

GOOD SHEPHERD
LUTHERAN COLLEGE



Identity Service Respect

College Performance Report 2016



Mission

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

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.

We want each of our students to become active, caring and engaged learners, equipped to learn for the rest of their life, and in becoming this, are able to help others in the world to create a place where all are accepted.

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.

Our College is constantly seeking to stay abreast of international educational best practice. As an International Baccalaureate school, offering both the Primary Year and Middle Years programme, we are confident that our students have opportunities which are made available to international students across the world.

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

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CONTEXTUAL INFORMATION ABOUT THE COLLEGE

Our College

Good Shepherd Lutheran College is a co-educational College with campuses in Leanyer, Palmerston and Howard Springs. St Andrew Campus in Leanyer was the original Lutheran School in the Top End, established in 1984. In 2015 St Andrew Lutheran School amalgamated with Good Shepherd Lutheran College, forming the College as it exists today, providing educational opportunities from ELC to Year 12 for approximately 1300 students.

The Palmerston Campus 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, Deputy Principal, Head of Positive Education, five Heads of School (3 Junior, 1 Middle and 1 Senior Head of School), College Chaplain and six other supportive senior leadership positions. In total the College has 95.8 full time equivalent teachers and 49.4 full time equivalent administrative and support positions.

Students

Students at the College reflect the multicultural diversity of Darwin with 18 Languages other than English being spoken by students at the College, with students coming from 21 different countries.

The student cohort includes Indigenous students, students from Defence families, and students with learning support needs, coming from a broad spectrum of socio-economic levels.

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 guide our 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, psychologically and spiritually. We emphasize the importance of supportive personal relationships built on mutual respect in all aspects of life.

At the start of the year we held an Appreciative Inquiry (AI) Summit to explore the core strengths of our College and to set in motion processes that aimed to magnify these as the basis for our success. This two day event involved staff, students, parents and College Board members and was distinctly focussed on valuing and sharing individual stories, seeking the positive things that unite us and building a shared vision for the future. It also involved generous amounts of risk-taking, physical activity, creativity and fun. The AI Summit was not simply an inspiring and energizing experience; its outcomes have directly influenced the development of our College's Strategic Plan, which clearly demonstrates our commitment to developing an organisation and culture in which all our community members have the opportunity to flourish. The AI summit stimulated a range of innovations and actions which share a common focus on building individual and collective strengths, engaging, empowering and motivating participants and promoting collaboration and creativity, recognising that our relationships and wellbeing are integral to our success.

Growing understandings of Positive Education and the outcomes of the AI summit aided the Executive team and College Board in the formation of the new College Strategic Plan. Key areas of development for the next four years at the College identified through the AI summit were Embracing our College Ethos and Purpose, Developing a Positive Organisation, Enriching Learning Outcomes, Strengthening Student Culture and Wellbeing, Enhancing Professional Practice and Wellbeing and Expanding Parent and Community Engagement.

The corresponding elements of the College Strategic Plan developed in 2016 express our commitment to the growth of our students, staff and parent community, as we strive to be lifelong learners with a passion to support each other in our endeavours. The plan focuses the College on new and innovative educational directions, developing us as a positive organisation informed by the field of Positive Psychology and Positive Education, complementing the message of the Gospel that guides the College.

As a Positive Education school, we focussed on developing the skills and knowledge of staff in the concepts of wellbeing and positive emotions and strength based approaches. This led to the development of a Wellbeing Program which provided students with opportunities to explore and develop skills in forming inter-personal relationships, resiliency, awareness of self-protective behaviours, and life skills. The College staff worked closely with students to ensure that positive relationships continued to be built and maintained, both through this program and the extra-curricular activities which support it.

A Non-Government School Routine Assessment was carried out across all campuses of the College in 2016 with the College receiving a positive report from the visiting panel members. In addition to this routine assessment the College also received a positive report from the International Baccalaureate Organisation (IBO) in relation to the candidature of the St Andrew Campus as a Primary Years Programme school. Permission to apply for authorisation in 2017 was received and planning for this visit continued through 2016. At both the Howard Springs and Palmerston campuses much time in 2016 was devoted to preparing the College for International Baccalaureate (IB) Primary Years Programme (PYP) and Middle Years Programme (MYP) Evaluation which is to take place in 2017.

SUB-SCHOOLS

The College is made up of sub-schools; Junior, Middle and Senior. Each sub-school follows 'best practice' in its approach to wellbeing and academic programs, ensuring that the students are provided with experiences that focus on the way they learn best as they transition through the College. We apply unique strategies at each sub-school to meet the different needs of students and families to ensure all members of the school community strengths are embraced and developed.

JUNIOR SCHOOL

Our Junior Schools use the IBPYP as a framework for teaching the Australian Curriculum, with an emphasis placed on developing literacy, numeracy and content knowledge through student driven inquiry. In 2016 we continued gathering and analysing literacy and attendance data, and the results of this have allowed us to scrutinise our programs and pedagogical approaches and look for areas of strength and also for future development. In 2016 the College was again recognised at a national level for achievements in our academic program including an improvement in literacy NAPLAN results above the national average.

Palmerston Campus

There were many highlights this year in our Junior Schools. At the Palmerston campus these included the weekly assemblies and devotions run by the students, vertical interest groups with volunteers from our parent group offering their expertise and experience the Class

Carer Program coordinated by many dedicated volunteer parents at the college, camps and Harmony Day where students came together to embrace their diversity and celebrate their friendships and strengths. Action, which is a key part of the Unit of Inquiry, again shone as a highlight for students, parents and staff. In particular the Year 5 project of painting bowling pins and donating them to the Joy Anderson Centre for dementia patients where they now decorate gardens. The Discos were again a success as was Grandparents and Special Friends day, and the presentation evenings as they were times where the community came together and spent time enjoying each other's company and having fun together. However, the greatest highlight for the year was the student learning which took place with so many students achieving personal bests and recognising that effort is rewarded in learning sometimes with large steps being achieved, others with smaller steps. The opportunities and learning activities which took places in classes and the student's commitment was awesome to see.

Leanyer Campus

At the St Andrew Leanyer campus a large and colourful mural adorned one of the external walls, and ongoing landscaping and classroom refurbishments changed the spaces available for learning, both indoor and outdoor. For the students the highlights of the year included vertical interest groups, stay up and camps both at a campus and at a College level, combined College carnivals and assemblies – again run by students for students. For the students in Year 4, and perhaps across the campus, a very special event and one to be celebrated was the culmination of a Unit of Inquiry which included an interview of the President of Bhutan. The excitement in the room during, and after, this interview was intense.

