



2013 Annual Report

GOOD NEWS

LUTHERAN COLLEGE

School Number: 1957

A Christ-Centred Quality Education for all

Lutheran Schools exist to provide Christian education to their students and pastoral support for all members of each school community.

Lutheran
EDUCATION
Australia



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Annual Report

The purpose of this Annual Report is to inform parents, and the wider College community, of the College's successes, activities and achievements throughout the year and to meet Commonwealth and State legislative requirements, including the Smarter Schools National Partnerships. This information has been provided to the College community throughout the year in newsletters and on the College's website.

What follows is a collated version of this information under the headings specified by the Australian Government. The information relates to the 2013 school year and expands on the information provided on the Commonwealth Government's "My School" website.

School Profile

1. Contextual Information about the College

2013 saw Good News Lutheran College run its first year of a full spectrum of intended Middle School classes with the addition of Year 9. Growth at the entry level of Prep was begun also, with three straight Prep classes on site for the first time. The College plans to continue to add a year level each year, extending right 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 program. Positive student behaviour is developed through programs 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 program, along with the development of a HPV (cycling) racing team. The Good News Basketball Club is closely affiliated with the College. A camping program develops relational and independent learning skills. The College offers an Arts program which includes a music program and choirs, and both Visual and Performing Arts. The College also offers support programs such as Reading Recovery, Early Maths Understanding, Bridges, Building Blocks (for

ESL) and Rainbow Reading. German is the language taught across the College from Prep to Year 9.

2013 was another year of growth for Good News Lutheran College with increasing student enrolments and staff numbers as well as new buildings and facilities, including a new Science laboratory, rooms and resources for both Manual and Design Technologies, as well as a new Visual Arts room.

2. Characteristics of the Student Body

The student population of 484 students at the Census in August of 2013 has continued the upward trend in enrolments. The introduction of Year 9 in 2013 along with a third Prep class and a general, steady increase in enrolments across the College, throughout the year, has seen the enrolment targets met. The projected enrolment for 2014 is 550.

At Census in 2013 - the composition of the student population was 49% female and 51% male.

Year	2007	2008	2009	2010	2011	2012	2013	2014
Student Enrolment	150	169	207	268	318	392	484	550

Students with particular educational needs have Individual Learning Plans to help focus learning on their specific needs. They are also supported, depending on their level of need, with three tiers of programs:

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

The total number of students with special needs who received Commonwealth Targeted Funding was 11, and 2 students received State Targeted Funding for Therapy. Good News provided additional support for 78 students. The total of students receiving additional support is 91 students.

Number of Funded GNLC Students in 2013	
Category of Funding	Number of Students
Severe Language Disorder	2
Intellectual Disability	2
Severe Emotional Disorder	5
Speech Therapy	2 (1 of these are in conjunction with another category of funding)
Other	3
Total	14 cases

Teacher Standards and Qualifications

3. Staff Qualifications

All teachers hold tertiary qualifications. Of the 39 teachers and 29 support staff employed, between them they have 1 Doctorate, 10 Masters Degrees, 41 Bachelor Degrees, 2 Honours Degrees and 8 hold qualifications in Lutheran Theology. Throughout the year a number of teachers completed studies to acquire accreditation to teach Christian studies. 10 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 2013 school year, 37 of the 39 teaching staff (95%) were retained for 2014.

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, twelve 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 Head of Junior School, Head of Middle School were also introduced, along with some additional positions in Administration areas (Facilities Manager, Chaplain, additional Front Office administration).

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.

Staff Qualifications



4. Workforce Composition, including Indigenous composition

The workforce at Good News consisted of:

34 Teaching staff (including leadership)

8 Additional teachers

12 Support staff

10 Administration staff (including Canteen Manager and Chaplain)

4 Bus driver/ Maintenance

68 staff in total, including the Principal. There was 1 Indigenous employee in 2013.

