

Celebrating the Past...  
...by Forming the Future

# 2017 Annual Report

## GOOD NEWS

### LUTHERAN COLLEGE

*School Number: 1957*



## A Christ Centred Holistic Education for all



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## Contextual Information

### 1. College Profile

With Good News Lutheran College celebrating 20 years in 2017, the year took on special significance and was punctuated by a range of celebratory events. 2017 also saw the second cohort of Year 12 with 31 students successfully stepping out for a glittering graduation function, by the end of studies. Despite the relatively small number of students, a generous number of subjects were available in order to accommodate the variety of interests that

students and families were looking for. We were extremely excited to see many students offered their



first preferences into tertiary positions, while two young ladies were the beneficiaries of Victoria University scholarships. As in previous years, the College continued its pattern of strong growth at the lower end of the College. As part of that growth, a fourth stream of Year 4 was added, along with a third class of Year 5. At Year 7, for a third consecutive year, the College took on an additional stream of students, staying at three classes at this year level.

The latter stages of the year saw a significant shift in focus toward International Baccalaureate candidacy. Along with the movement toward the adoption of the Primary Years Programme (PYP) and Middle Years Programme (MYP), the College retained its strong focus on developing a love of academic growth and empowering the students with 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 continues to flourish aimed at developing 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, Fountas & Pinnell, Early Maths Understanding and Bridges and Building Blocks (for EAL). German remains the additional language taught across the College from Prep to Year 11. 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 along with an additional 20 other subjects. 17 on-site subjects, plus several Distance Education subjects, were undertaken by Year 12 students.

Great excitement surrounded the completion of the Middle Years Building to begin fourth term. While the impressive double-storey facility boasts 11 classrooms, it's the unique breakout spaces, designed for independent or small group work in a relaxed modern setting, that proved enormously popular among the first students to utilise the facility. The latter part of 2017 saw the development of the early stages of the 21-classroom Senior Years Building which is due to be completed in July 2018.

## 2. Our Mission

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. We work under God in partnership with parents and carers to provide an inclusive inquiry-based education for every student. Our vision is that students educated at our College will be:

- Aware they are precious and gifted creations of God, so much so that the Son of God himself became human in order to bring them to God (1 Peter 3:18)
- Open to the influence of God's Spirit
- Servant-minded

More specifically, our College strives to create an educational environment that fully recognises every person as unique and endowed by the Creator, with their own individual gifts and abilities. Our calling is to assist each student to discover, develop and deepen this personal giftedness. Coupled with this calling, is the intention to instil and foster Christian values in students that encourage the use of their gifts in service to others and for God's good purposes. To this end, we hold that:

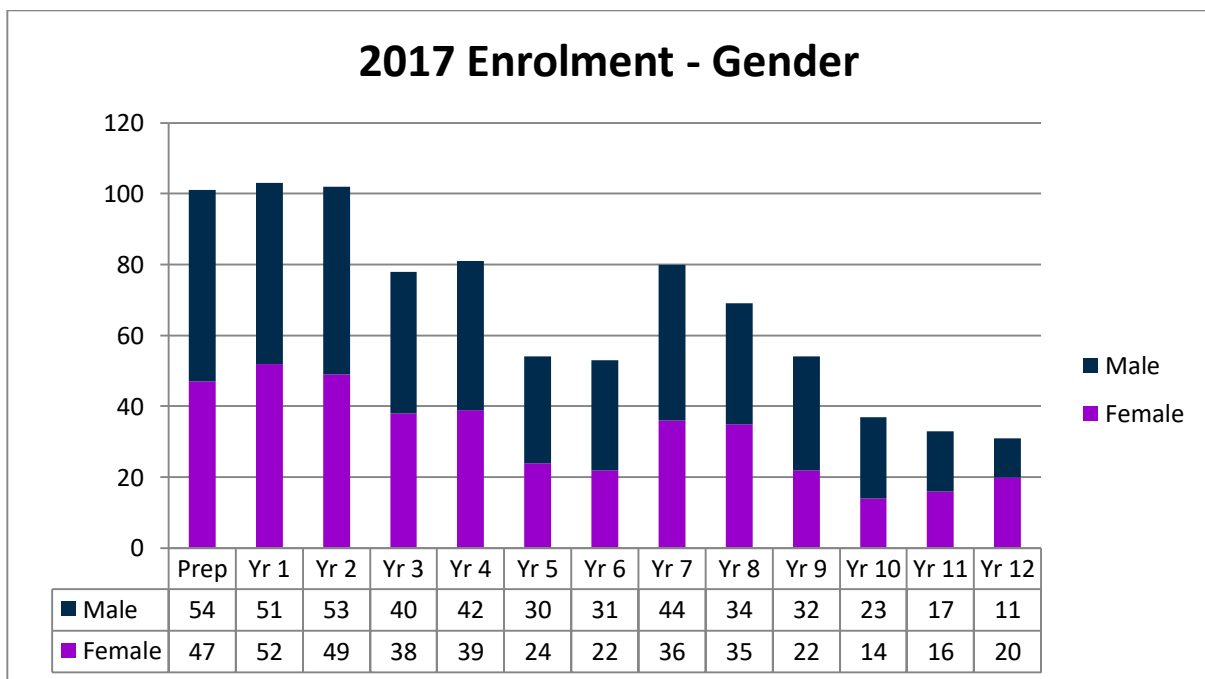
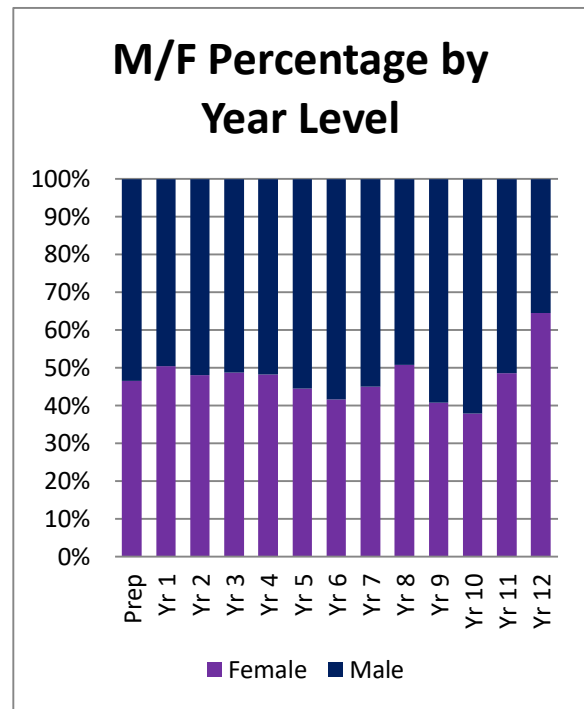
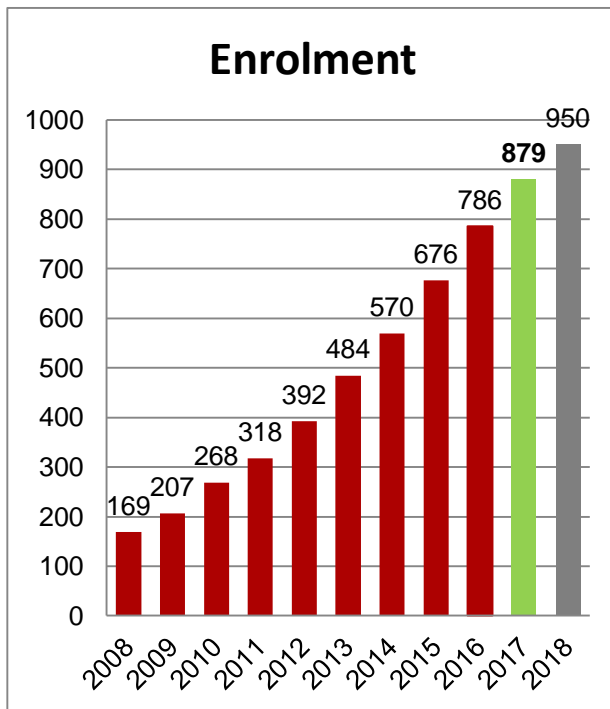
- Every one of us is God's creation and equally precious
- Collectively, we live as a community that gathers around God's Word in worship for forgiveness and inspiration
- The College setting gives us opportunity to both experience and demonstrate God's forgiveness in Christ
- All who come to us are welcomed and valued
- The fruit of education is evidenced in service for the good of others