Howard Springs Campus

The involvement of the Howard Springs Junior School parent body has continued to flourish in 2016. Many volunteers covered library books and readers, parents and friends attended a variety of functions and events and organised activities such as discos. An additional classroom block was constructed in 2016 to ensure there are classrooms for the next two years with the continued growth at the campus. The ELC was recognised by the Australian Children's Education and Care Quality Authority as exceeding in the National Quality Standard review carried out early in the year, something we were very proud to receive and was the culmination of many hours of hard work by the staff at the ELC. The Year 1 and 2 'Day Out' was a highlight and included activities such as feeding (not catching) barramundi and having a campfire. The Buddy program with the Year 2 students and Year 8/9 Middle School students was very successful with all those involved reflecting positively on their experiences.

MIDDLE SCHOOL

The Middle School embraces a middle schooling philosophy through the IBMYP 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.

In the Middle School a number of events and learning opportunities again promoted student contribution to College programs. The 'Open Mike Night' was a success for Year 7 students and highlighted the ability of students to coordinate a large event with minimal participation by staff. In Year 8 a number of learning competitions were enjoyed by students, the Rube Goldberg Machine design competition winning hands down as the most creative and demanding of these. The service programs in Christian Studies were also celebrated by Year 8 students with many community programs extending the students both in an understanding of planning projects and also in their perceptions of others. Through all these opportunities students developed the attributes of the Learner Profile, going beyond intellectual development and academic content to a holistic realm of engagement that provided them with an opportunity to cultivate their human capacity to learn and respect themselves, others and the world around them.

SENIOR SCHOOL

The emphasis in the Senior School is to work with students to develop their critical thinking skills and to become open-minded learners, willing to take risks and embrace opportunities for self-development. This is largely due to a committed and dedicated staff who 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. Through the PLP in Year 10 and counselling by staff, Senior School students identify pathways which best suit their academic and vocational requirements, including a vocational, career acceleration and an academic program preparing students for entrance into University courses.

Subjects on offer at the Senior School, across all NTCET disciplines, continue to give students opportunities to access all University Courses across all states in Australia. In addition to this a number of Universities ran workshops and Q&A sessions on campus in 2016. A number of students used these to make links with the universities and explore accommodation and course options.

The pathways available for students at the College are very diverse to give students the opportunity to follow their future career ambitions. Students in Year 10 had the opportunity to complete a Certificate I in Business as a component of the Work Experience program, the students in the Careers Acceleration pathway course accessed a vast array of Certificate III courses, many securing apprenticeships at the end of their time at the College, two of these students named as finalists in the 2016 NT Training Awards.

The Personal Project exhibition, in Year 10 of the MYP, was again a highlight with a number of exceptional creations on show such as short stories, a model rocket, art work of an extremely high level and fashion designer clothing. The effort and creativity of the students at the College is a testament to the commitment and effort made by staff to foster a love of learning, development of organisational and planning skills, and the recognition that learning is holistic and is best realised when the lines between and within subjects are blurred.

In addition to, and complementing the growth of our students at the College, a group of Senior students took part for the first time in the World Scholars Cup, placing first in the region, receiving an invitation to attend an International World Scholars Cup event.

CO AND EXTRA CURRICULAR OPPORTUNITIES

Service as a response to need

In the College Mission Statement we share our belief of how important it is to us that our students have opportunities to developing a servant heart through service to other's. To this end all students across the College 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 through these actions. Students are empowered to be caring, resilient individuals who value social justice and who seek to create a better world. By adopting a College wide service program and by serving different communities – local, national and international, we encourage students to develop the attitudes and values that focus on the rights and responsibilities of people.

In 2016 we continued our partnership with Bethany Home in Malaysia; a school for children and young people with disabilities. In January a team of five student leaders and staff members spent a week in Bethany Home building relationships and learning about the work there. Last year fundraising at both the College and the church enabled us to donate nearly \$6000 to Bethany Home. Upon returning to the College the Student Leaders spent time at each of the College Campuses and congregations sharing their experiences and helping coordinate fundraising efforts at the College. Students are also involved in a number of fundraising activities such as the 40 Hour Famine and Bandana day raising money for CanTeen.

Equipping Students

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 took a lead role in College events such as sports days, commemorative events, College information evenings, 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 were key members of the Bethany Homes fundraising team and worked 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 continued to provide an opportunity for student mentoring, in 2016 one of the focuses for the Senior School was to strengthen the transition from the Middle into Senior School, with all students from Year 9-12 being provided with opportunities for careers and subject counselling, helping ensure a smooth transition into and between Senior School year levels.

Flourishing Students

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 Year 11/12 University tours in Brisbane, Melbourne, Adelaide and Sydney, a Year 10 a German Exchange visit and a tour of Japan.

Students at the College also participated in Pedal Prix, the NT debating championships, Inter-School sports, singing groups and dance troupes, the Duke of Edinburgh Award, NT Tournament of the Minds and academic competitions such as the Aurecon Bridge Building Competition. The Year 12 production of Mother Courage and her Children was a display of much talent, exploring the actions and choices of people living through a war. The performance highlight of the year was that of the College Musical – Little Shop of Horrors, the performances of those involved were of an exceptional level, receiving standing ovations and an encore performance from all audiences who attended.

PARENT INVOLVEMENT

'Friends of Good Shepherd' was established in 2016 as a result of the AI Summit and is a forum for parents and others to contribute suggestions, feedback and support for the

College. As in previous years parents were very active in their involvement at all the junior campuses attending and helping out at a number of gardening bees, sports days, discos 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 contribute toward the students in their learning.

For the first time the College held a number of Parent Workshop each term. The workshops are a valuable source of information with sessions including; the importance of sleep, nutrition for children, phonics and reading, numeracy skills, planning for Senior School, Cyber-safety for children, amongst others. These were well attended and based on feedback received will continue to flourish.

The College Facebook and App have become valuable sources of information for parents and friends of the Good Shepherd community with our following of friends now over 1500. Community events at the College in 2016 included a Movie Night on Howard Springs Campus Oval, the annual Old-Collegians gathering, the first 5 year reunion of Year 12 graduating students, Special friends days, campus open days, Mother's Day stall and Father's Day breakfasts and College tours. A variety of clubs and groups also accessed the College facilities for events throughout the year.