Key Student Outcomes

5. Student Attendance

The average student attendance rate in 2013 was 94.3% which is a slight improvement on the 2012 rate of 93.9%. The average absence rate of 9.5 days per student was in line with the 2012 absence rate of 11.9 days per student.

Year Level	Average absences per student	% Attendance
Prep	8.9	93.9%
Year 1	10	94.6%
Year 2	10.6	94.9%
Year 3	11.2	95.1%
Year 4	9.1	94.0%
Year 5	9.3	94.1%
Year 6	7.7	92.9%
Year 7	9.4	94.2%
Year 8	9.9	94.5%
Year 9	11.9	95.4%
College	9.5	94.3%

6. Management of Non Attendance

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).

7. Assessment of Reading Prep-Year 2 (State Benchmarks)

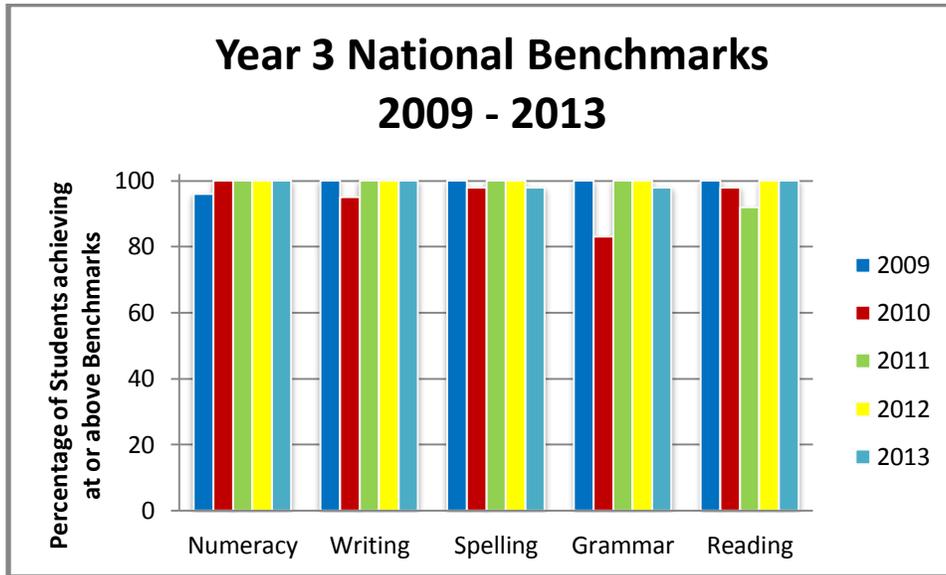
The Assessment of Reading from Prep to Year 2 involves all children in the State reading unsighted texts at designated levels. Results are based on a reading accuracy of 90-100%. From Prep to Year Two, 74% of students at Good News were reading at or above the benchmark. Included in the assessment are students with a language background other than English and students with learning difficulties. Good News Lutheran College has a very high percentage of students in Lower Junior School with a language background other than English.

Year Level	Number	Prep BM			Yr 1 BM		Yr 2 BM		26 - 30	30+	% Below Benchmark	% At Benchmark	% Well Above Benchmark
		0 - 5	6 - 10	11 - 15	16 - 20	21 - 25							
Prep	74	20	24	18	12						27%	32%	41%
Year 1	49	0	2	9	21	10	7	0			22%	43%	35%
Year 2	47			2	12	13	18	2			30%	28%	43%

