



2014 Annual Report

GOOD NEWS

LUTHERAN COLLEGE

School Number: 1957

A Christ-Centred Quality Education for all



IDENTITY RESPECT SERVICE FREEDOM

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Contextual Information

1. College Profile

2014 saw Good News Lutheran College run its first year of Senior School with the addition of Year 10. A VCE subject was also offered at this year level, with the College registered to run a limited VCE programme. Continued growth at the lower end of the College was continued also, with three Prep classes being run once again, and a third Year One class added. The College anticipates moving to four Prep classes and a third Year 7 class in 2015.

The College plans to continue to add a year level each year, extending through to Year 12 in 2016. The ministry and mission of the College, is to provide a quality Christ-centred education in which all relationships and activities are shaped and informed by the Gospel. Students are encouraged to recognise their God given gifts and develop a feeling of self-worth and respect for others through a well-developed Christian Studies and worship programmes. Positive student behaviour is developed through programmes such as Buddies and Restorative Practices, which develop skills in conflict resolution and restoration of relationships.

A strong focus is on developing a love of learning and the skills needed for lifelong learning. Well-resourced, new, modern learning facilities support the provision of a curriculum strongly



based on Literacy and Numeracy skills. A House system provides opportunities for student leadership and sporting activities which is enhanced by the Health and Physical Education programme, along with the development of a HPV (cycling) racing team. The Good News Basketball Club is closely affiliated with the College. A camping programme develops relational and independent learning skills. The College offers an

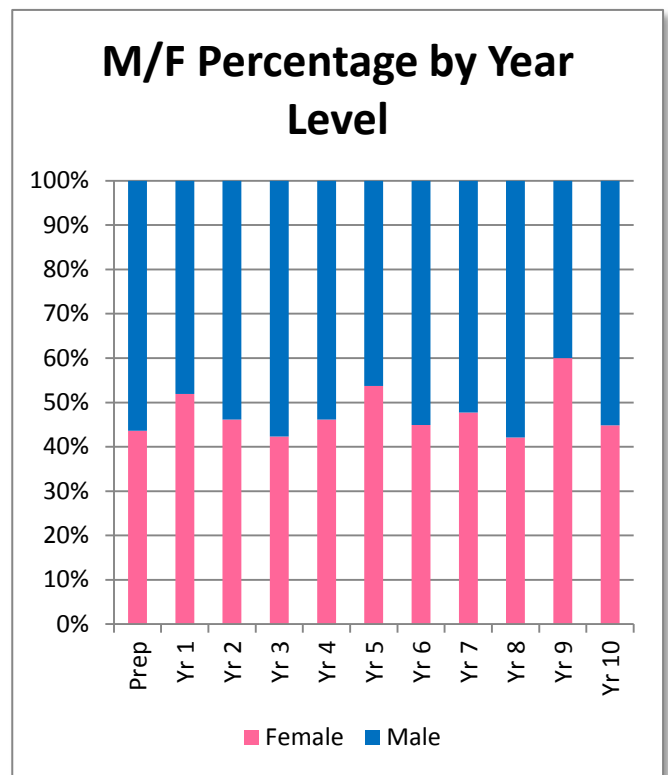
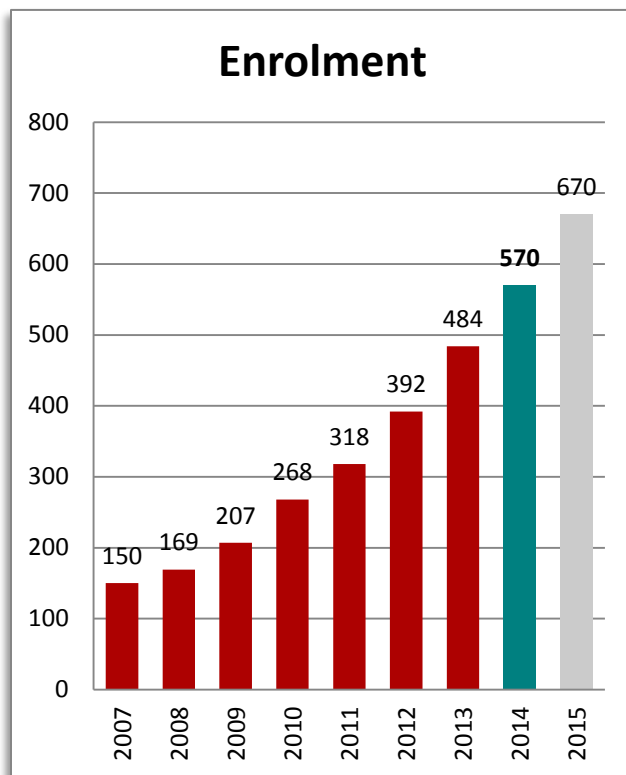
Arts programme which includes a music programme and choirs, and both Visual and Performing Arts. The College also offers support programmes such as Reading Recovery, Early Maths Understanding, Bridges and Building Blocks (for EAL). German is the language taught across

