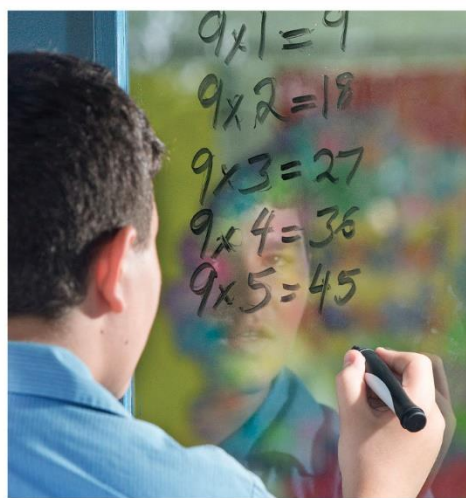


GOOD SHEPHERD
LUTHERAN COLLEGE



Identity Service Respect

College Performance Report 2015



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.

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

CONTENTS

Contextual Information about the College	Page 2
Principal's Report	Page 3
Teacher Standards and Qualifications	Page 8
Workforce Composition	Page 10
Student Attendance	Page 11
Senior Secondary Outcomes	Page 13
Student Outcomes in Standardised Testing	Page 15
Parent, Student and Teacher Satisfaction with the College	Page 16
Post College Destinations	Page 18
College Income	Page 21

CONTEXTUAL INFORMATION ABOUT THE COLLEGE

Our College

Good Shepherd Lutheran College is a co-educational College with campuses in Leanyer, 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 ELC to Year 12 for approximately 1300 students.

The Palmerston Campus, which was the original campus of the College, is located on the corner of Emery Avenue and Temple Terrace in Palmerston and caters for students in Transition to Year 5. The St Andrew Campus is located on Leanyer Drive in Leanyer. It has an Early Learning Centre catering for 3-4 year old children, and a Junior School which caters for students in Transition to Year 5. The Howard Springs Campus is located on the corner of Whitewood Road and Kundook Place in Howard Springs. It has an Early Learning Centre for four year old children and a Junior, Middle and Senior School. The Middle and Senior Schools cater for students from all three Junior Schools as well as new enrolments where vacancies exist.

College Staff

Spanning across all campuses the College has a diverse staff, with a College Principal, five Heads of School (3 Junior, 1 Middle and 1 Senior Head of School), Head of Studies, Head of Staff, Director of Positive Education, College Chaplain and six other supportive senior leadership positions. In total the College has 92.6 full time equivalent teachers and 44.2 full time equivalent administrative and support positions.

Students

Students at the College reflect the multicultural diversity of Darwin with 26 Languages other than English being spoken by students at the College, with students coming from 28 different countries. In 2015 there was an increase of 21% in the enrolment at the College with the amalgamation of the St Andrew Campus in Leanyer as well as an increase in many year levels within the College.

Principal's Report

The core values of Good Shepherd Lutheran College are the heart of our College; the things that despite our diversity, bind us together and act as the most important guides in the decision making and governance of our College. They act as our signposts, providing light to guide our future pathway, providing direction and focus, and as a mirror for us to reflect upon our decisions and actions. Our goal is to provide an educational pathway for each student that empowers them to develop as successful learners and valuable members of the wider community. We provide opportunities and work closely with our students, encouraging them 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.

2015 was an exciting year with the amalgamation of the St Andrew Lutheran Primary School and the Howard Springs and Palmerston campuses of Good Shepherd Lutheran College. This, along with the opening of the ELC and Transition – Year 1 classes at the newly constructed Howard Springs campus, led to a busy start to the year. Other additions to the campuses included solar panels, a waterway at the Howard Springs Junior campus and IB learner profile banners. In December a grant was received from ESS Larakia to erect a flying fox at the Howard Springs campus, which will be built in 2016.

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. In 2015 the College focussed on developing deeper understandings of Positive Psychology and Positive Education amongst Executive leaders. Importantly this meant understanding Positive Education as a cultural shift as opposed to a defined set of programs so that they could fully appreciate the nature of change they were required to lead. This understanding was developed through dialogue at Executive meetings, led by presentations from the Director of Positive Education and enhanced by attendance by some Executive members at conferences (such as the Positive Education Schools Association [PESA] National Conference and South Australian Health and Medical Research Institute [SAHMRI] Wellbeing Conference).

Growing understandings of Positive Education led us to understand the need to first consider the nature of GSLC as a 'Positive Organization' responsible for fostering the wellbeing and optimal performance of all stakeholders, and how this concept related to our Lutheran theology and mission. Executive leaders engaged in a series of meetings reflecting upon our mission, clarifying core business and considering future development priorities.