8. NAPLAN Testing Report 2013 - Years 3, 5, 7 and 9

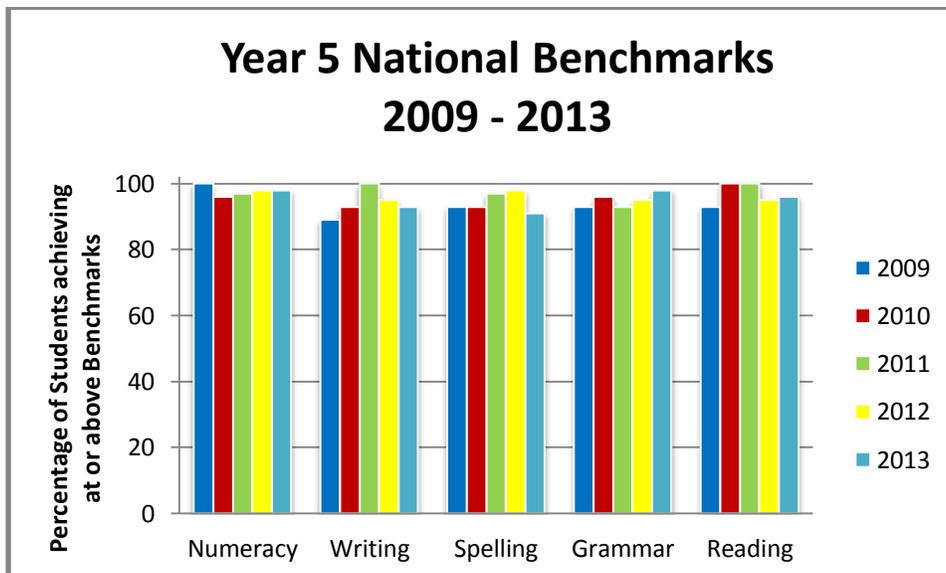
The National Assessment Program – Literacy and Numeracy tests were administered to all students in Years 3, 5, 7 and 9. NAPLAN tests use a band scale from 1 to 10. School summary reports are provided for Years 3, 5, 7 and 9 in Literacy and Numeracy. The tables below show the percentage of students achieving at or above the National Minimum Standards (NMS) over a five year period where available.

Year 3 NAPLAN Results



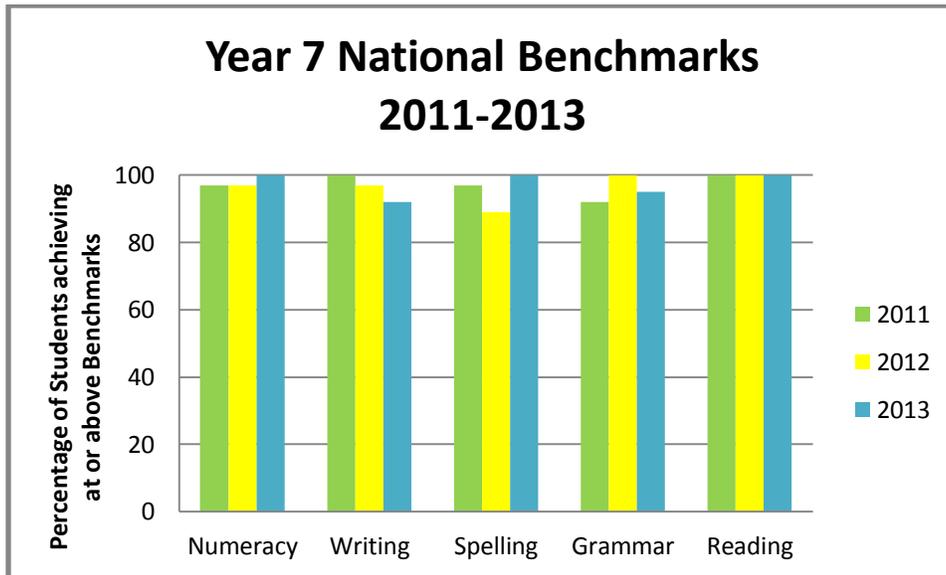
Year 3 students achieved excellent results with 100% of students achieving at or above the National Benchmarks in the areas of Reading, Writing, and Numeracy. A 98% benchmark rate was achieved in Spelling and Grammar. Staff will continue to maintain a focus on continuing these results.