With this as our end goal, students at Good News Lutheran College are on a journey to becoming:

- Self-directed, insightful investigators and learners
- Discerning, resourceful problem solvers and implementers
- Adept, creative producers and contributors
- Open, responsive communicators and facilitators
- Principled, resilient leaders and collaborators; and
- Caring, loyal supporters and advocates

### 3. Characteristics of the Student Body

The student population of 879 students at the Census in August of 2017 continued the expected upward trend in enrolments, as the College continues through its largest expected growth phase. The projected enrolment for 2018 is 950.



At Census in 2017, the composition of the student population was 47.5% female and 52.5% male. Good News had nil students identifying as indigenous.

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, Fountas & Pinnell and Reading Recovery.
4. Additional support within the classroom.

### National Data Collection Numbers for 2017

Primary Students				
	Support within QDTP	Supplementary	Substantial	Extensive
Physical	35			
Cognitive	22	46	5	
Social – Emotional	14	13	1	
Sensory	5	6		
	<b>76</b>	<b>65</b>	<b>6</b>	<b>0</b>

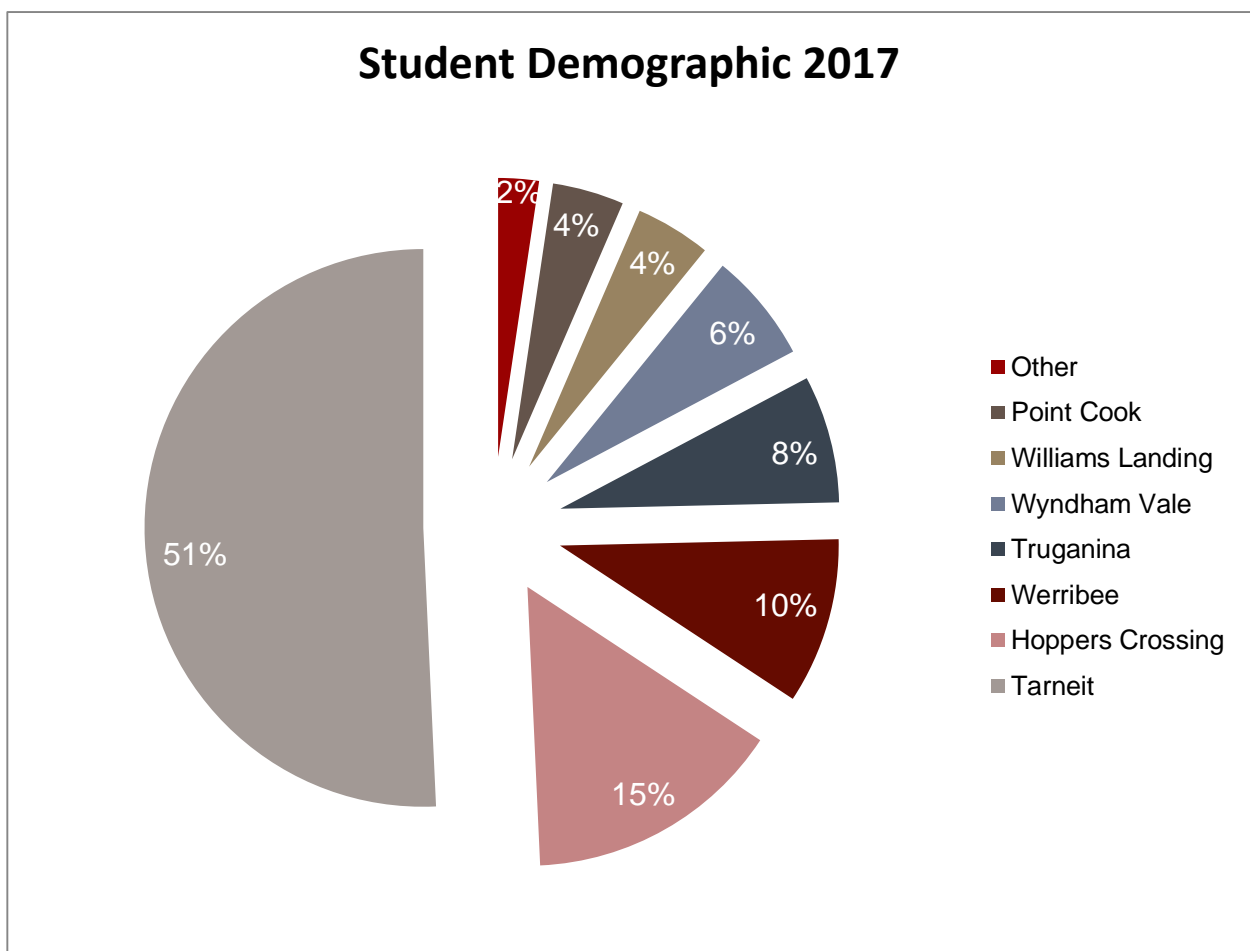
Secondary Students				
	Support within QDTP	Supplementary	Substantial	Extensive
Physical	19	1		
Cognitive	6	25	4	1
Social – Emotional	10	18		
Sensory	1	1		
	<b>36</b>	<b>45</b>	<b>4</b>	<b>1</b>