At the end of the year we held our Valedictory and Awards service at which our Year 12 graduates were recognised for their achievements and contribution to the College. It was a joyous and poignant reminder of how much our students had achieved, and how strong they grew in their self-awareness and maturity throughout their time at the College. While it is always sad to farewell a group of students, many who have been with us for thirteen years, it is always good to know that in the year coming there will be another group to share experiences with and watch develop into people who we are proud to have as part of our community.

To all the parents, students and staff, thank-you for your ongoing involvement in to our community at Good Shepherd. Your time and commitment to our College is never taken for granted and we are blessed to be able to share so many positive experiences with you as we come together to further develop our strengths and grow into the people we have been created to become.

Rachel Boyce

Principal

TEACHER STANDARDS and WORKFORCE COMPOSITION

Good Shepherd Lutheran College has a total of 160 staff, 95.8 of which are teachers. In 2016 there were 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 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	95.8
Full Time Equivalent Non-Teaching Staff	49.4
Total FTE	145.2
Total No of Staff	160

Retention/Appointments	
New Staff Appointed	45
Retired	2
Resignation or moved to other positions	31
Contracts completed	5

Teaching Staff

Attendance	Sick Leave / Carers Leave	652
	Bereavement	45
	Attendance Rate (percentage)	96.8
Absent for part/full year	Staff on Paternity/Maternity Leave	12
	Staff on Unpaid Leave	5

Non-Teaching Staff

Attendance	Sick Leave / Carers Leave	435
	Bereavement	7
	Attendance Rate (percentage)	95.8

Qualifications of Academic Staff

Number of Academic Staff with Diploma in Education	50
Number of Academic Staff with Degrees	133
Number of Academic Staff with Post Graduates	11
Number of Academic Staff with Masters	22
Number of Academic Staff with PhD's	2

PROFESSIONAL DEVELOPMENT

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 development courses and workshops attended by staff are as follows:

- 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
- Structured professional reading
- In-school programs
- 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

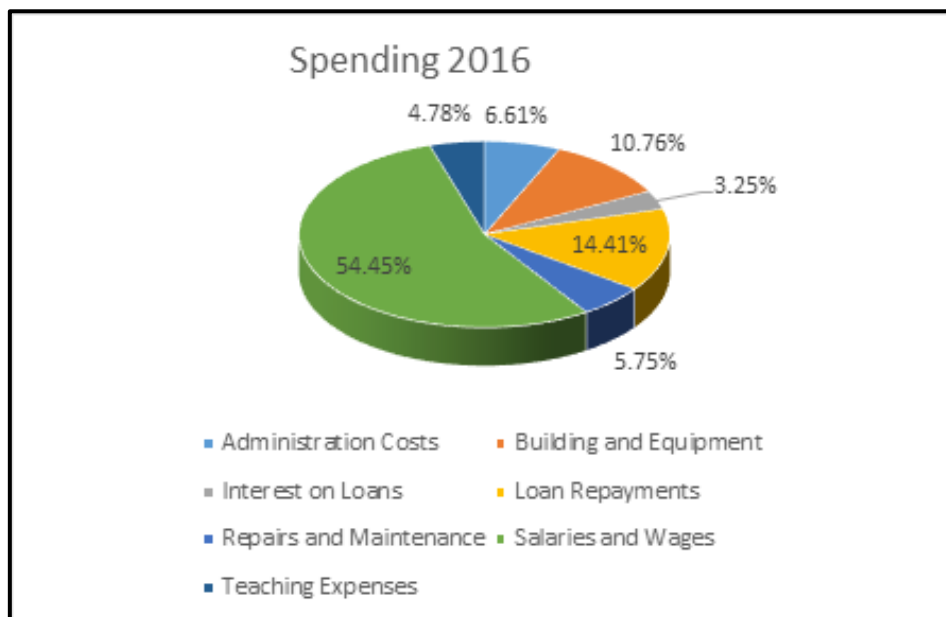
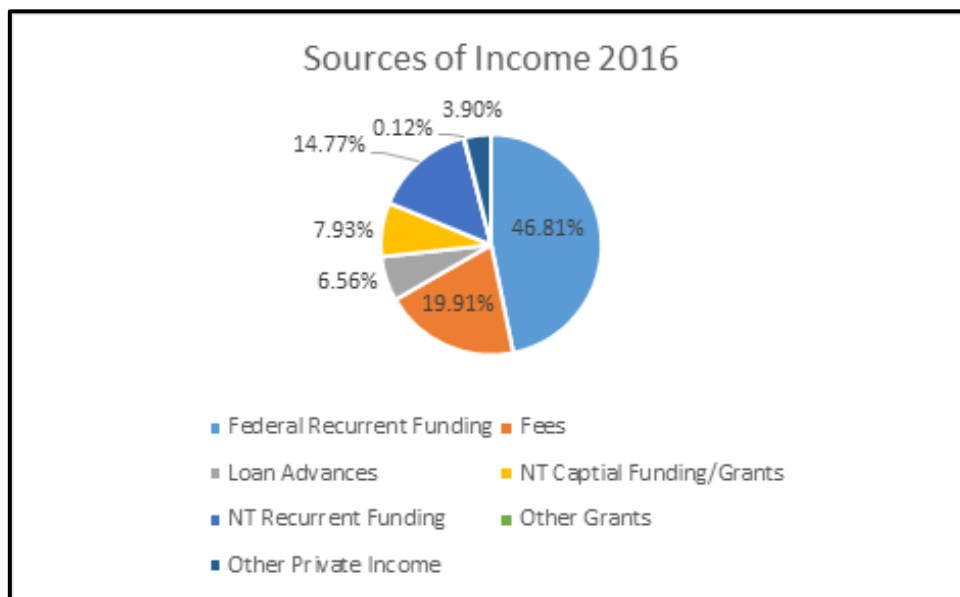
Professional Development

Total expenditure on PD – teaching/IB/non-teaching budgets	\$107 462
Total expenditure on PD for teaching staff member	\$97 607
Average PD expenditure for teaching staff member (teaching/IB budget divided by number of teaching staff)	\$995
Total expenditure on PD for non- teaching staff member	\$9 855
Average PD expenditure for non-teaching staff member (non-teaching budget divided by number of non-teaching staff)	\$112

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 embarked upon and completed a number of capital projects and improvements in 2016.

