



2015 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

2015 had Good News Lutheran College entering Year 11 for the first time on its continued growth upward to Year 12 in 2016. For the number of students in the first cohort to pass through, a fairly generous number of subjects were available in order to accommodate the variety that students and families were looking for. As in previous years, continued growth at the lower end of the College. Following on from the addition of a third stream in 2013, the College moved for the first time to four streams at Prep, supported by extremely strong enrolment applications. This had been planned for several years as the growth of the College continued. While there is plenty of scope in the enrolment application numbers currently for the College to grow beyond this size; four streams is the maximum planned size of Junior School and there is no current plan for increasing this any further. At Year 7, an additional single stream intake of students also commenced for the first time. Again, the planning for the College only anticipates a single, additional class entering at this year level.

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 several HPV (cycling – 'Human Powered Vehicle') racing teams. 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



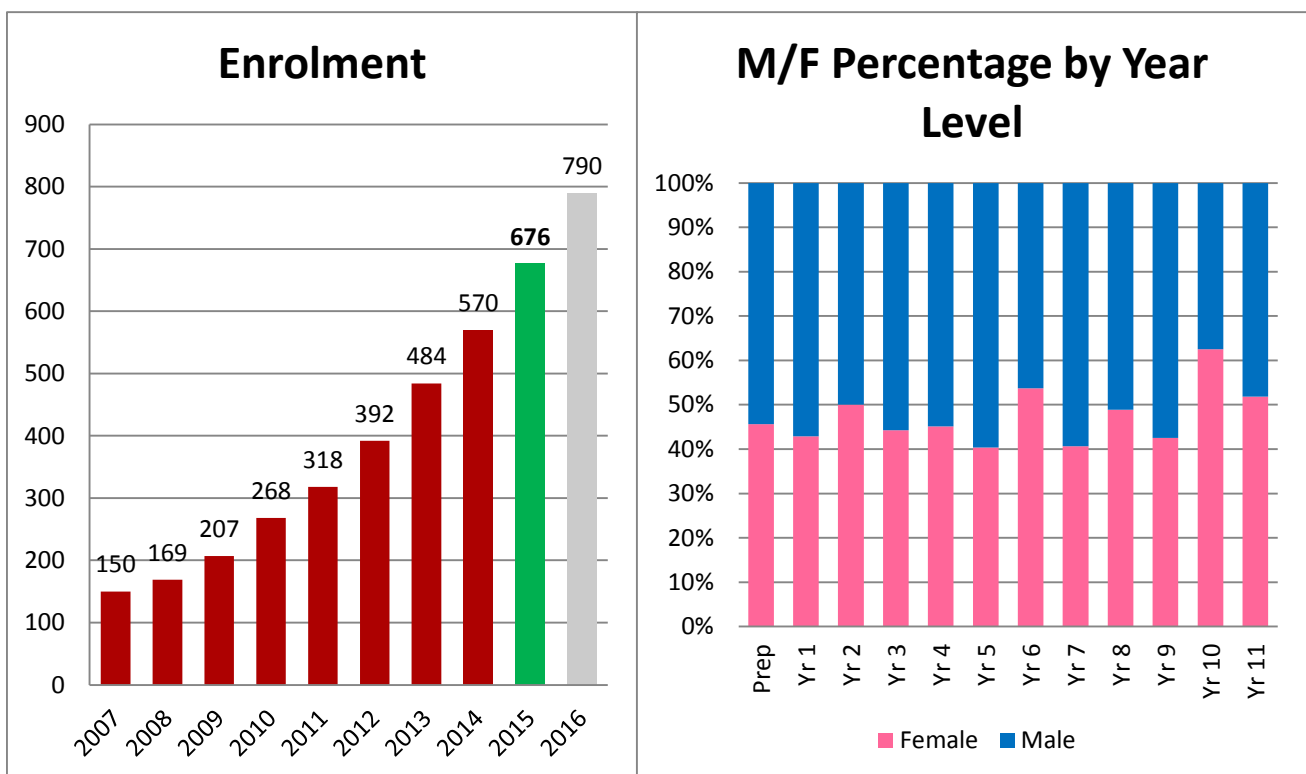
which includes a music programme and choirs, and both Visual and Performing Arts. The College also offers support programmes such as Reading Recovery, Early Maths Understanding and Bridges and Building Blocks (for EAL). German is an additional language taught across the College from Prep to Year 10. It was also undertaken at Year 11 via distance education. Stage 1 and 2 of the VCE subject Health and Human Development were offered

to students in Year 10 once again, with Stage 3 and 4 being offered at Year 11. An additional 22 subjects were undertaken by the first cohort of Year 11 students.