As a means to developing this broad engagement and energy, the Director of Positive Education led Executive leaders and interested staff through an Appreciative Inquiry over a series of meetings and the positive experience led us to explore the possibility of conducting a whole College AI (Appreciative Inquiry) summit in 2016. After identifying Steve Zolezzi (PESA Board Director) as a suitable facilitator for such an event, a half day meeting was held between Steve and the Executive

to ensure that the nature and purpose of the AI was clearly understood and to prepare for the event which was successfully conducted in January 2016.

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. In 2015 we began our partnership with Bethany Home in Malaysia; a school for children and young people with disabilities. In January 2015 a team of five student leaders and staff members spent a week in Bethany Home building relationships and learning about the work there. In addition, Bethany Director, Pastor Karthik, spent a week at Good Shepherd, speaking and presenting at College chapel services, classes and our local Lutheran congregations. Last year fundraising at both the College and the church enabled us to donate nearly \$6000 to Bethany Home. This partnership continues to grow and we envisage it continuing in the future. Students are also involved in a number of fundraising activities such as the 40 Hour Famine, National Breast Cancer fundraising and Bandana day raising money for Canteen,

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 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. In 2015 we began gathering and analysing literacy data, and the results of this, while at a very initial stage, have had allowed us to scrutinise our programs and pedagogical approaches and look for areas of strength and also for future development.

The Middle School embraces a middle schooling philosophy through the IB Middle Years Programme of encouraging students to become creative, critical and reflective thinkers. The Programme 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.

Through the PLP in Year 10 and counselling by staff, Senior School students select a pathway which best suits their academic and vocational requirements, with the College offering a vocational program and an academic program preparing students for entrance into University courses. The emphasis in the Senior School is to work with student to develop their critical thinking skills and to become open-minded learners, willing to take risks and embrace opportunities for self-development. This is helping improve the College Year 12 results with students in 2015 achieving the best results since the Senior School began. This is largely due to a committed and dedicated

staff who are allow for individual learning styles, differentiating their teaching to best meet the needs of students, and who also focus on building healthy and positive relationships with students.

In 2015 the College was recognised for a number of achievements in our academic program. Due to the gains made in Mathematics the College was asked to participate in a nationwide research project. Teachers and students were interviewed and Mathematics classes observed during the visit by the University staff undertaking the research. The aim of the project was to capture and document what schools had done in order to generate improvement in their NAPLAN results above the national average. Students also participated, for the first time in the First Lego League competition held in Brisbane. The team of eight students placed 2nd in the Robot Competition and overall.

The College received positive monitoring feedback from the International Baccalaureate Middle Year Program, on the two subjects that were monitored in 2015. They commented that the College had provided evidence of a wide range of innovative tasks with exemplary task-specific clarifications. In the NTCET program five staff members were selected to participate as markers of the external component or as moderators of the School Assessed component, which was an increase from the year prior.

In the three junior sub-schools, the year held many highlights. At the Palmerston campus all Year 5 students completed the Peer Support program and took on leadership roles throughout the campus which included library monitors, playground assistance and support buddies for the new transition students. Student wellbeing, which is so critical to a student's success at school, was enhanced with two new positions at the campus for Pastoral Coordinators. Their role was to work with both students and staff to develop pastoral care programs using both Bounce Back and Kids Matter materials. A number of co-curricular clubs were also offered by these and other staff and parents at the College, which gave students an opportunity to develop skills outside the classroom. The highlight was the success of the gardening club which also provided fresh produce for the students to eat.

At the St Andrew campus an additional classroom was brought onto the school grounds due to growth in student numbers. A number of other minor works were completed at the campus, one of which was the verandah at the ELC which greatly improved the flexibility of the outdoor area that students are now using for a variety of activities. The front office space at the campus also received a face lift and is now a much more welcoming place for parents, visitors and students.

2015 saw the opening of the Junior School at the Howard Springs campus, with students from ELC to Year 1 attending. The community involvement at the sub-school has been tremendous with a Harmony Day morning tea, Mother and Father's Day breakfasts, Disco's, Grandparents day and the construction of a 'Foundation year' quilt. The Bush Tucker garden was a valuable resource, and the help provided by families at the school to bring this into fruition was wonderful. The year was

capped with a 'Celebration of the Year' evening where students performed a variety of skits and songs and received awards and competition certificates.

In the Middle School student inquiry learning was the focus for professional learning for staff and was the pedagogical approach for learning which took place in classrooms. The Year 6/7 team of students and teachers led the way with an Open Mike Night organised by Year 7 students in response to their poetry unit and Individuals and Societies unit on sustainability and natural resources, with all the food served on the night prepared by the students alongside poetry recitals by each class. The Year 6 students again went to Canberra for the camp which was closely aligned with units of work in both English and Individuals and Society. They also took part in a Clean Up Australia day as one of the service activities they were involved in. A small number of students also took it upon themselves to busk at the local shopping centre to raise funds for Australian Lutheran Work Service in response to a unit of work they had undertaken in Christian Studies.