the College from Prep to Year 10. Stage 1 and 2 of the VCE subject Health and Human Development were offered to students in Year 10.

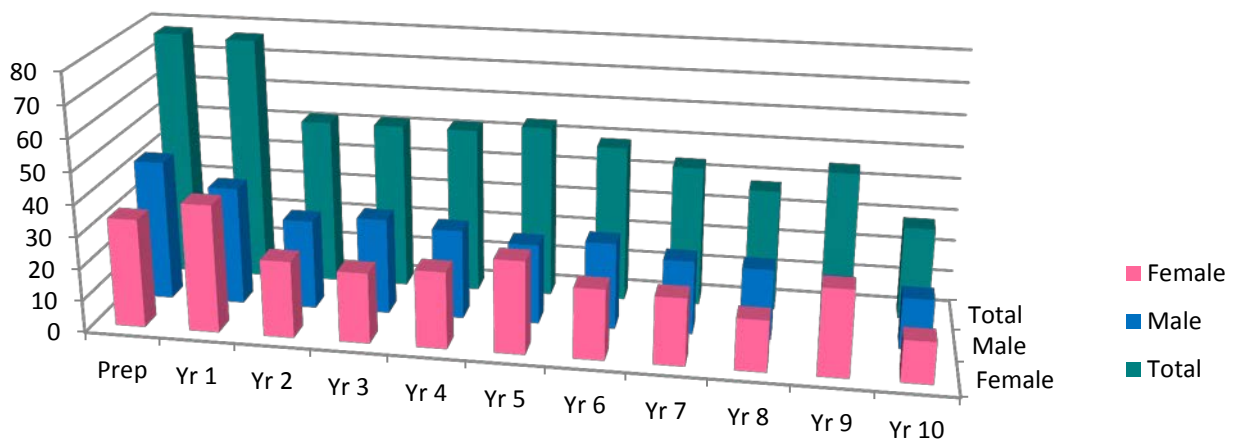
2014 saw the addition of two additional classrooms, on-site, to cater for the increasing numbers in Junior School, along with a major upgrade of the existing carpark to allow for exit onto the side road, Caraleena Drive, in accordance with the Wyndham City Council's expectations for traffic flow in and around the College.

2. Characteristics of the Student Body

The student population of 570 students at the Census in August of 2014 continued the upward trend in enrolments. The introduction of Senior School at Year 10 in 2014, along with a third Year One class and a general, steady increase in enrolments across the College, throughout the year, saw the enrolment target exceeded by 20. The projected enrolment for 2015 is 670.



2014 Enrolment - Gender



	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
Female	34	40	24	22	24	29	22	21	16	27	13
Male	44	37	28	30	28	25	27	23	22	18	16
Total	78	77	52	52	52	54	49	44	38	45	29

At Census in 2014 - the composition of the student population was 48% female and 52% male. Good News had one indigenous student and ten students in receipt of Special Needs funding.