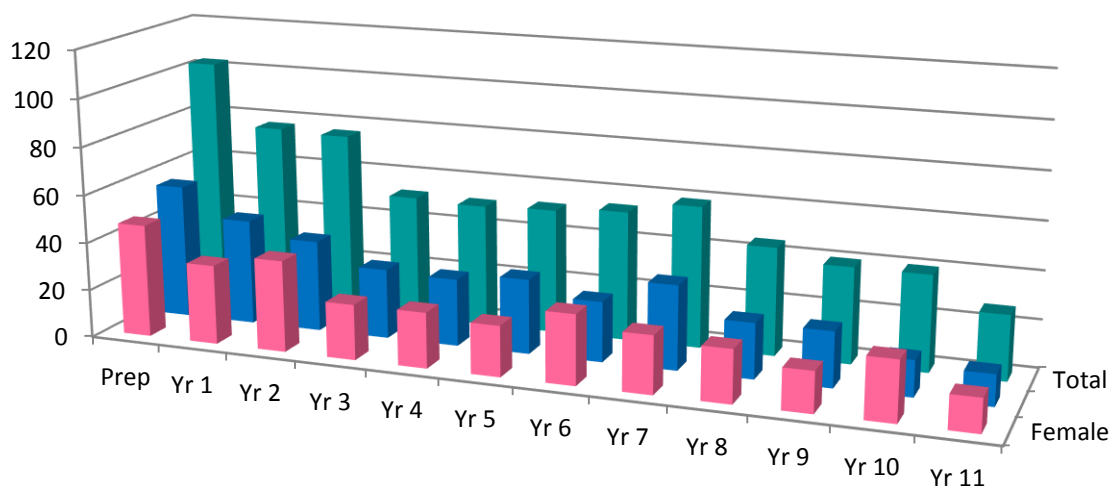
2015 saw the addition of four additional classrooms, on-site, to cater for the increasing size of the Middle and Senior Schools. The construction of a five classroom Science building, plus additional workspaces, took place during the course of the year, with the building finished just before Christmas. This also included additional locker and toilet facilities built in an adjacent area that will later form the corner of a large Middle School building, anticipated to begin construction in late 2016. Preliminary works on a new oval also occurred during the year, ready for seeding and anticipated use in mid-2016.

2. Characteristics of the Student Body

The student population of 676 students at the Census in August of 2015 continued the expected upward trend in enrolments as the College continues through its largest expected growth phase. The introduction of Year 11 in 2015, along with a third Year 2 class, third Year 7 class and fourth Prep class saw enrolments increase by over 100 for the year the enrolment target exceeded by 6. The projected enrolment for 2016 is 790.



2015 Enrolment - Gender



	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Female	47	33	38	23	23	21	29	24	22	17	25	14
Male	56	44	38	29	28	31	25	35	23	23	15	13
Total	103	77	76	52	51	52	54	59	45	40	40	27

At Census in 2015, the composition of the student population was 47% female and 53% male. Good News had nil students identifying as indigenous and five students in receipt of Special Needs funding.