Year 5 NAPLAN Results



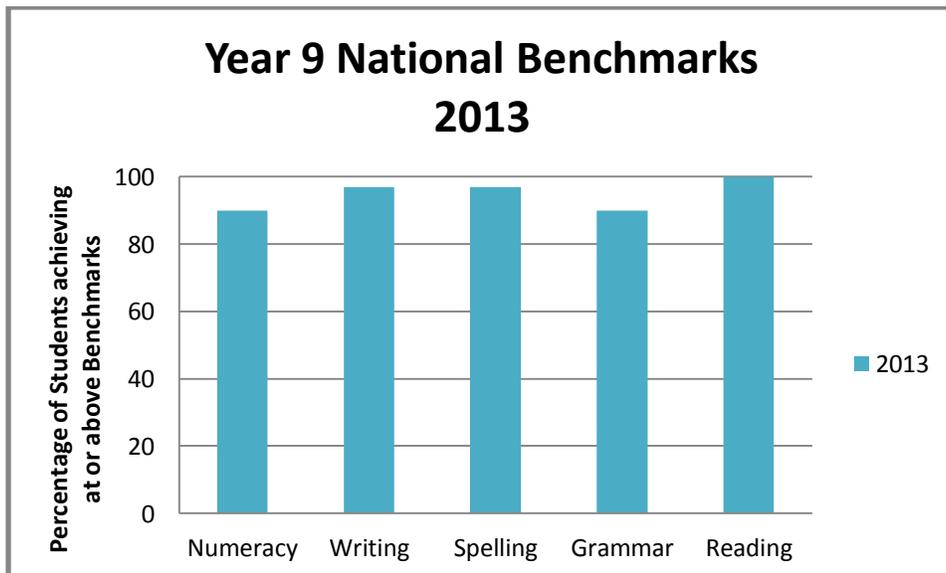
Year 5 students achieved very good results in Grammar and Numeracy, with only a few students below the National Benchmarks. More than 90% of students achieved at or above benchmarks Reading, Writing and Spelling. Students achieving below the benchmarks will be identified and supported with targeted teaching.

Year 7 NAPLAN Results



Our third cohort of Year 7 students achieved very good results in Reading, Writing and Numeracy, with 100% of students achieving the benchmark or above. A small number of students fell into the band below the benchmark in the areas of Writing and Grammar, indicating a slight fall for the same cohort from 2011 in Writing, but a slight gain in Grammar.

Year 9 NAPLAN Results



2013 saw our first cohort of Year 9 students going through the College and taking part in the Year 9 NAPLAN program. Most results reflected similar findings to the cohorts Year 7 results, though a slight but noticeable drop in Numeracy was noted. In 2014, the College introduced two Mathematics programs for Year 10, allowing a slightly different approach to the subject for students depending on their needs in this area.

9. Parent and Student Surveys

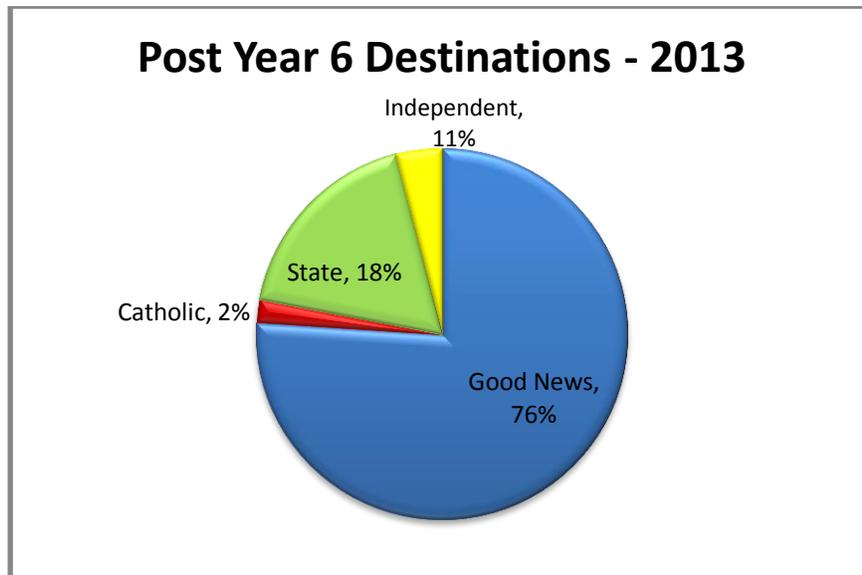
Surveys of our College community are important as the College progresses through this phase of growth and change. The 2013 surveys conducted by ISV included a range of students from various year levels, along with parents representative of the College body.