These included the following

- Completion of Stage 2 of the Howard Springs Junior School
- Conversion of a general classroom into an additional science laboratory at Howard Springs Middle/Senior campus
- Solid roof over basketball court at Palmerston campus
- Closing in open ridge capping in classrooms at St Andrew campus
- Surfacing and roof over basketball court at Howard Springs Junior School
- Creation of additional classroom spaces at St Andrew campus Leanyer
- Solid roof over courtyard area at Howard Springs Middle/Senior campus
- Construction of the new entrance road off Stow Rd
- Additional paving around the Middle School buildings and extensive grassed areas created around the playing courts and oval.

In addition to these capital works maintenance of existing facilities is carried out on a regular basis to ensure our facilities support the quality learning students are involved in at the College.

Planned future capital projects and improvements include;

- Climbing Equipment at Howard Springs Junior School
- Playground Equipment at Howard Springs Middle School
- Reticulation upgrade at Palmerston Campus
- Sports storage shed at Howard Springs Middle/Senior campus
- Playground upgrade at St Andrew Leanyer campus (includes ELC Playground upgrade)
- Creation of play space alongside the library at Palmerston campus

ANNUAL SELF ASSESSMENT

In May of 2016 the College surveyed parents, students and staff and gained valuable feedback in the following areas. This survey was coordinated by Lutheran Education Australia through the Quality School Data survey.

The areas common to all groups in the survey were;

- Teaching quality
- Curriculum
- Wellbeing
- School connectedness
- Improvement focus
- Religious identity, culture and ethos
- Christian practices
- Supporting learning
- Developing strategic partnerships
- Recognising student diversity
- Identity

Parents and Staff were also asked for feedback on

- Governance
- Leadership

Staff were asked for additional feedback in the areas of

- Financial management
- Professional learning

From the feedback received a number of key areas were identified for improvements and these formed the basis of the School Improvement Plan which was formulated in the second half of the year. This report can be found on the College website.

Areas identified by parents as strengths at the College are

- Their children's growth in learning
- Learning and behaviour expectations of the College
- Quality educational programs offered
- The College's focus on student wellbeing, and the care offered to their children
- The Christian values which underpin the decision making at the College
- Opportunities for parents to be involved at the College
- Leadership at the College

Strengths identified as common by students across all campuses and sub-school are

- Teacher expectation to allows do their best
- Being challenged in their learning
- Feeling safe and being cared for at school
- An awareness of their achievements and learning results

Staff identified five a number of areas as strengths at the College

- High expectations around learning are communicated to students and support is offered to help students become self-directed learners
- Teachers develop a classroom culture where students experience a sense of positive wellbeing
- Students are encouraged to engage with social and ethical issues with a Christian worldview
- The College's short, mid and long term directions and plans are set by leaders at the college and are communicated to all staff

STUDENT ATTENDANCE

Enrolment

Data source: Census on the Internet - August Collection Australian Government Department of Education, Census on the Internet, August 2016.

	Male	Female	Total
Transition	54	56	110
Year 1	50	38	88
Year 2	69	49	118
Year 3	35	34	69
Year 4	45	33	78
Year 5	45	48	93
Year 6	65	62	127
Year 7	64	61	125
Year 8	63	66	129
Year 9	52	54	106
Year 10	56	47	103
Year 11	36	37	73
Year 12	33	41	74
Total	667	626	1293

Enrolment Figures as at Census Date 5 August 2016

Attendance

The table below shows the student attendance rate and student attendance level for students from Year 1 to Year 10 for Semester 1 2016, by Indigenous status. (Data source: My School website)

Student Attendance Rate

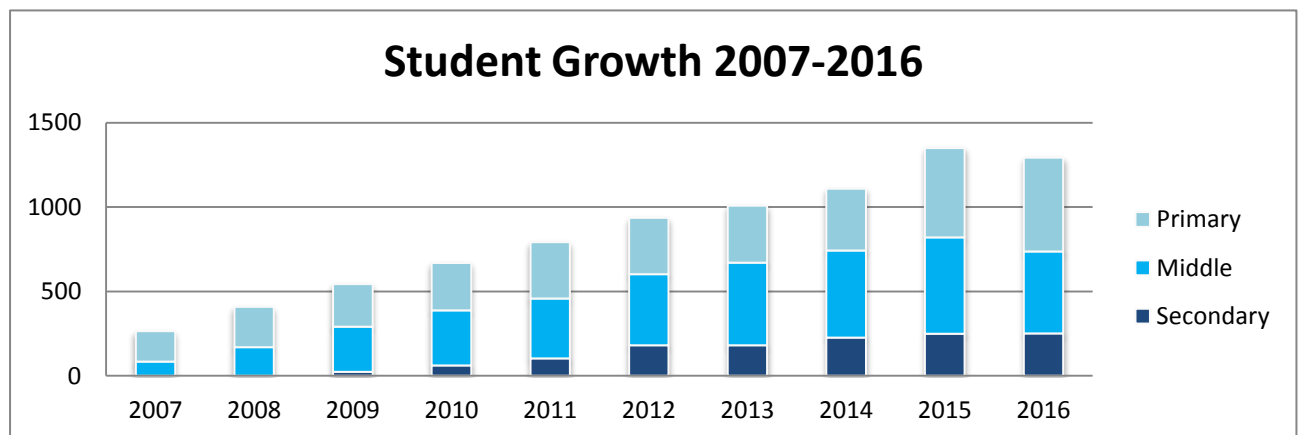
All students	91%
Indigenous Students	89%
Non-Indigenous Students	91%

Student attendance level

(Proportion of students attending 90% or more of the time)

All students	68%
Indigenous Students	57%
Non-Indigenous Students	69%

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.