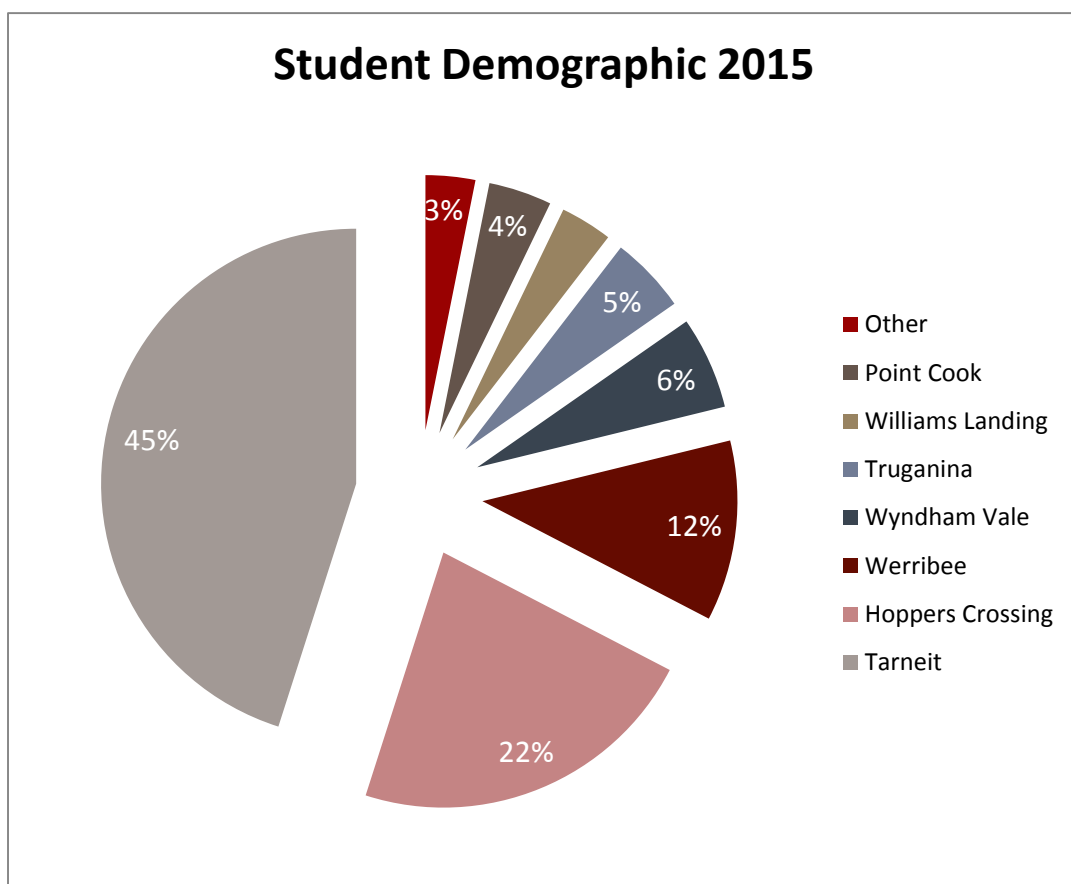
- Level A: nil students
- Level B: 3 students
- Level C: 2 students

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.

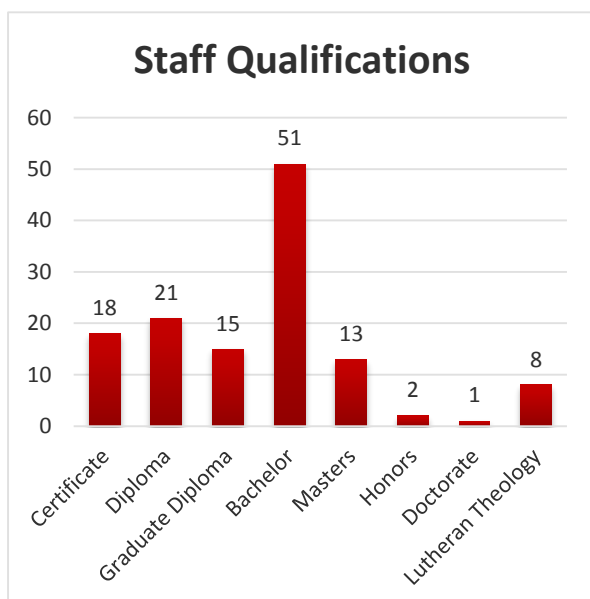
3. Demographics

Good News is based in the suburb of Tarneit, within the Wyndham City Council. The area continues to be 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 three surrounding suburbs of Tarneit, Hoppers Crossing and Truganina (72%), significant numbers travel larger distances. In 2015 Good News utilised 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 53 teachers and 30 support staff employed, between them they have 1 Doctorate, 13 Masters Degrees, 51 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. 14 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 2015 school year, 50 of the 53 teaching staff (94%) were retained for 2016 and all staff ending their time at Good News moved interstate. This figure includes both full time and part-time staff.