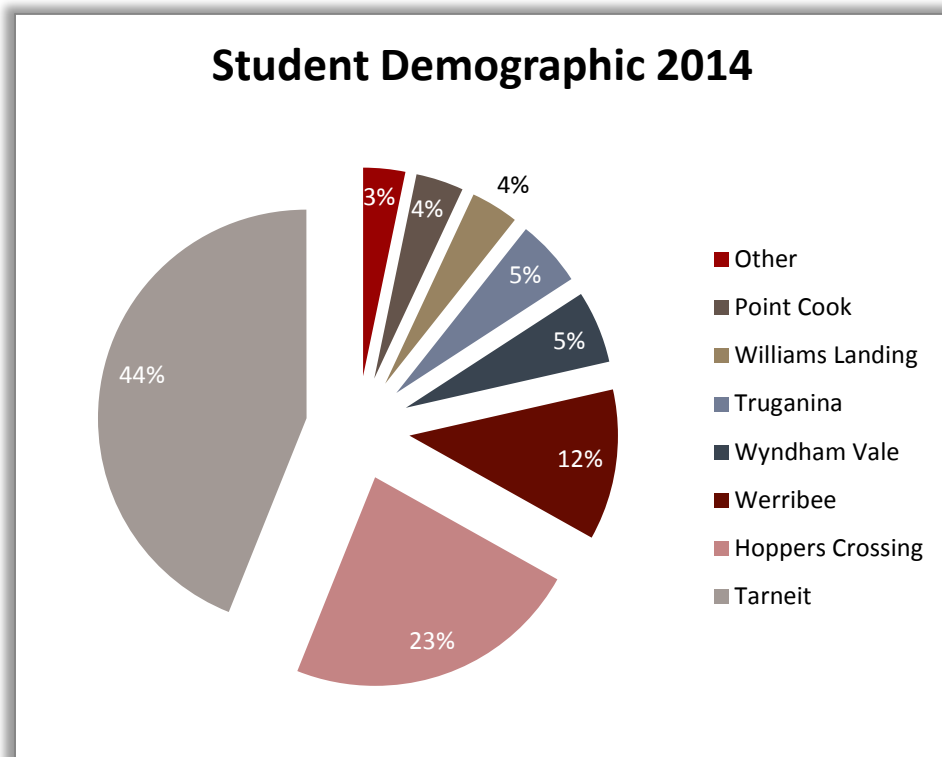
- Level 1: 3 students
- Level 2: 4 students
- Level 3: 3 students

Students with particular educational needs have Individual Learning Plans to help focus learning on their specific needs. Good News also provides additional support for a number of other students. Students are supported, depending on their level of need, with four tiers of programmes:

1. Targeted specific skills instruction supported within the classroom.
2. Modified learning programmes within the classroom.
3. Intensive instructional support withdrawn from the classroom in programmes such as Early Maths Understanding and Reading Recovery.
4. Additional support within the classroom.

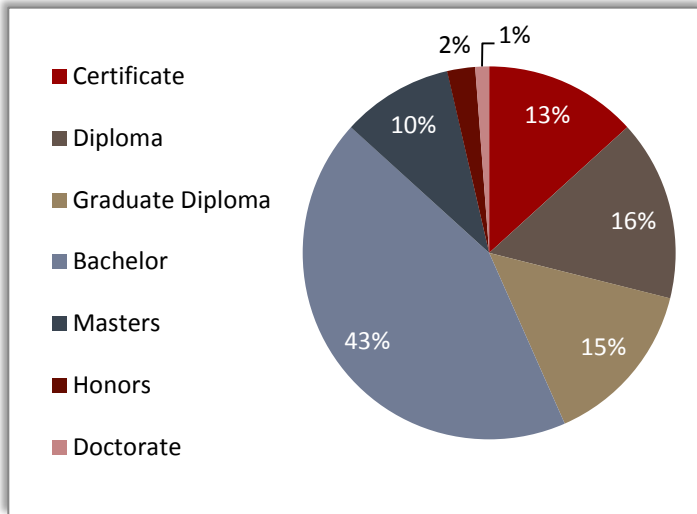
3. Demographics

Good News is based in the suburb of Tarneit, within the Wyndham City Council. The area is one of the fastest growing growth corridors in Australia currently, and the College is within 5km of a substantial number of new and growing estates. As a provider of Christian education in the Wyndham area, the College has always drawn enrolments from distances that often make walking or riding impractical. The College's growth through into Secondary shows that this remains true and while a large proportion of students live within the two surrounding suburbs of Tarneit and Hoppers Crossing (67%), significant numbers travel larger distances. Good News utilises two buses, one 33 seater and one 22 seater, to transport a number of students to and from the College daily.



