond.

There is an ELC at both Leanyer and Howard Springs Campuses for children who are three and four years old. The ELC at Howard Springs caters for families who intend enrolling their children at Howard Springs or Palmerston Junior Schools, while the ELC children at the Leanyer Campus progress into their Transition class at this campus.

Qualified Early Years teachers at each campus lead the learning based on the Early Years Learning Framework (EYLF) and the International Baccalaureate Primary Years Programme (IBPYP). Learning is through a strong play-based and inquiry program designed to cater for each child's individual learning style and needs. We recognise that education involves the development of the whole child; physically, intellectually, socially, emotionally and spiritually.

The teachers are supported by a caring team of educators who spend time with the children encouraging them to question, investigate and learn about the world around them. Our ELC children have a solid grounding which prepares them to become lifelong learners.



# Junior Schools

Our Junior School students from Transition to Year 5 receive a strong academic grounding with a focus on literacy and numeracy. We believe that in order to flourish, our students need to be well rounded in every aspect of their development, and prepared for a global and rapidly changing world where skills such as being critical and creative thinkers, inquirers, problem solvers and good communicators are necessary.

We want our students to have voice, choice and ownership over their learning, resulting in passionate students who are encouraged to take action using what they have learnt.

Our three Junior Schools offer supportive and inclusive environments with a strong community focus. Our dedicated teachers and Learning Enrichment team give students the support they need to meet the requirements of the Australian Curriculum as well as the International Baccalaureate Primary Years Programme (IBPYP). Using an inquiry framework, transdisciplinary learning is linked to engaging, challenging and relevant Units of Inquiry that focus on building international mindedness and developing the PYP Learner Profile Attributes. Through explicit teaching of thinking, communication, research, self-management and social skills, we are preparing our students to become respectful, lifelong learners who participate fully in the world within and beyond the classroom.

Communication with parents is very important to enrich our partnership with families. Teachers continually update parents on their children's learning and meet with families through Three-way and Student-led Conferences. Reporting to parents is ongoing

throughout the semester via our electronic reporting system culminating in an end of semester report.

Our Junior Schools value collaboration and teamwork. We work together to ensure our students are adequately prepared for the progression to the International Baccalaureate Middle Years Programme (IBMYP) when they transition to our Middle School at Howard Springs. Our students also have the opportunity to build community across campuses through combined camps and excursions within their year level.

The wellbeing of our students is paramount at Good Shepherd. In our Junior Schools the Visible

Wellbeing Program provides the tools and strategies students can use to support them to flourish in all aspects of their lives. Our College Chaplain conducts weekly campus chapel and Christian Studies is an integral part of our curriculum.



# Middle Years

The learning experience for students from Year 6 through to Year 10 within the International Baccalaureate Middle Years Programme (IBMYP) can be described as an education of the heart, head and hands. Through engaging and authentic learning experiences relevant to the learner's life, we seek to provide rigorous, challenging and inquiry-based classroom experiences that empower each learner to engage in responsible service and action within their community.

The nature of the MYP ensures that the learning journey is a holistic journey that focuses on the social and emotional, cognitive and physical development of the each learner.

The foundation of the MYP is the IB Learner Profile. The aim of an IB education is to develop internationally minded citizens who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The ten aspirational qualities of the IB Learner Profile represent the qualities of an internationally minded citizen, who through service and action, can make an exceptional contribution to their community.

- Inquirers
- Knowledgeable
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Thinkers
- Balanced
- Reflective

Middle School students have an innate sense of wonder and a hunger to understand their world. At Good Shepherd Lutheran College we are committed to your child becoming an active, compassionate and lifelong learner.

All subjects are underpinned and supported by the Visible Wellbeing Framework which nurtures student wellbeing throughout the learning journey.



# Senior Years

## Pathways

Year 11 students at Good Shepherd are offered the choice of selecting our Career Acceleration Pathway (trade-based) or the Pre-tertiary pathway (further study) of the Northern Territory Certificate of Education and Training (NTCET). Both pathways are tailored to individual student needs and aspirations. Both are challenging and rewarding, preparing students for their future career directions.

Year 12 students continue study in their chosen pathway, supported by caring, quality teaching and learning approaches.



## Student Outcomes

At Good Shepherd we understand that student academic outcomes are central to educational pathways and we acknowledge the importance of traditional academic results. We strongly believe that student outcomes should not only be measured by a score or a grade, and that integral to a student's success is the development of their identity and understanding of their responsibility to others around them.

Through our co-curricular program we nurture and build capacity in various life skills including but not limited to; positive relationships, resilience and coping skills, self-regulation, communication and collaboration, critical thinking and social skills. These are key elements needed for success in employment, further study and a balanced and flourishing life.

One approach we use to develop these attributes is through targeted service learning programs that expose students to the idea of selfless service. In developing empathy for others at a local, national and global level, our students develop an attitude of embracing diversity and understanding that those with more have a responsibility to help those with less.

Through our curricular and co-curricular programs, we endeavor to ensure that our students gain a love of learning in every sense of the word. We refer to this as flourishing; where students feel good about themselves and others and are doing good for themselves and others.

# Good Shepherd Campuses

In 2009 the College commenced Senior Schooling with eleven students completing Year 12 in 2011. Today, Good Shepherd provides educational opportunities from Early Learning Centre (ELC) through to Year 12.



## Palmerston Campus

Located on the corner of Emery Avenue and Temple Terrace in Palmerston, catering for students in Transition to Year 5.

## Leanyer Campus

Located in the Northern suburbs. The Early Learning Centre caters for 3-5 year old children. The Junior School caters for students in Transition to Year 5.

## Howard Springs Campus

Located on the corner of Whitewood Road and Kundook Place in Howard Springs. It has an Early Learning Centre that caters for four year old children and a Junior School, Transition to Year 5, and a Middle and Senior School for students in Year 6 – Year 12.



#lovemy school

# #LutheranSchoolsRun



*Identity Service Respect*

**HOWARD SPRINGS CAMPUS** – Corner Whitewood Road & Kundook Place

**PALMERSTON CAMPUS** – Corner Emery Avenue & Temple Terrace

**LEANYER CAMPUS** – 94 Leanyer Drive

PO Box 1146, Howard Springs NT 0835

p : 8983 0300 e : [admin@goodshepherd.nt.edu.au](mailto:admin@goodshepherd.nt.edu.au) [www.goodshepherd.nt.edu.au](http://www.goodshepherd.nt.edu.au)