The Global Contexts which form part of the MYP programme allow students to broaden their understanding and empathy for others in the world. They are encouraged to develop a sense of what it means to be a global citizen, respecting that others, while different, can also be right. The Year 8 students held a Multi-cultural fair as the culminating activity in an integrated unit which they organised themselves; invited members of the public and of school community spent time and with them sharing food, customs, sports and stories from different cultures.

The Middle School Peer support program was very successful with the junior students at the Howard Springs campus. All the students involved appreciated the time they could spend with each other, both in recreational time at recess, and also in the classroom in Maths and Language lessons. Student leadership is developed across all campuses and sub-schools, with leaders involved in a number of campus, inter-campus and community events.

The College Captains and House Captains take a lead role in College events such as sports days, commemorative events, College information evenings, College tours and events such as the Arts/Design evening 'ARTiculate', the Personal Project Exhibition and the Volunteer Thank-You evening. The Senior Leaders at the College are key members of the Bethany Homes fundraising team and work closely with staff to maximise a strengthening of House spirit, which is the vehicle for much of the fundraising occurring within the College. The vertical House structure in the Senior School provides an opportunity for student mentoring and in 2015 one of the focuses for the Senior School was to strengthen the transition from the Middle into Senior School, this will continue to be built on as we develop our the processes and structure in place to support students and parents through their senior years of schooling.

Extra-curricular activities at the College are varied and provide a number of opportunities for students. Students in Year 4 to Year 7 at the College take part in a camp each year, many of these forming part of the Outdoor Education program at the College, with the Year 6 camp to Canberra

being the exception. In Year 9 the students took part in a week of hiking and base camp experiences and the feedback from all involved was extremely positive, with students developing skills and resiliency through overcoming obstacles and hardships within a team environment.

In the Senior School students again took part in a number of inter-state and overseas camps and exchanges. These included a Year 11/12 University tour in both Adelaide and Sydney, a Year 10 Robotics and Engineering competition, and some students in Year 10 were involved in a German Exchange visit for six weeks over Christmas and a visit to Japan where they spent time in a school and touring around various cultural sites.

Students at the College also participated in Pedal Prix and a World Challenge camp in Borneo, the NT debating championships, Inter-School sports, Junior Choirs, Duke of Edinburgh Award and NT Tournament of the Minds program. The Year 12 production of Cage Birds was a highlight of the year and the performances of those involved were of an exception level, receiving praise from all who attended the performances.

Parents were very active in their involvement at all the junior campus' attending and helping out at a number of gardening bees, sports days, disco's and in classrooms with students. A number of Valuing Safe Community workshops were held across the campuses and a large numbers of parents attended these. We thank all parents at the College for their involvement in so many ways, all which help the students in their learning and in the opportunities they receive while at the College.

With a new Principal in 2015 the College modernised the design of the College letterhead, prospectus and number of other promotional materials and events to reflect a new approach to building community at the College. The inaugural 'Principal Tours' of the College campuses were highly successful and continued at regular interval throughout the year. Participation at the Fred's Pass, Royal Darwin shows and the Breezes Muirhead Family day were also successful events for the College with new enrolments as a result of our involvement and discussions with parents around the international curriculum offered by the College.

The College Facebook was a valuable source of information for parents and friends of the Good Shepherd community with our following of friends now over 1000. Community events at the College included the first community Movie Night on Howard Springs Campus Oval, the annual Old-Collegians gathering, and Palmerston/Litchfield Rotary Club meetings held at the College. We are very thankful for this group and their support, this year they facilitated our involvement in the Postie Bike Challenge, resulting in a donation for music department.

TEACHER STANDARDS and WORKFORCE COMPOSITION

Good Shepherd Lutheran College has a total of 151 staff, 92.6 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 Ochre 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	92.6
Full Time Equivalent Non-Teaching Staff	44.2
Total FTE	136.8
Total No of Staff	151

Retention/Appointments

New Staff Appointed	33
Retired	1
Transfer to similar position	0
Resignation or moved to other positions	31
Contracts completed	3

Teaching Staff

Attendance	Sick Leave / Carers Leave	598
	Bereavement	36
	Attendance Rate (percentage)	96.6%
Absent for part/full year	Staff on Paternity/Maternity Leave	7
	Staff on Unpaid Leave	5

Non-Teaching Staff

Attendance	Sick Leave / Carers Leave	396
	Bereavement	12
	Attendance Rate (percentage)	95.4%