Teacher Standards and Qualifications

4. Staff Qualifications



All teachers hold tertiary qualifications. Of the 41 teachers and 28 support staff employed, between them they have

1 Doctorate, 10 Masters Degrees, 41 Bachelor Degrees, 1 Honours Degree and 9 hold qualifications in Lutheran Theology. Throughout the year a number of teachers completed studies to acquire accreditation to teach Christian Studies. 12 teachers are accredited to teach Christian

Studies. All Good News teachers are appropriately qualified and hold registration with the Victorian Institute of Teaching.

In addition to these formal qualifications, all staff undergo Valuing Safe Schools Training, a requirement of all workers within the Lutheran Church of Australia (LCA), as well as training in First Aid, Mandatory Reporting and OH&S requirements.

From the end of the 2014 school year, 39 of the 41 teaching staff (95%) were retained for 2015. This figure includes both full time and part time staff.

Students in Junior School had additional teachers in the areas of German, Music, Physical Education and Visual Art. With the growth of the College, fifteen new teachers were employed to teach two additional junior classes and increase Learning Support across the College; along with English, Humanities, Philosophy, Mathematics, Science, Design Technology, Visual Art and Programming in Middle School. New leadership positions of Science and PE Learning Area Coordinators, additional Year Level Coordinators and a Head of Senior School were introduced, along with additional Administration support.

An Early Maths Understanding teacher and the Reading Recovery teacher provided extra learning support for students at risk in the Junior School. Integration Aides and Learning Support teachers were employed to provide support for students who have learning difficulties – both funded and not funded.

5. Workforce Composition, including Indigenous composition

The workforce at Good News consisted of:

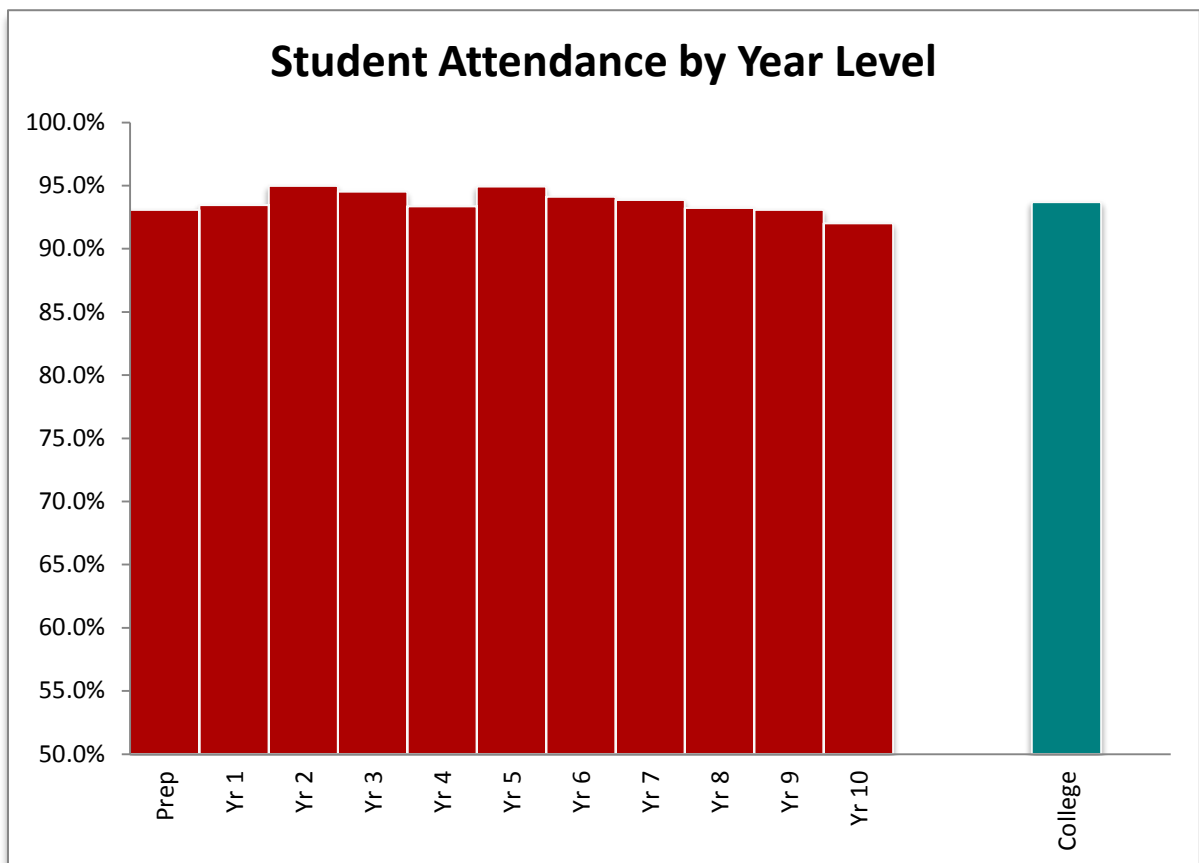
- 41 Teaching staff (including leadership)
- 12 Support staff
- 12 Administration staff (including Canteen Manager and Chaplain)
- 4 Bus driver/ Maintenance