Students in Junior School had additional specialist teachers in the areas of German, Music, Physical Education and Visual Art. With the growth of the College, 12 additional teachers were employed to teach two additional junior classes and one additional Year 7 class. Additional teaching loads in virtually all core curriculum areas across the Middle and Senior schools accounted for the additional teaching staff. English, Mathematics, New leadership positions of English, Humanities, Christian Studies, LOTE, Technology and Resource Learning Area Coordinators 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:

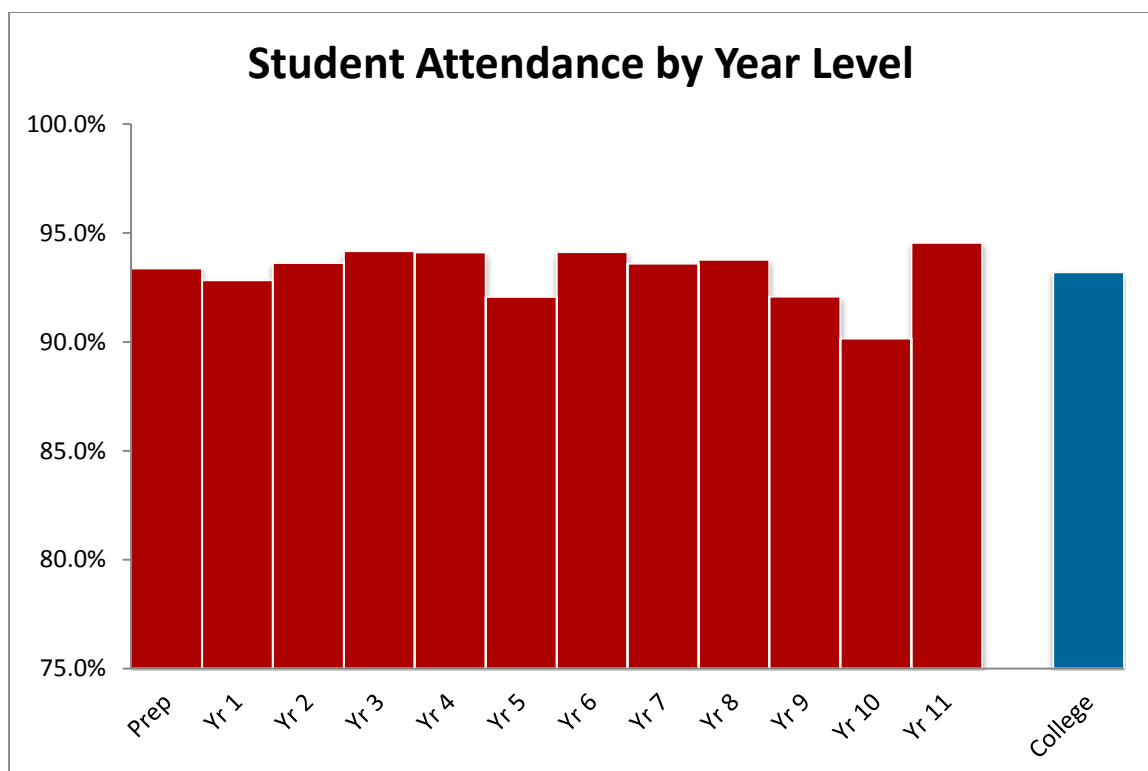
- 53 Teaching staff (including leadership)
- 13 Support staff
- 13 Administration staff (including Canteen Manager and Chaplain)
- 4 Bus driver/ Maintenance

83 staff in total, including the Principal. There was one Indigenous employee in 2015. 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 2015 was 93.2% comparable to the 2014 rate of 93.7%. The average absence rate of 12.3 days per student was in line with the 2014 absence rate of 10.8 days per student, though slightly higher. This slight rise is likely to be due to a number of students who took significant breaks for travel during the year or had lengthy illnesses throughout the year.