Qualifications of Academic Staff

Number of Academic Staff with Diploma in Education	23
Number of Academic Staff with Degrees	98
Number of Academic Staff with Honours	6
Number of Academic Staff with Post Graduates	14
Number of Academic Staff with Masters	17

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	\$ 118,180
Total expenditure on PD for teaching staff member	\$ 100,290
Average PD expenditure for teaching staff member (teaching/IB budget divided by number of teaching staff)	\$ 1083
Total expenditure on PD for non- teaching staff member	\$ 17,890
Average PD expenditure for non-teaching staff member (non-teaching budget divided by number of non-teaching staff)	\$ 405

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	53	40	93
Year 1	67	44	111
Year 2	39	36	75
Year 3	42	38	80
Year 4	44	53	97
Year 5	36	37	73
Year 6	62	61	123
Year 7	96	72	168
Year 8	64	69	133
Year 9	79	69	148
Year 10	48	52	100
Year 11	44	43	87
Year 12	25	37	62
Total	699	651	1350

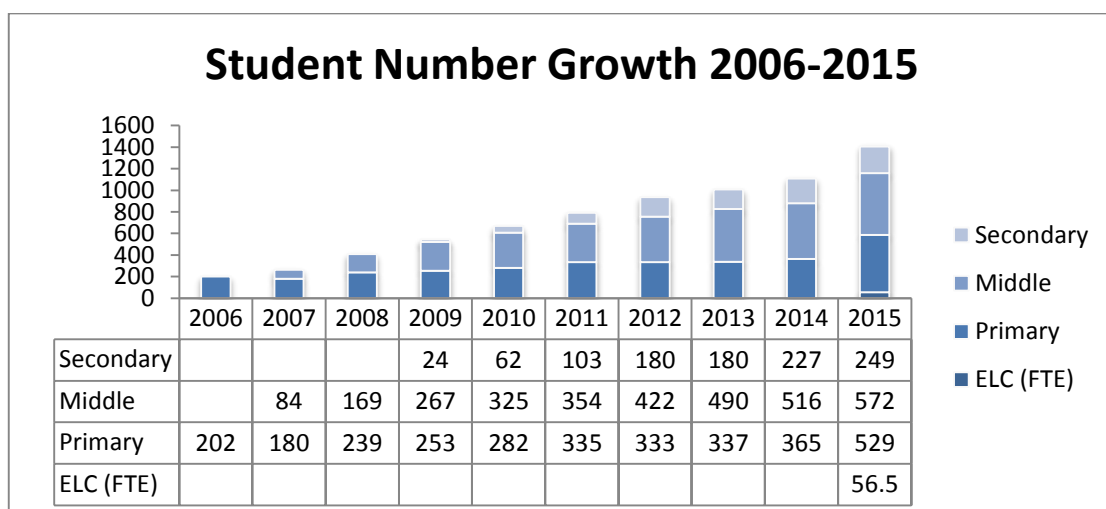
Attendance

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	92.17
Year 1	93.56
Year 2	91.51
Year 3	93.13
Year 4	90.12
Year 5	92.56
Year 6	92.03
Year 7	92.00
Year 8	91.90
Year 9	91.12
Year 10	87.47
Year 11	88.88
Year 12	93.12
College Average	91.48%

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

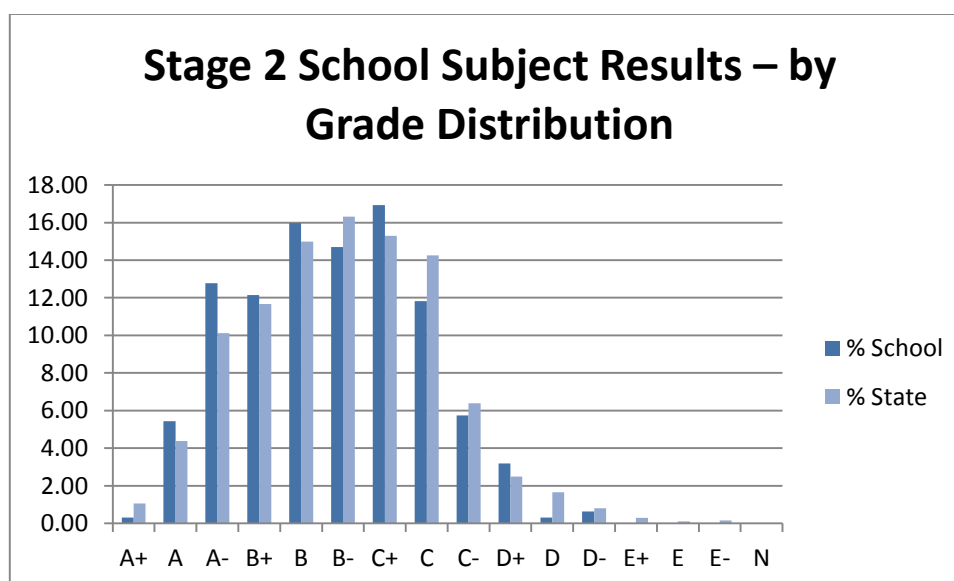
Year 12 Result Summary

The Year 12 results from 2015 are an improvement from previous years.