69 staff in total, including the Principal. There was 1 Indigenous employee in 2014. This number reflects the number of staff employed at the College and not the Full Time Equivalent.

Key Student Outcomes

6. Student Attendance

The average student attendance rate in 2014 was 93.7% comparable to the 2013 rate of 94.3%. The average absence rate of 10.8 days per student was in line with the 2013 absence rate of 9.5 days per student.



7. Management of Non-Attendance

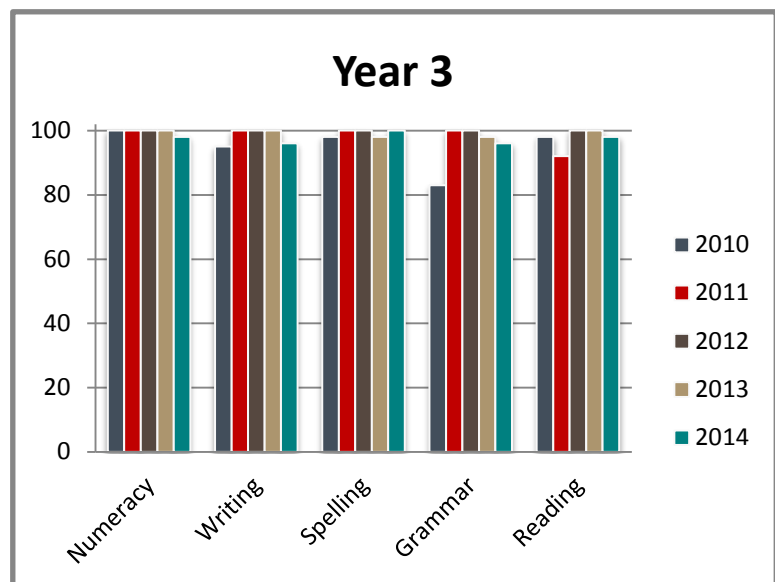
The College takes attendance seriously and in accordance with the College Attendance Policy (20.09.01), non-attendance must be explained by parents. If the parent has not contacted the College to explain the reason for an absence, the College sends an SMS to the parent to let them know of the absence and have them contact the College. Meetings with parents to negotiate ways to minimise the impact on learning and to facilitate a return to school, take place where the absence is prolonged. If a return to school could not be negotiated, a report is to be made to the Department of Early Education and Childhood Development (DEECD). In Term Four of 2014, the College introduced new software that improves the tracking of non-attendance and communication with parents. Parents are informed of overall attendance on school reports.

8. NAPLAN – *Proportion of students meeting National Benchmarks*

The National Assessment Programme – Literacy and Numeracy tests were administered to all students in Years 3, 5, 7 and 9. NAPLAN tests use a band scale from 1 to 10. School summary reports are provided for Years 3, 5, 7 and 9 in Literacy and Numeracy. The tables below show the percentage of students achieving 'At or Above' the National Minimum Standards (NMS) over a five year period where available. In the upper year levels in particular, where enrolment numbers are lower, a greater annual variation between percentages often occurs. Of the small number of students who have achieved below one of the benchmarks, the majority are dealing with identified learning difficulties. The NAP tests are part of a suite of diagnostic tools that are used to inform teaching assessments and observations.