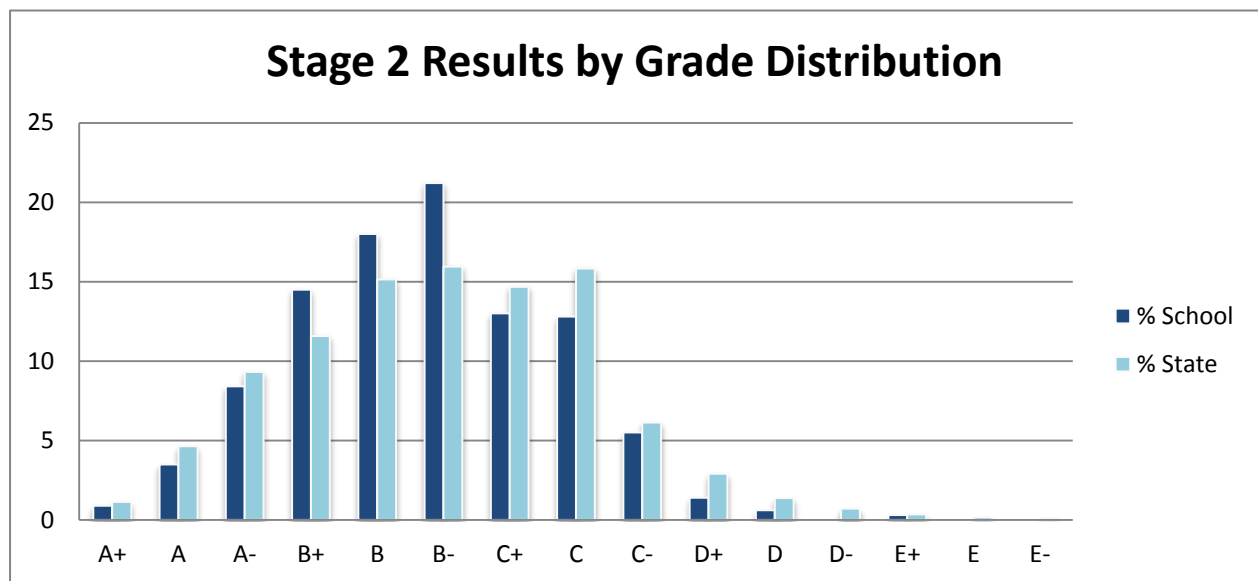


SENIOR SECONDARY ACADEMIC OUTCOMES

Year 12 Result Summary

A total of seventy three students completed the NTCET, with sixty students eligible for an ATAR. For the first time since the introduction of the Senior School one Merit was awarded to a student.

Year	Potential Completers	Completers	% School	% State
2014	56	53	94.64%	94.75%
2015	62	60	96.77%	96.33%
2016	75	73	97.33%	96.63%



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.

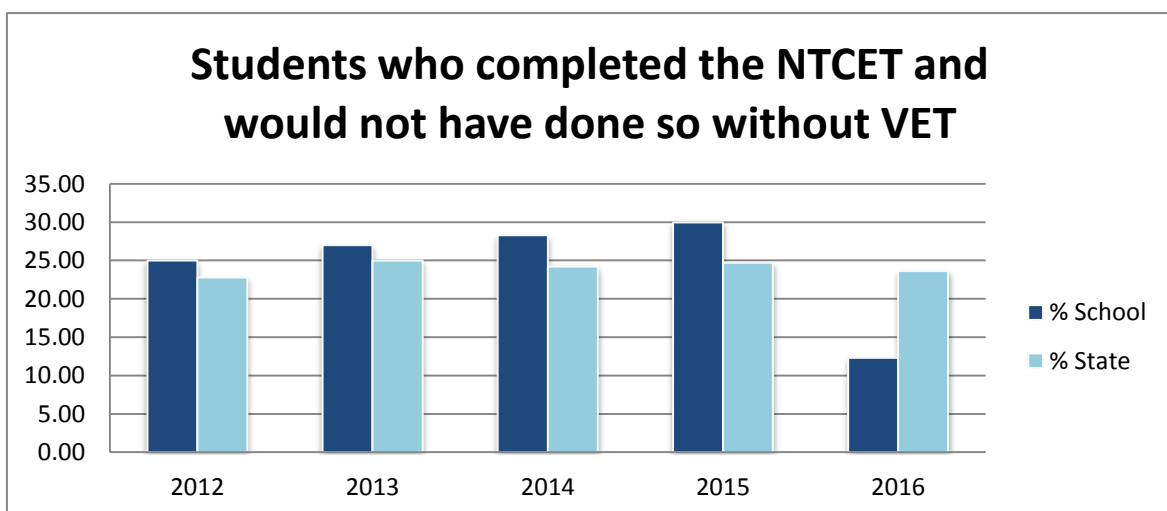
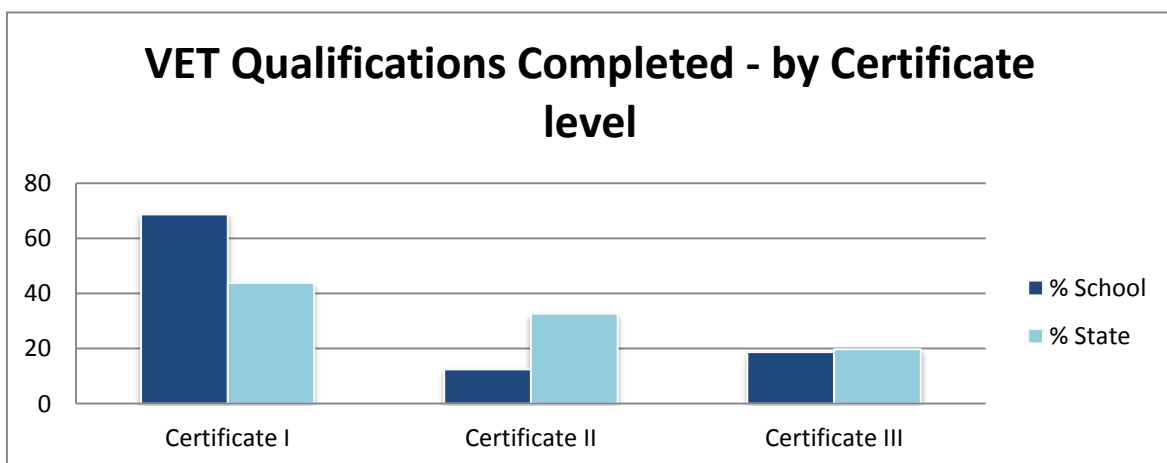
VET Outcomes / School Based Apprenticeships

Of the fourteen students in Stage 2 WorkReady, seven 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 three students going on to complete a third VET Qualification prior to graduating.

All of our Stage 2 WorkReady students graduated with a Certificate 1 in Business, First Aid Certificate and additional White Card training if applicable to their industry.

Five of the fourteen Stage 2 WorkReady class were nominated for the NT Training Awards, with two going through as finalists to the final round, one for NT School Based Apprentice and the other for VET in Schools Student of the Year.

In total there were twenty one students who studied a VET certificate as part of their NTCET. Nine students would not have achieved their NTCET without the study of their VET Certificate.