QDTP	Supplementary	Substantial	Extensive
<b>112</b>	<b>110</b>	<b>10</b>	<b>1</b>

Not Funded	1
Funded	121

#### 4. 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 continues to find itself 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 Werribee (76%), there are many other students travelling much larger distances. In 2017 Good News utilised two buses, one 33-seater and one 57-seater to transport a number of students to and from the College daily.



## Teacher Standards and Qualifications

### 5. Staff Qualifications

All teachers hold tertiary qualifications. Of the 70 teachers and 38 support staff employed, between them they have 1 Doctorate, 24 Masters Degrees, 84 Bachelor Degrees, 6 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. 21 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 2017 school year, 68 of the 70 teaching staff (97%) were retained for 2018 and all staff ending their time at Good News moved to various locations. 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, 10 additional teachers were employed. Additional teaching loads, in virtually all core curriculum areas across the Middle and Senior schools, accounted for the additional teaching staff.

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.

### 6. Workforce Composition, including Indigenous Composition

The workforce at Good News consisted of:

70	Teaching staff (including leadership)
14	Support staff
20	Administration staff (including Canteen Manager, Pastor and Chaplain)
4	Bus driver/ Maintenance

**108 staff in total**, including the Principal

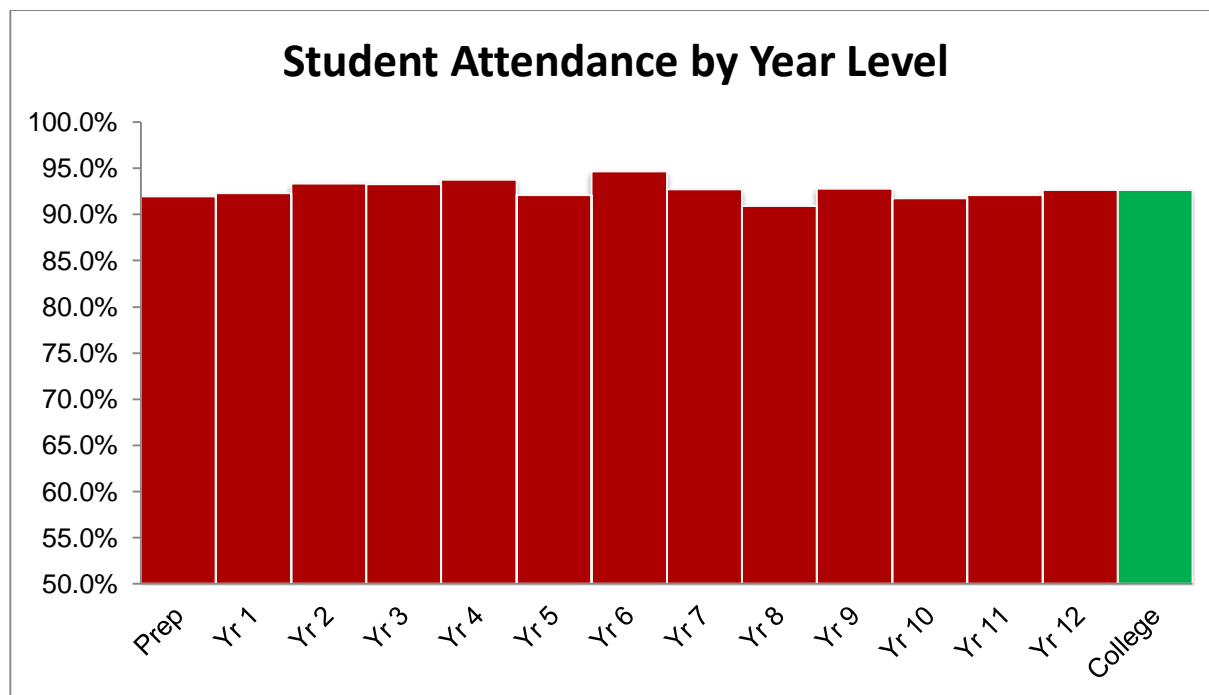
There was one Indigenous employee in 2017. This number reflects the number of staff employed at the College and not the Full Time Equivalent.