A total of sixty students completed the NTCET as compared to fifty-four in 2014. In 2015 the average ATAR score rose along with the number of student achieving an ATAR of 90 or above.

Year	Potential Completers	Completers	% School	% State
2013	37	37	100%	92.55%
2014	56	53	94.64%	94.75%
2015	62	60	96.77%	96.33%

Over the past four years the highest ATAR has improved from 91.75 to 98.2, with nineteen percent of the 2015 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 thirteen students in Stage 2 Work-Ready, nine were signed on as School Based Apprentices/Trainees. Most of these students completed at least two full VET qualifications as part of their NTCET, with two students going on to complete a third VET Qualification prior to graduating.

All of our Stage 2 Work-Ready students graduated with a Certificate I in Business, First Aid Certificate, and additional White Card training if applicable to their Industry.

Nine of the thirteen Stage 2 Work-Ready class were nominated for the NT Training Awards, with one runner up in the NT School Based Apprentice or Trainee of the Year, and a second student a finalist in the VET in Schools Student of the Year category in the NT Training Awards. The College is one of the few schools in the Northern Territory that has had award receiving students three years running.

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

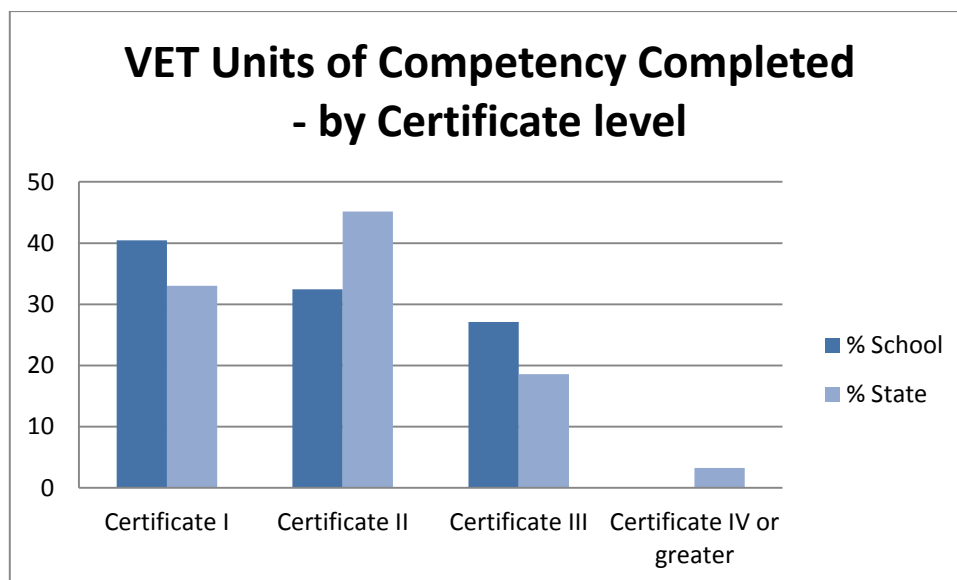
Certificate I: 19 students completed Certificate I (Business and Automotive)

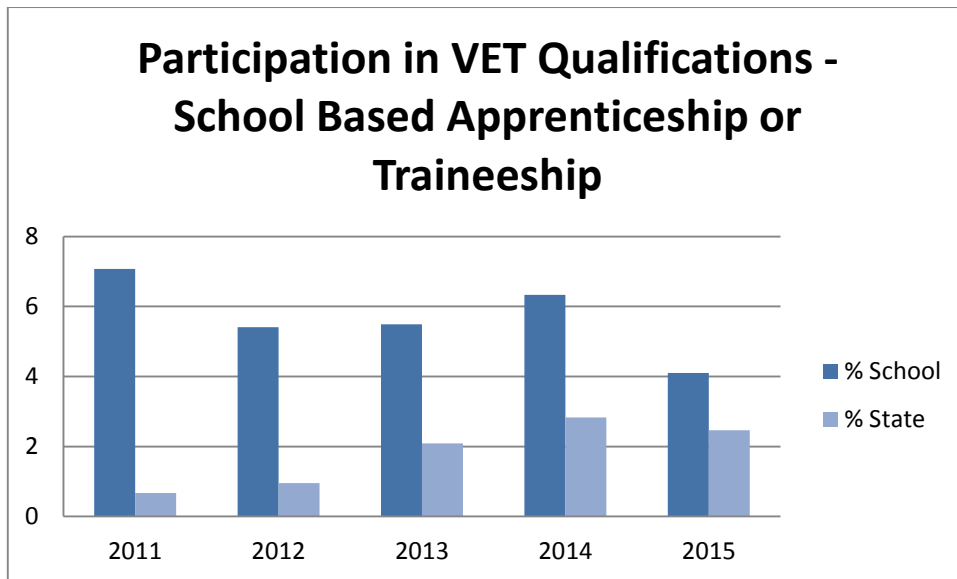
Certificate II: 10 students completed Certificate II (Beauty, IT, Business, Automotive, Community Studies, Horticulture)