7. Management of Non-Attendance

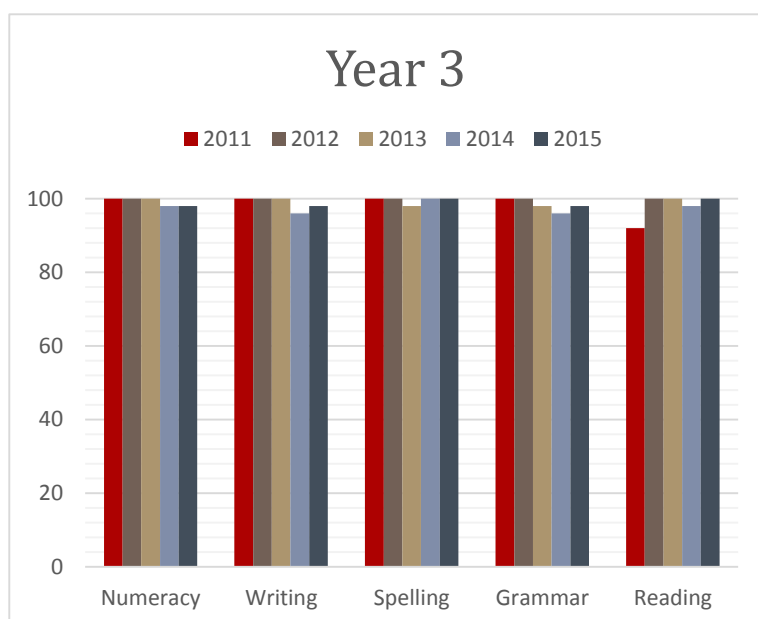
The College takes attendance seriously and in accordance with the College Attendance Policy (20.09.01), non-attendance must be explained by parents. If the parent has not contacted the College to explain the reason for an absence, the College sends an SMS to the parent to let them know of the absence 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.

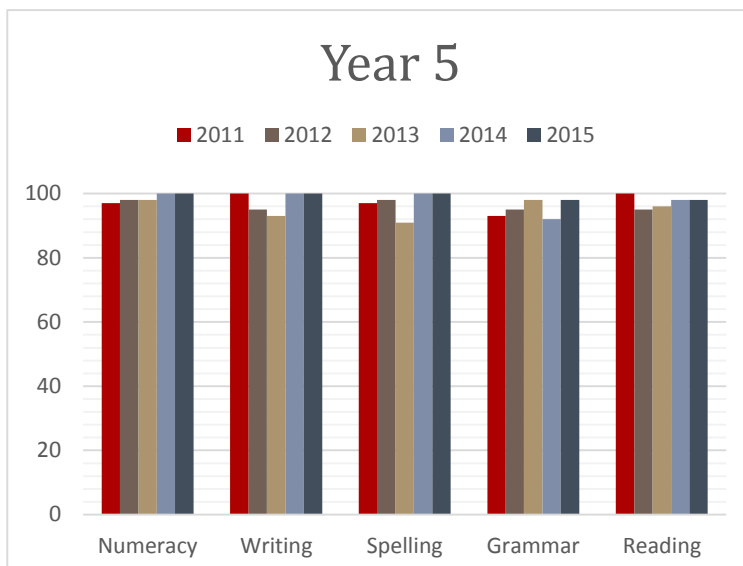
Year 3 NAPLAN Results

Year 3 students once again achieved very high results with 100% of students achieving 'At or Above' the NMS in the areas of Spelling and Reading. Only one student in each area of Numeracy, Writing and Grammar was below the NMS. Good News Lutheran College has a strong focus on Numeracy and Literacy in the early years of schooling, as evidenced by our consistent data at this year level.