## Key Student Outcomes

### 7. Student Attendance

The average student attendance rate in 2017 was 92.68% comparable to the 2016 rate of 93.15%. The average absence rate of 13.34 days per student was in line with the 2016 absence rate of 12.18 days per student. This minimal variation 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.



### 8. Management of Non-Attendance

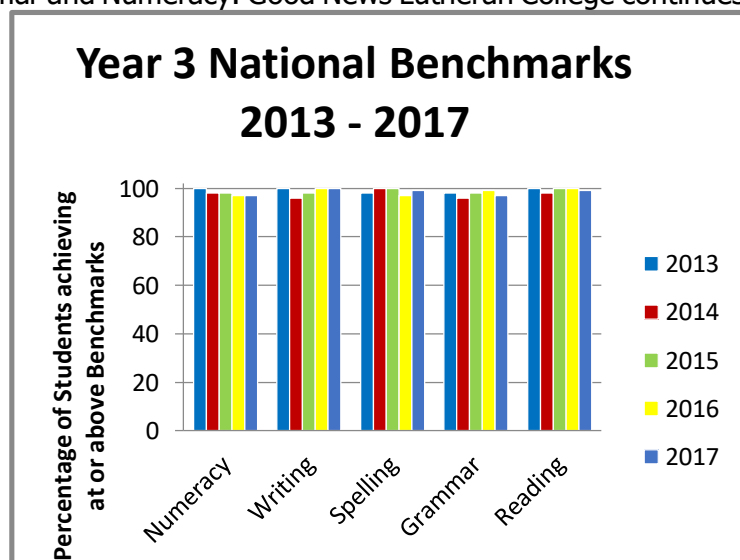
The College takes attendance seriously and in accordance with the College Attendance Policy (20.09.01), non-attendance must be explained by parents. If the parent has not contacted the College to explain the reason for an absence, the College sends an SMS to the parent to let them know of the absence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

## 9. 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 1-10. 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 from 2013-2017. In the upper year levels in particular, where enrolment numbers are lower, a greater annual variation between percentages often occurs. Of the smaller number of students who have achieved below one of the benchmarks, the majority have identified learning difficulties. The NAP tests are part of a suite of diagnostic tools that are used to inform teaching assessments and observations.