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

Three graduates have ongoing enrolment in Certificate III due to a four year trade based qualification (Electrical, Diesel Mechanics, Marine Mechanics).

One student failed to complete their Certificate III by the end of November, however is still enrolled in their course and are close to completion (Early Childhood).





STUDENT OUTCOMES IN STANDARDISED TESTING

In 2015 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	93%	99%	95%	96%
Writing	97%	92%	75%	61%
Spelling	97%	97%	85%	85%
Grammar & Punctuation	88%	88%	89%	86%
Numeracy	99%	97%	98%	98%

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
- Parent information session e.g. teaching your child reading, spelling/phonics, numeracy
- Worship Services
- Parent devotions
- Year 12 Valedictory Service
- College Graduation and Awards Service
- PYP Presentation evenings
- MYP Personal Project Exhibition
- Welcome BBQs
- Camps and excursions
- Valuing Safe Community workshops
- Community Garden
- Mother's Day and Christmas Stall volunteer group
- Grandparents and Friends days
- 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 – ARTiculate
- Enrichment Immersion days
- Mathematics Enrichment Camp
- Junior Choir
- Junior School Discos
- Musical recitals
- Language Exchange trips to Germany and Japan
- Inter-school sporting and House Carnivals
- College Representative sporting teams

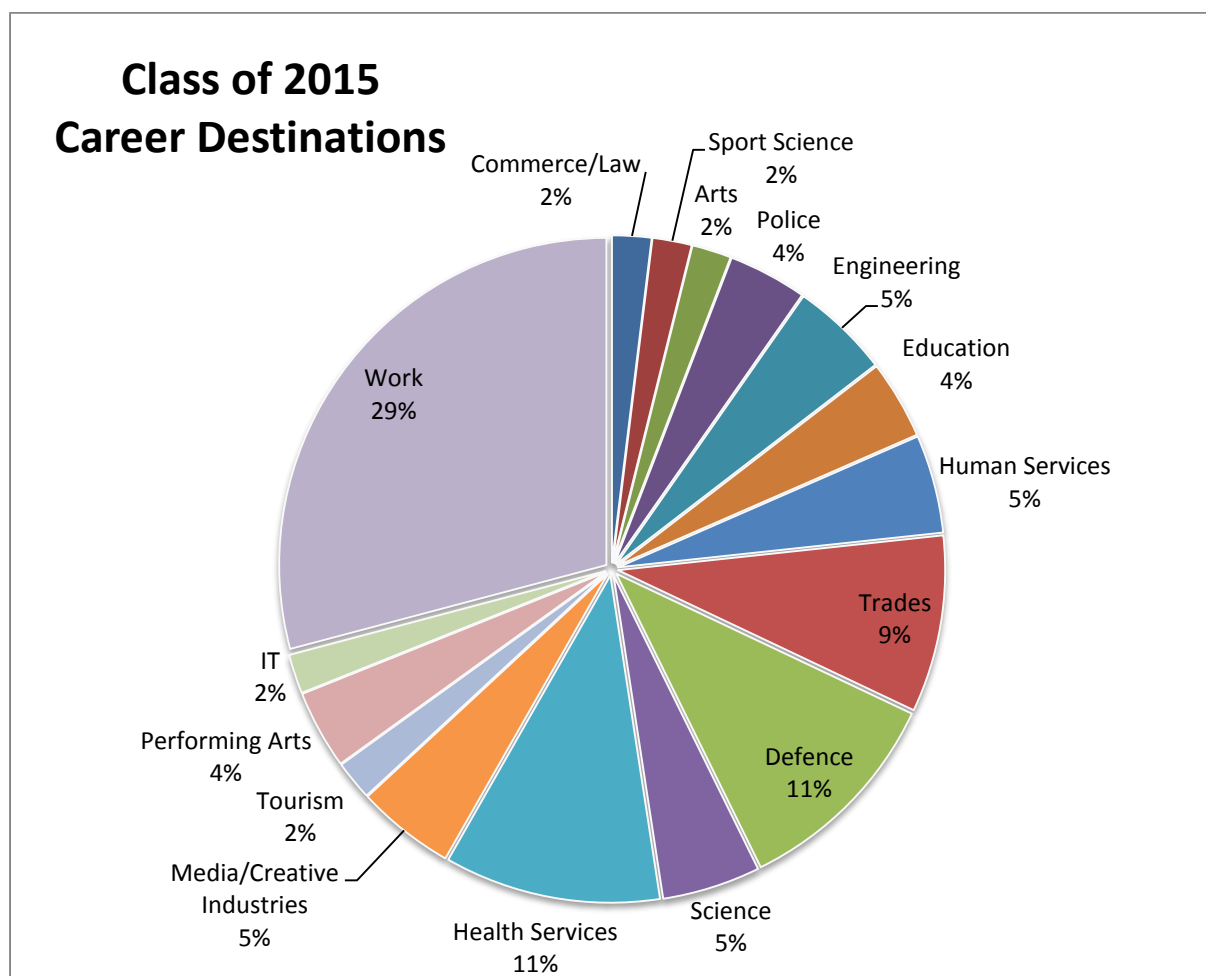
- Pedal Prix
- Participation in representative events e.g. Bombing of Darwin, ANZAC day
- Writer's club
- STEM club
- Questacon
- Chess group
- Duke of Edinburgh Award
- Camps and Stay-Up nights
- Interstate and Overseas trips (Japan, Germany, Borneo, Malaysia)