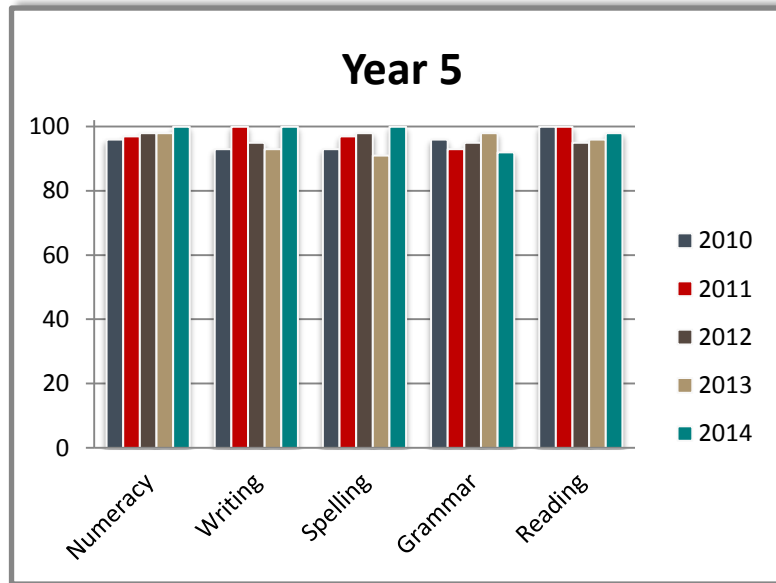
Year 3 NAPLAN Results

Year 3 students once again achieved very high results with 100% of students achieving 'At or Above' the NMS in the area of Spelling. 2 students were below the NMS benchmark in Writing and Grammar; 1 student was below the NMS in Reading and Numeracy.



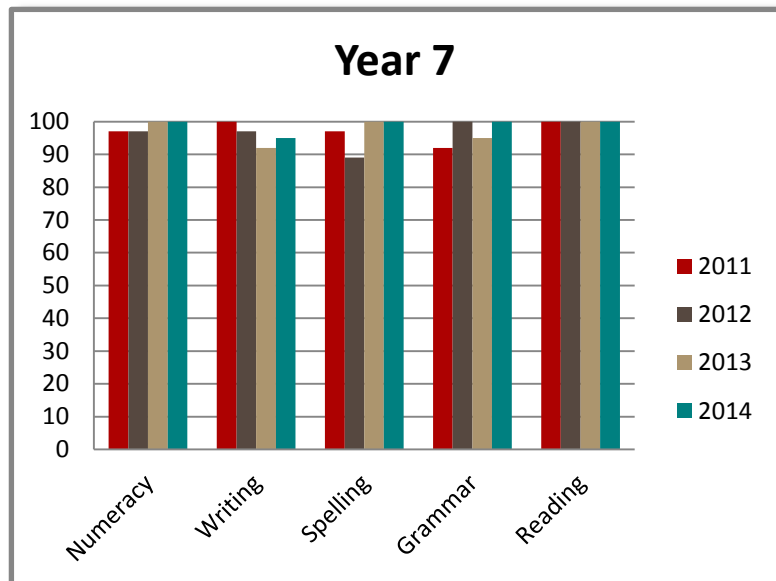
Year 5 NAPLAN Results

Year 5 students achieved excellent results in Numeracy, Writing and Spelling, with 100% 'At or Above' the NMS in these areas. 4 students below the NMS benchmark in Grammar, while 1 student was below in Reading.