In total the level of certificates studies and the students numbers attached to these for 2016 were:

- Certificate 1: 53 students completed Certificate 1 (Business and Automotive)
- Certificate 2: 6 students completed Certificate 11 (IT, Business, Automotive, Community Services)
- Certificate 3: 9 students completed Certificate 111 (Multi-media, Early Childhood, Business, Tourism, Dental Assistant, Health Services)

Two graduates have ongoing enrolment in Certificate 111 due to a four year trade based qualification (Plumbing, Construction). Two students have transitioned from Certificate 111 in Health Services into the Bachelor of Nursing degree at Charles Darwin University.

STUDENT OUTCOMES IN STANDARDISED TESTING

In 2016 students in Years 3, 5, 7 and 9 participated in the National Assessment Program Literacy and Numeracy (NAPLAN).

Percentage of students **achieving** National Benchmark.

	Year 3	Year 5	Year 7	Year 9
Reading	91%	97%	94%	100%
Writing	94%	90%	90%	84%
Spelling	96%	95%	94%	92%
Grammar & Punctuation	94%	97%	96%	94%
Numeracy	93%	96%	98%	98%

PARENT, STUDENT, TEACHER SATISFACTION

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

- Friends of Good Shepherd
- 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 Workshops each term e.g. teaching your child reading, spelling/phonics, numeracy
- Friends of Good Shepherd (FoGS)
- Guest Speaker Program
- Worship Services
- Parent devotions
- Year 12 Valedictory Service
- College Graduation and Awards Service
- End of Year Student Award Assemblies
- PYP Presentations
- MYP Personal Project Exhibition
- MYP Community Service Exhibition
- Subject Selection and Careers Evenings
- Poetry Exhibitions
- ARTiculate
- College Concert
- College Musical
- Welcome BBQ Evenings
- Camps and Excursions
- Valuing Safe Community Workshops
- Community Garden
- Mother's Day and Christmas Stall Craft Groups
- Grandparents and Special Friends days
- Class Carers and Class helpers

Lutheran Education Australia, Quality Schools Parent Survey data for Good Shepherd Lutheran College indicates a very high overall satisfaction rating by parents for the College both in relation to the learning needs and in the progress of their child(ren). Many of the ratings across a number of dimensions indicate a satisfaction rating of over 90%.

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

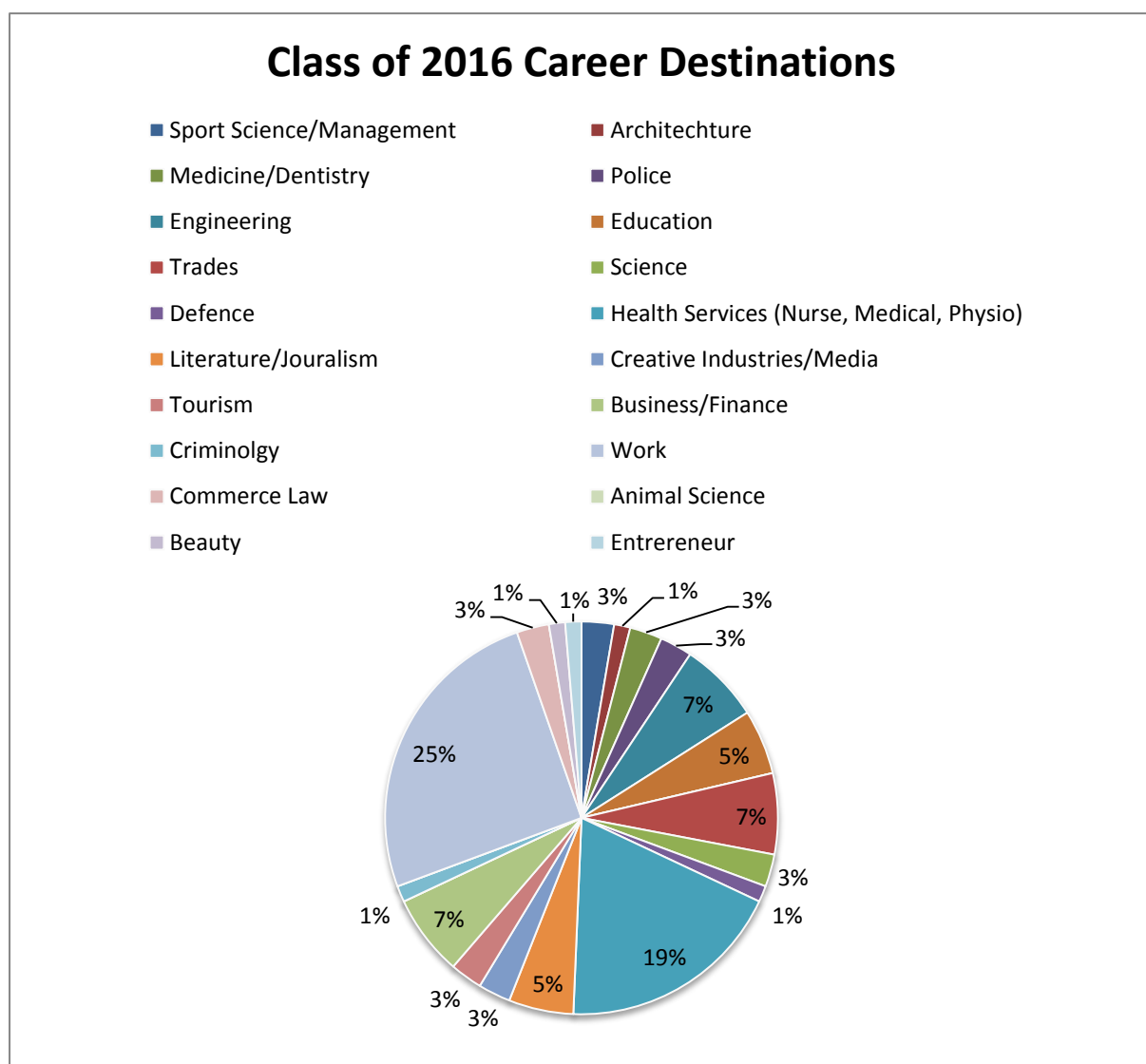
- Middle and Senior Debating teams
- Tournament of the Minds Challenge
- Year 6 Solar Challenge
- Year 7 Instrumental Music program
- Arts and Technology Exhibition – ARTiculate
- Enrichment Immersion days
- Mathematics Enrichment Camp
- Junior Choir
- Junior School Discos
- Musical recitals
- College Musical
- 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)