POST COLLEGE DESTINATIONS

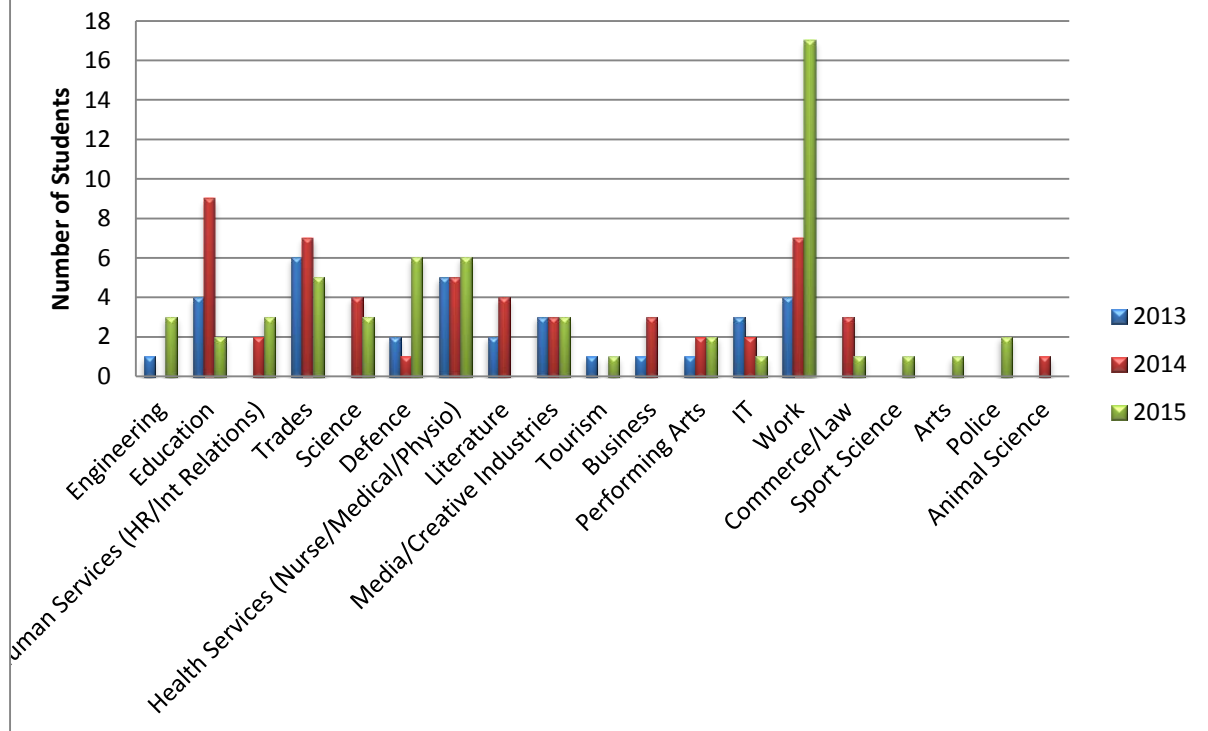
In 2015, twenty two students (36% of the cohort) chose to pursue a University pathway, a decrease of 3.4% compared to 2014. The number of students successful in securing Traineeships only slightly decreased (by 0.4% in 2015) as compared to 2014. The number of students successful in employed in apprenticeships also slightly decreased in 2015 as compared to 2014.