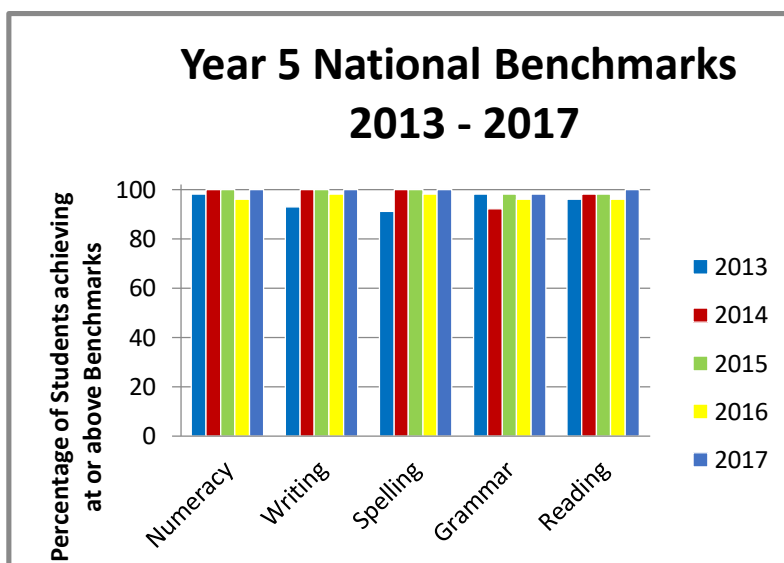
### Year 3 NAPLAN Results

Year 3 students achieved very high results with 100% of students achieving 'At or Above' the NMS in the area of Writing, while 99% achieved the same in Reading and Spelling and 97% in the two remaining areas of Grammar and Numeracy. Good News Lutheran College continues to have a strong focus on Numeracy and Literacy in the early years of schooling and this reflects in these excellent results. This is evidenced by the percentage of students who achieved in the highest measured band for Year 3. 29% of Year 3 students, in 2017, achieved in the highest bands for the year level in the area of Writing compared with 14% of students in 'statistically similar' schools.



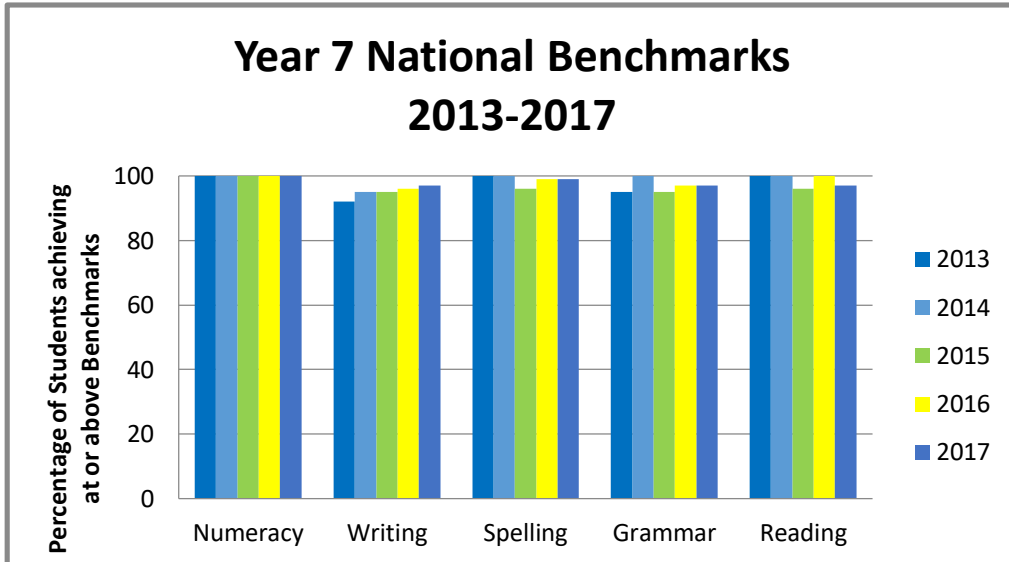
### Year 5 NAPLAN Results

In 2017, Year 5 students achieved excellent results with 100% of students achieving 'At or Above' the NMS in the area of Numeracy, Writing, Reading and Spelling. 98% of students also achieved 'At or Above' the NMS in the one remaining area of Grammar.