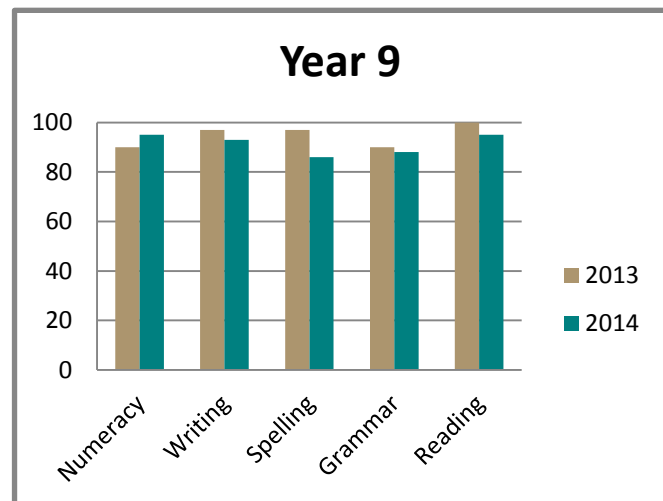
Year 7 NAPLAN Results

The performance of the Year 7 cohort of students saw 100% reach 'At or Above' the NMS in Spelling, Reading, Writing and Numeracy. 2 students were below the NMS in Writing.



Year 9 NAPLAN Results

Year 9 performance in 2014 had 2 students below the NMS in Numeracy and Reading, 5 students below in Grammar and Spelling, with 3 below the NMS in Writing. Typically, the small number of students in Year 9 that have returned results below the NMS are dealing with identified learning difficulties.

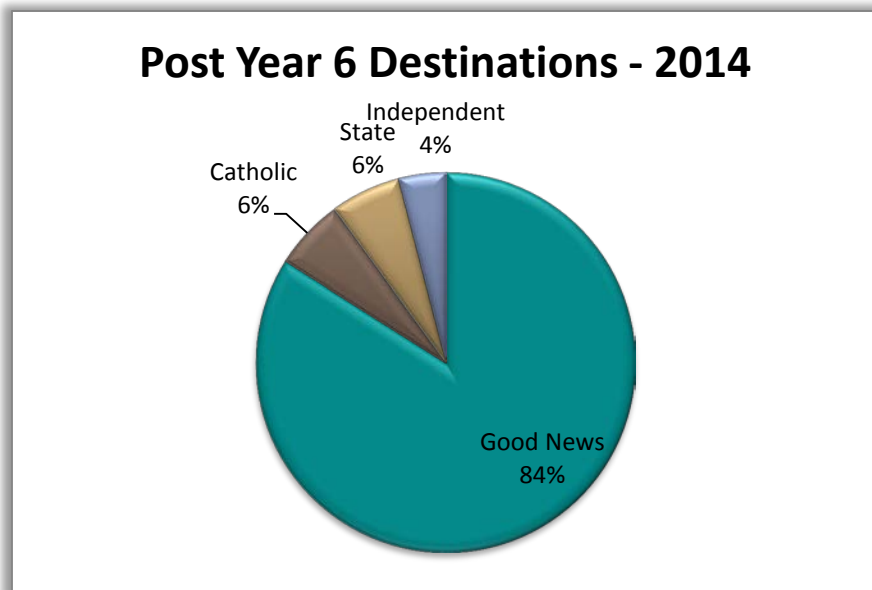


Post School Destinations

As Good News does not yet reach to Year 12, the College is currently in a growth phase where there is no yearly exit of students to standard post-school destinations. Since being a Primary School only, when Year 6 was a standard exit year, the College has continued to monitor the movement at this year level. However, additional growth in 2015 of an additional third Year 7 class along with strong application patterns for the following few years mean that the College will no longer consider Year 6 to be a potential exit year.

With the College now having Senior School students in 2014, students have begun to reach the age where post-school destinations have become accessible. 1 student left at the end of Year 10 having gained an apprenticeship.

At the end of 2014, 84% of our Year 6 students remained at Good News for Year 7 in 2015. Of those switching schools, 6% went to Catholic Schools, 4% to other Independent Schools and 6% went to State Secondary Schools.



Financial Income Summary

2014 was the second year of the College’s new Business Plan, with the College performing well against the plan’s forecast. The Business Plan is detailed out to 2030 and is built around the College growing to approximately 1500 students in that time.

STATEMENT OF INCOME

For Year Ended 31st December 2014

Tuition Fees	29%	2,295,979
Other Fee Income	0%	29,167
Government Grants	68%	5,306,957
Other	3%	225,180
		\$ 7,857,283