In 2015, 27% of the Year 12 student cohort chose to pursue a work pathway post school.

It is worth noting that in 2015, 14% of the cohort had diagnosed Learning Support needs and were supported to complete their NTCET and to transition to full-time work.

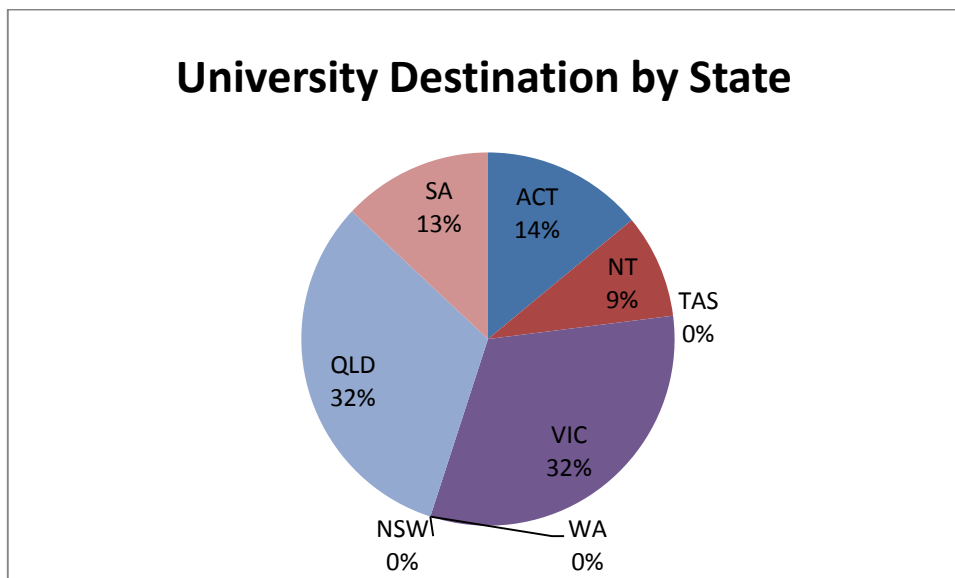


Post School Career Destination 2013-2015 Comparison

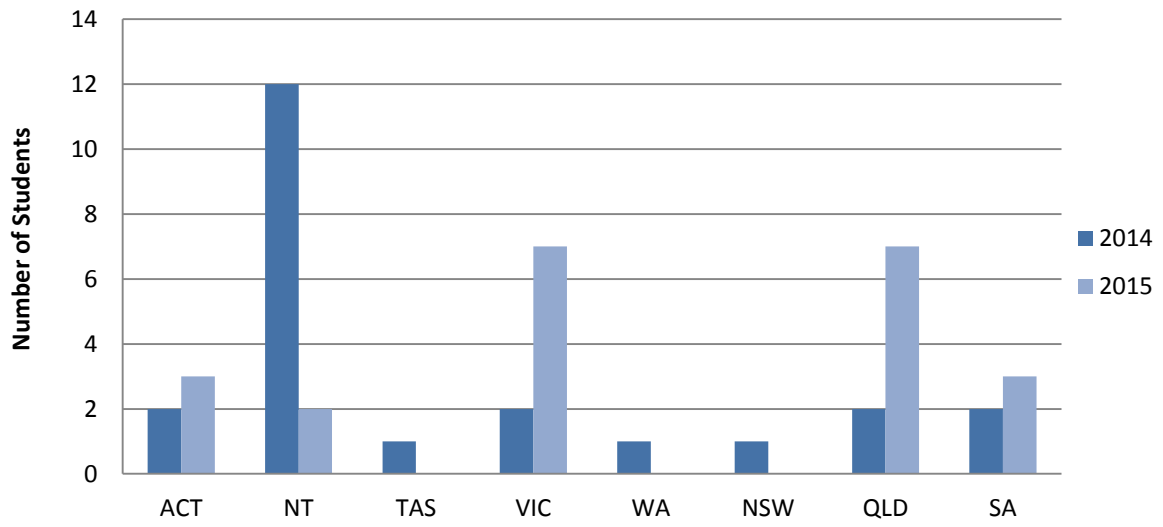


Of the twenty-two students intending on attending University fourteen are taking a Gap Year. (These students have not been included in the seventeen who have chosen full-time work as a career option). Six students began university studies in 2016. Of these students, 32% have chosen to study in VIC and 32% in QLD. The number of students who have received scholarships has increased significantly and has enable students to move interstate for courses.

University Destination by State



University by State 2014/15 Comparison



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