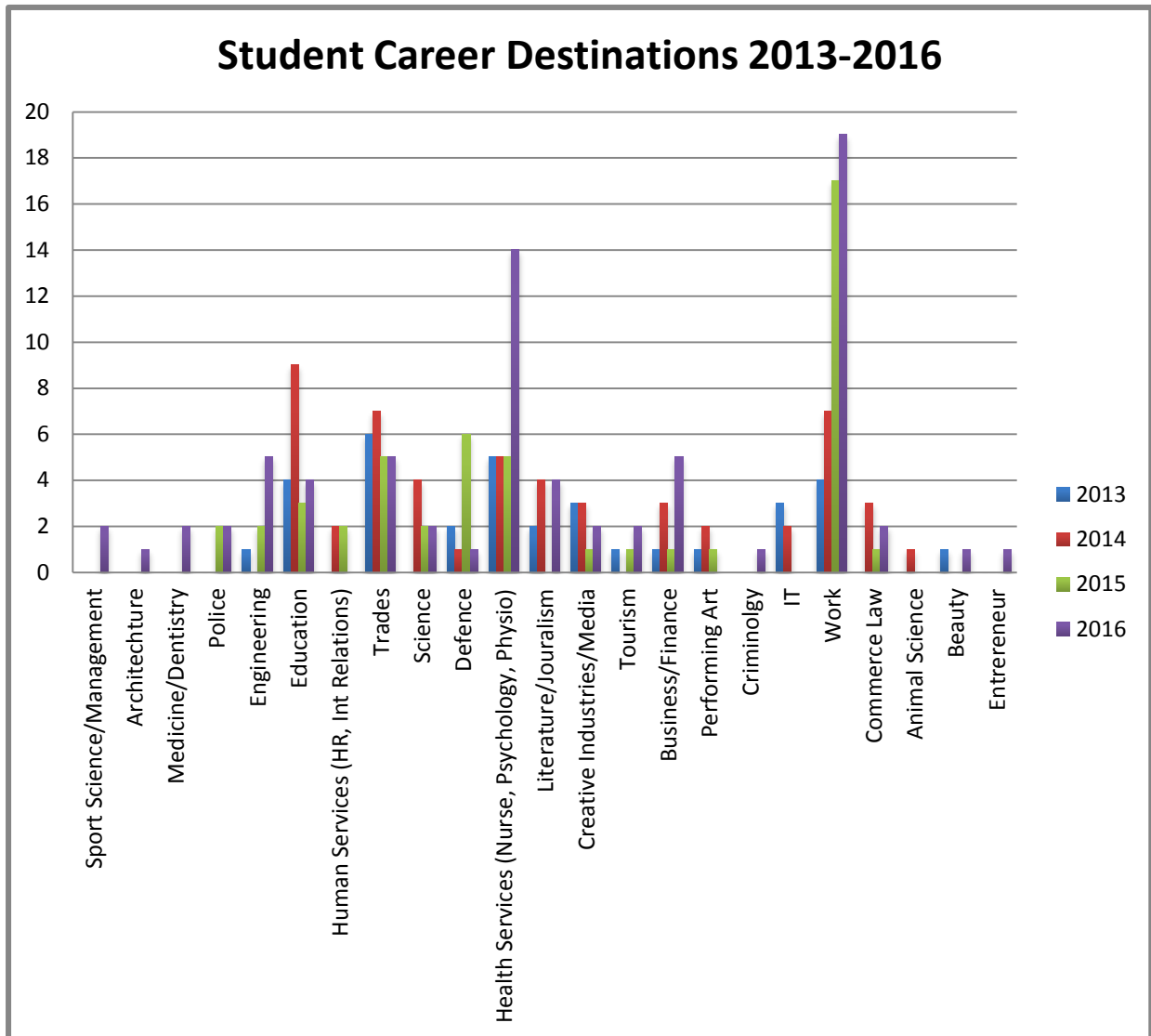
POST COLLEGE DESTINATIONS

In 2016, forty three students (57.33% of the cohort) chose to pursue a University pathway, an increase of 21.33% compared to 2015.

In 2016, 28% of the Year 12 student cohort chose to pursue a work pathway post school (this is an increase of 1% compared to 2015).

It is worth noting that in 2016, 8% of the cohort had diagnosed Learning Support needs and were heavily supported to complete their NTCET and to transition to full-time work. 9.3% of students had significant Social Emotional needs and a further 12% had health issues that impacted their attendance during Year 12.

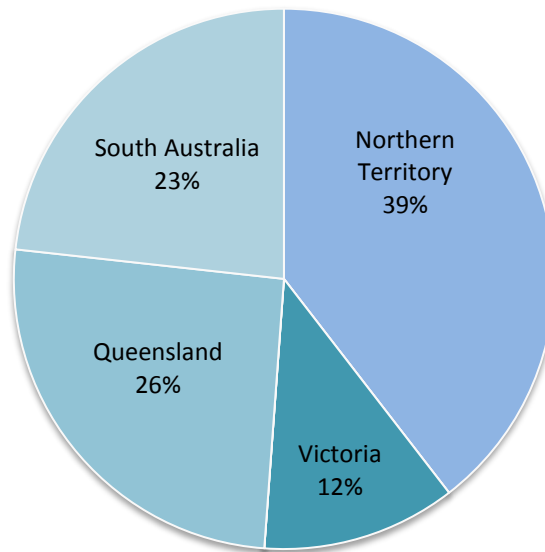




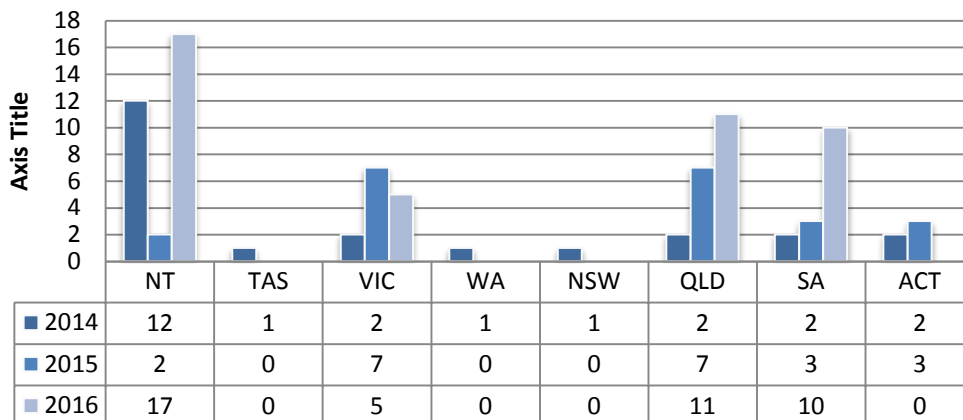
There has been an increase in the Health Services industry with students enrolling in Medicine, Dental, Nursing and Midwifery. For the first time students have enrolled in Architecture, Criminology and Sport Science. Engineering has increased with five students pursuing this as a pathway.