Parent Perceptions: The survey indicated that overall parents believe the school is a safe place for their children to be and that their children are happy to attend Good News. They found the emphasis on values, beliefs and attitudes to be important and believed the school suited their children's needs better than other schools.

Student Experience: Students indicated in their survey that they felt that they were encouraged to try their best at school and that teachers expected high standards of learning from them and encouraged them to improve. They see individuality as something that is respected and feel connected with their peers.

Post School Destinations

At the end of 2013, 76% of our Year 6 students remained at Good News for Year 7 in 2014, again showing a continuing confidence in the secondary education now being provided. Of the 24% that left to take up Year 7 at other secondary schools, a number were following siblings. Of that number, 2% went to Catholic Schools, 4% to other Independent Schools and 18% went to State Secondary Schools.



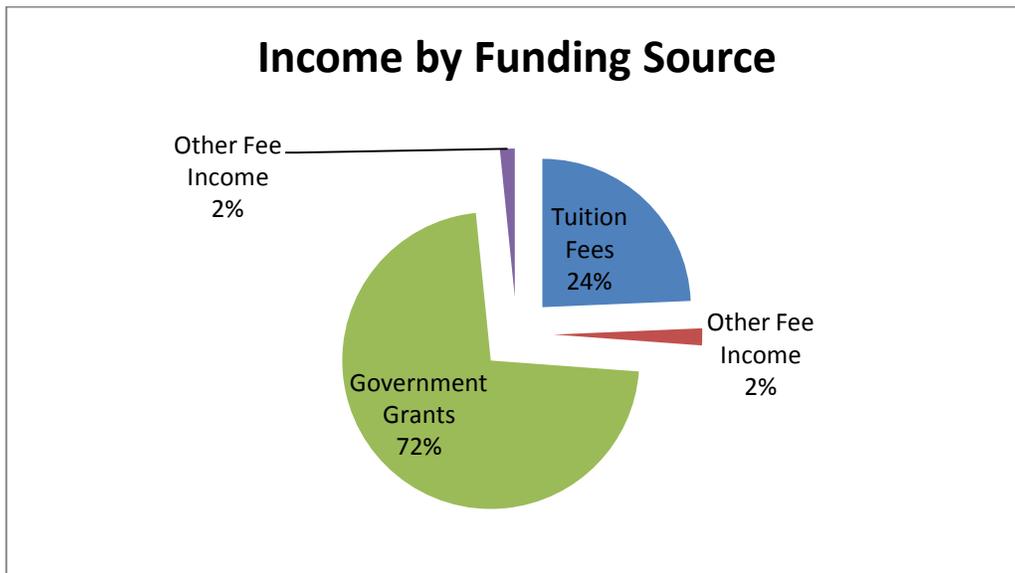
Finance Income

2013 was the first year of the College's new Business Plan. The Business Plan is detailed out to 2030.