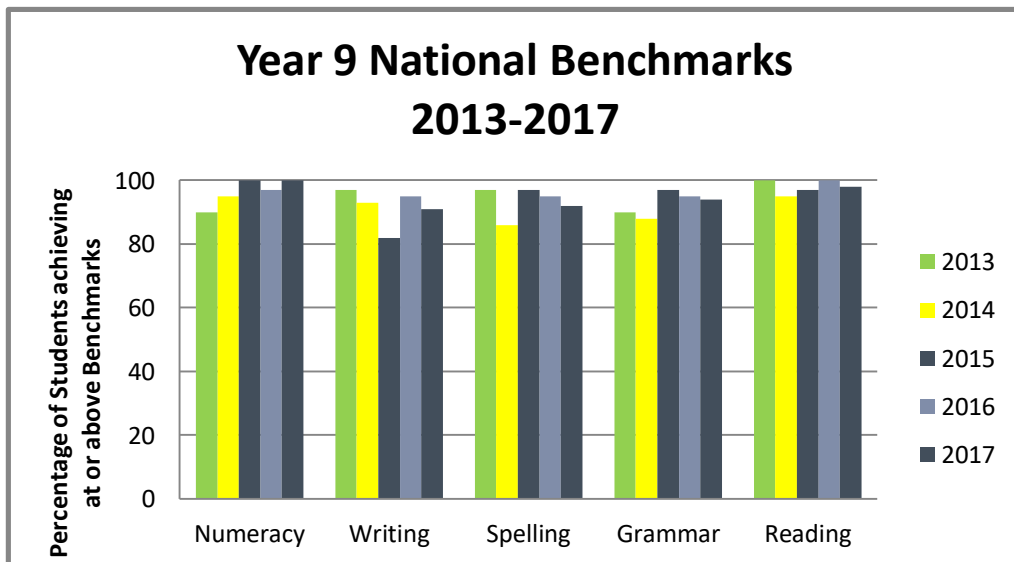
### Year 7 NAPLAN Results

The Year 7 students achieved very high results where 100% of students achieved 'At or Above' the NMS in the area of Numeracy, 99% achieved the same in Spelling and 97% was the consistent result for the three remaining areas that were tested. This is despite Good News Lutheran College having a large number of incoming enrolments at this year level, including a number of EAL students.



### Year 9 NAPLAN Results

Year 9 students achieved high results with 100% of students achieving 'At or Above' the NMS in the area of Numeracy and 98% achieving the same in Reading. The results in all other areas were above 90% and this was consistent with or higher than schools with 'statistically similar' students, in the same areas.



## Post School Destinations *FINALISED*

From the 2017 cohort of 31 Year 12 students, all 31 attempted the VCE and gained their VCE certificate, securing a 100% pass rate. Of the 28 students who applied for tertiary study through VTAC, 26 received an offer in the first round with 13 receiving an offer for their first preference, others received offers for their subsequent preferences. 5 students received an additional offer in the second and 1 in the third offer round, 2 students did not receive an offer in the first round. However, one of the students who applied through VTAC, but did not receive an offer, secured a TAFE placement through direct entry. Of the three students who did not apply for tertiary study through VTAC, one has secured an apprenticeship and one has commenced full time employment. Sadly, one of our students passed away at the end of the year.

Destination June 2017		
	2017	2017 (%)
University Full Time	17	55%
University Deferred	2	6.45%
TAFE	6	19.35%
Apprenticeship	1	3.2%
Employment	3	10%
Unknown	1	3.2%
Deceased	1	3.2%

Post-Secondary Course Choices by Type		
Course	2017	2017 (%)
Accounting and Finance	1	3.2%
Arts	2	6.45%
Biomedical Science	1	3.2%
Business/Commerce	6	19.35%
Education	2	6.45%
Engineering	1	3.2%
Exercise and Sports Science	1	3.2%
Forensic Science	1	3.2%
ICT	1	3.2%
International Studies	1	3.2%
Nursing/Health	8	25.80%
Psychology	2	6.45%
Science	1	3.2%
Sport & Recreational Studies	1	3.2%



## Financial Income Summary

2017 was the fifth (CHANGED FROM FOURTH) year of the College's 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, 2017

Tuition Fees	32.5%	\$	4,405,386
Other Fee Income	0.3%	\$	46,590
Government Grants	65.6%	\$	8,886,980
Other	1.5%	\$	205,387
		\$	<u>13,544,343</u>