Of the forty-three students planning to attend University twelve are taking a Gap Year in 2017. (These students have not been included in the twenty-one who have chosen full-time work as a career option). Of these students, 39% have chosen to study in Northern Territory, 25% in Queensland, 23% in South Australia and 11% have chosen to study in Victoria. All of the students who have secured a place at University attended at least one of the interstate University Camps.

University Destination by State



University by State 2014-2016 Comparison



APPENDIX 1: 2016 Staff listing

Paulo	ABRANTES	Jose	DE CASTRO
Barbara	AKEHURST	Peta-Marie	DECASTRO
Hannah	AKEHURST	Georgia	DICKSON
Haylea	ANDERSON	Trisha	DOWLING
Kristin	ANDT	Matthew	DUFFY
Tahlia	ANVER	Lee	DUNHAM
Karen	ARCHIBALD	Kathleen	DUNLOP
Elizabeth	BAFF	Reelika	EICHE
Mells	BAYLY	Laura	ENGLAND
Claire	BELL	Lyndal	ENGLAND
Jack	BENNETT	Paul	ENRIGHT
Learne	BENSON	Tara	ERRITY
Karon	BIBBY	Rebecca	EVANS
Lubomir	BISEVAC	Dianne	EVERETT
Olivera	BISEVAC	Andrea	EWERS
Nicholas	BLACKWELL	Jacob	FAJZULLIN
Maria	BLOMELEY	Darlene	FINCK
Debra	BOAKES	Melody	FLEMING
Arite	BOHN-NIKOLAEV	Rebecca	FLETCHER
Glenda	BORTOLI	Shona	FORD
Elsabe	BOTT	Angela	GABOLINSCY
Darren	BOYCE	Samantha	GALLETLY
Rachel	BOYCE	Sarah	GAVRANICH
Troy	BRADSHAW	Mariam	GHOSN
Benjamin	BRADTKE	Annette	GREENWOOD
Jade	BRISCOE	Amanda	GRIFFIN
Jenna	BROTHERTON	Melissa	GRIGGS
Amanda	DOYLE	Jody	HALL
Tess	CAMPBELL	Tarn	HAM
Rebecca	CARPENTER	Sarah	HARKIN
Margaret	CARROLL	Michelle	HARLE
Olena	COLLINGS	Lyn	HASLOP
Jeannie	COOK	Tania	HAYNES
Kirstin	COOPER	Julie	HEARNDEN
Lesley	COULTER	Andrea	HEENAN
Tegan	CROWLEY	Kim	HOCKING
Anne-Marie	CULLINAN	Brian	HOGAN
Wayne	CULPH	Erich	HOLZKNECHT
Dean	CUMMINS	Michelle	HOOKWAY
Rebecca	CURTIS	Susan	HOWES
Karen	DAVEY	Kate	HUGHES
Rebecca	DAVIS	Susie	JAENSCH
Sarah	DAVIS	Alexa	JOHNSON
Tara	DAVIS	Nancy	JUAN
Caralyn	DEA	Rowena	KALIKAJAROS

Nicole	KANYILMAZ	Melanie	NOLLER
Gabrielle	KAUSTOS	Natalie	NOORDHUIS
Kate	KELLY	Catherine	NORTON
Leah	KELLY	Marie	O'CALLAGHAN ROBERSTON
Michele	KENAWAY	Michelle	ORMSBY
Lynda	KENNEDY	Suzanne	OTTO
Barry	KIRKHAM	Sarah	FULLER
Irene	KITSOS	Kieran	PARSONS
Leanne	KLAU	Megan	PEARN
Andrew	KOEHLER	Angela	PERKINS
Karen	KOEHLER	Amanda	PETERSEN
Stanley	KOZAK	Jayne	PETERSEN
Dianne	LAMECH	Julia	PETERSEN
Janet	LANGDON	Peter	PETERSEN
Kristine	LAUBE	Roslyn	PETERS
Cameron	LEEK	Lynne	POKELA
Neil	LEEK	Glenda	PRESCOTT
Peter	LEHMAN	Pushpa	CHOUDHARY
Kylie	HANTON	Emily	QUINN
Mathew	LILLYST	Cliff	REEVES
Hannah	LOVEDAY	Amy	RUSSELL
Kathleen	LOVELL	Jana	SAJTOS-HOBBS
Margaret	LOWERSON	Emma	SALMIC
Cassie	MILES	Frederika	SALTMARSH
Kylie	MACLEOD	Peter	SCHUBERT
Arthur	MACRAE	Rachel	SCOTT
Sebastian	MAIRATA	Paul	SEE KEE
Casey	MANSON	Anna	SEIDL
Michelle	MARSHALL	Cheryl	SIMPSON
Jacinta	MARTINS	Frances	SIMPSON
Narelle	MATHIESON	Dan	SIVAN
Yvonne	MCDONNELL	Lola	SLEEP
Tanya	LLOYD	Brooke	SMITH
Karen	MILLS	Geoffrey	SYKES
Raul	MONTEIRO MOIZAO	Jennie	SYKES
Michelle	MONTGOMERY	Anita	SYNNOTT
Raewyn	MONTGOMERY	Sean	SYNNOTT
Courtney	MORGAN	Jonathan	TALBOT
Judith	MORROW	Kristy	TEUNISSEN
Sarah	MOTT	Joanne	THICKBROOM
Elizabeth	MOUNTFORD	Suzanne	TOMES
James	NAIRN	Vicki	TRATHEN
Susan	NALDER	Deborah	GRECH
Jessica	NEILSEN	Jennifer	VAN TIENEN
Martian	NEUPANE	Donna	VINCENT
Toshio	NISHIMOTO	Elizabeth	WALKER

Rachel	WALKER
Ngaire	WATT
Leonora	WEHRMANN
Karen	WEIER
Charlotte	WHITE
Leanne	WILLIAMS
Melinda	WILLIAMS
Rachel	WOOD
Yumi	ENRIGHT
Daniel	YAMADA
Teressa	YAMADA