STATEMENT OF INCOME

For Year Ended 31st December 2013

Tuition Fees	24%	1,620,897
Other Fee Income	2%	122,934
Government Grants	72%	4,812,087
Other Fee Income	2%	106,985
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		\$ 6,662,903.00
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Participation in Smarter Schools Literacy & Numeracy National Partnerships

Professional Learning Communities, Behaviour Management and Student Engagement

Good News Lutheran College, Tarneit again participated in the National Partnerships program. Commonwealth funding to support this National Partnership provided an opportunity for our staff and leadership team to participate in professional learning activities, to purchase targeted support materials and to engage external consultants.

Funding was received in 2013 for continued implementation of the planned strategies and activities agreed between the College and the National Partnerships advisors working with the College.

As a participant in the Literacy & Numeracy National Partnership, Commonwealth government funding to support professional development, both externally and in-school, additional funds were received to support the College for CRT coverage (e.g. for teachers attending professional learning activities and coaching).

ITEM	DETAIL
Building Leadership Capacity	<p>*Attendance of leaders and leading staff at the Hawker-Brownlow Annual Conference</p> <p>*Support for the ongoing development of structures for the implementation of Understanding by Design curriculum development</p>
Building Teacher Capacity (Out of school professional learning, coaching)	<p>*Staff attended <i>Independent Schools Victoria</i> (and other) professional learning programs as determined by needs outlined in school's negotiated NP professional learning strategic planning including;</p> <ul style="list-style-type: none"> • 'Classroom Observation & Coaching' training • Champion Teachers/Mentors at Hawker-Brownlow • 'Understanding by Design' curriculum and assessment creation training and coaching • Behaviour Management and Special Needs • THRASS Training • Positive Psychology
Building Teacher Capacity (In school professional learning, support & coaching)	<p>*Professional learning programs through consultant and/or NP advisors including;</p> <ul style="list-style-type: none"> • Coaching Program- 4 teachers in the College, Junior School & 3 ISV Consultants working with Coordinators and individual

	<p>teachers – coaching and support</p> <ul style="list-style-type: none"> • General coaching and support for teachers through NP advisors • The support of expert consultants has provided extra coaching for several teachers to improve their teaching pedagogy and classroom management which would not have happened otherwise • Regular workshops focusing on Behaviour Management, student engagement and Curriculum development
Improved monitoring of student performance information	<p>*Coaching and professional learning activities for leaders and teachers through NP advisors and/or consultants as identified and negotiated by need including;</p> <ul style="list-style-type: none"> • Collection of data to track students using OARS • Interpretation and use of testing data to inform planning and teaching • Tracking of student learning and outcomes • Other intervention programs – Building Blocks, Bridges, Rainbow Reading • Teachers working in teams using assessment data and teacher judgments to plan learning activities as well as providing support to each other • Professional conversations based on student outcomes and learning needs
Timely student intervention and support	<p>*Coaching and targeted professional learning activities for staff implementing strategic intervention for students, as determined by analysis of student learning data including;</p> <ul style="list-style-type: none"> • Individual Education plans • Grouping of students based on assessments – focused and targeted teaching • Other intervention programs are – Building Blocks, EMU, Bridges, Rainbow Reading,- students grouped according to needs and learning outcomes. Progress tracked. • Building Blocks – Oral Program for Prep –Year2 students (ESL focus) based on formative and summative data
Impacts and Outcomes in the College and wider community	<ul style="list-style-type: none"> • Improvement in students’ NAPLAN results, particularly in Numeracy and Grammar. • Profile and impact of the Integration Aides has been highlighted • Support for whole College improvement of student outcomes • Support by ISV Consultants, as well as funding for

	<p>professional coaching, has supported a whole College approach to improving student engagement through Behaviour Management and innovative curriculum design.</p> <ul style="list-style-type: none">• Support from coordinators and ISV Consultants enabled professional conversations and support with implementing best practice• Enabled targeted PD for staff – in areas of need• Funding has supported whole College PD – which in turn has supported a whole College change in approach to curriculum planning• Individual teachers having PD and coaching based on individual needs• Mentoring and support to College leadership, PLC 'Champion' Teachers as mentors
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