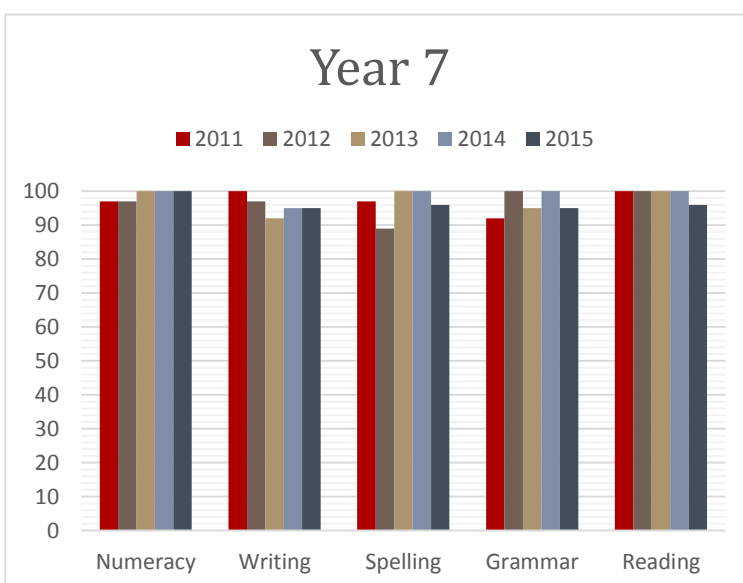
Year 5 NAPLAN Results

Year 5 students in 2015 achieved excellent results in Numeracy, Writing and Spelling, with 100% 'At or Above' the NMS in these areas. Only one student in each area of Grammar and Reading, was below the NMS.



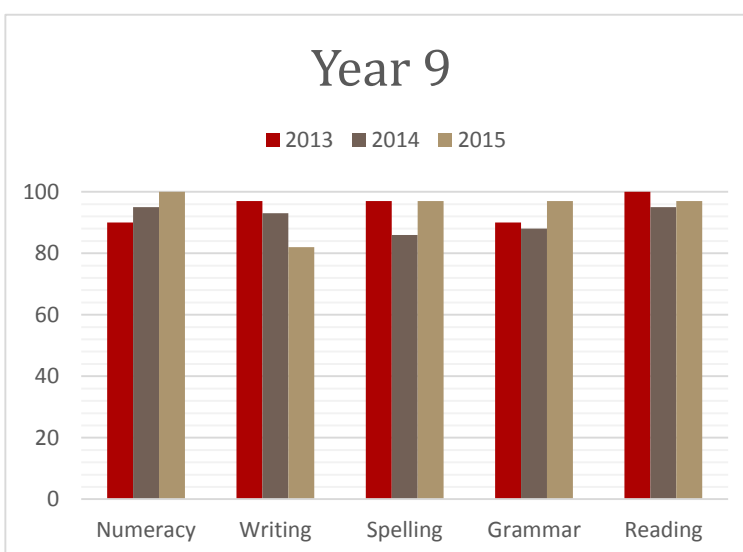
Year 7 NAPLAN Results

The performance of the Year 7 cohort of students saw 100% reach 'At or Above' the NMS in Numeracy. Three students, each in all other areas, were below the NMS. This is consistent with the cohort's data from Year 5 and demonstrates a slight gain in the areas of Writing and Spelling.



Year 9 NAPLAN Results

Year 9 performance in 2015 showed general gains in most areas of NAP testing, with the exception of Writing. With a smaller cohort at this year level, only one student each in the areas of Spelling, Grammar and Reading. The area of Writing was lower than would have been preferred and is lower than our 'Statistically similar schools'. However, this number reflects the same percentage across all Australian Schools in this area. Good News has an increasingly large student population of EAL students, with quite a number of recent EAL students in its Middle and Senior Schools.



Post School Destinations

Since being a Primary School only from 1997 until 2009 - when Year 6 was a standard exit year, up until last 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 means the College no longer considers Year 6 to be a potential exit year. 2016 will be the first year the College has a graduating Year 12 cohort.

Financial Income Summary

2015 was the third year of the College's new Business Plan, with the College continuing to perform well against the plan's forecast. The Business Plan is detailed out to 2030 and is built around the College growing in size to approximately 1500 students by that time.

STATEMENT OF INCOME

For Year Ended 31st December, 2015

Tuition Fees	30%	\$	2,966,703
Other Fee Income	<1%	\$	32,212
Government Grants	66%	\$	6,560,774
Other	3%	\$	310,380
			9,870,069

