



**2019 Annual Report**  
**Good News Lutheran College**  
**School Number: 1957**

# Principal's Report



Good News Lutheran College is situated on 20 acres in Tarneit, with landscaped gardens and recreational spaces surrounding the classrooms and buildings. Our students have access to specialised facilities including a gymnasium, centres for Technology learning, and Science facilities. With the Church located central to the grounds, we ensure that our Christian faith and outlook remains central to our teaching.

The College completed its 22<sup>nd</sup> year of operation in 2019 and has grown significantly from the small group of 24 students who commenced in 1997. With over 1000 students, our fourth cohort of Year 12s graduated in December. There were 29 students in this group and of those, one student successfully completed an early start course in criminology at Deakin University. Some students chose to undertake an unscored VCE as they were applying for TAFE courses. All who applied for TAFE courses were successful. Four students were the first to complete VET courses from GNLC and received their certificate qualifications. 24 students, from the Year 12 group, applied through VTAC for a University place. 20 received offers in the first round with 12 of them receiving their first preference. 5 received offers in the second round and another 4 offers were made in the last round. Our students took places at Victoria University, Deakin University, RMIT, Swinburne and Australian Catholic University in a range of areas including education, business, nursing, paramedics, sport, psychology, engineering, health sciences.

Work continued on our International Baccalaureate candidacy application and we will be submitting our application for the Primary Years Programme authorisation in 2020. This has been an ongoing process in professional development and course writing.

2019 saw the introduction of the Think Plus program in junior years and Theatre Studies as a VCE subject. The wide range of curriculum option is supplemented by a variety of extra-curricular activities; choirs, cycling, dance, musicals (in 2019 – "Once on This Island"), camps, clubs, sporting teams, market stalls to name a few.

The College purchased two mini buses and a larger 44-seater to cater for the overflow of our bus runs and provide transport for excursions. The church garden was landscaped as was the area adjacent the rear carpark which includes a new cross as a further symbol of our Christ-centred community.

The role of Counsellor was introduced to provide social and emotional support to students from Prep to Year 12 and to assist with Wellbeing Programs.

Mrs Fiona McAuliffe  
Principal

# College Philosophy

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 caregivers, 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 and equally valued
- 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
- Caring, loyal supporters and advocates

College mission  
College values

Living Christ's Mission, Empowering Inquiring Minds, Preparing Global Citizens  
Service, Respect, Identity, Freedom

# Governance



Good News Lutheran College's Council has responsibility for the overall governance of the College, determines general policy and sets the College's strategic direction.

## 2019 Council Members

### Office Bearers

Chairman	Mr Russell Wedding
Vice Chairman	Mr Daniel Verrico
Secretary	Mr Graeme Simpkin
Principal	Mrs Fiona McAuliffe

### Council Members

Mr Jerry Gubecka  
Mr Noel Goltz  
Mr Peter Renner  
Mr Gary Jewson  
Ms Marion Nott

### Consultants

Mr Julian Denholm  
Mr Fergus Weber  
Pastor Peter Janetzki

# College Leadership

The operation of the College, on a day to day basis, is the responsibility of the Principal and her Executive Team.

Mrs Fiona McAuliffe (*Simon Hughes – 2019*)  
Principal

Mrs Christine Taylor  
Head of Senior Years

Ms Janet Moeller  
Head of Junior Years

Mr Fergus Weber  
Business Manager

Mr Steven Tkaczuk (*Nathan Shrowder – 2019*)  
Head of Middle Years

Ms Melissa Furtado  
Head of People and Culture

# Staff

All teachers hold tertiary qualifications. Of the 92 teachers and leadership team and 47 operational and support staff employed, between them they have 20 Masters Degrees, 80 Bachelor Degrees, 5 Honours Degrees and 4 hold qualifications in Lutheran Theology. Throughout the year, a number of teachers completed studies to acquire accreditation to teach Christian Studies. 24 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 2019 school year, 77 of the 85 teaching staff were retained for 2020 and all staff ending their time at Good News moved to various locations. This figure includes both full-time and part-time staff. There were no indigenous staff.

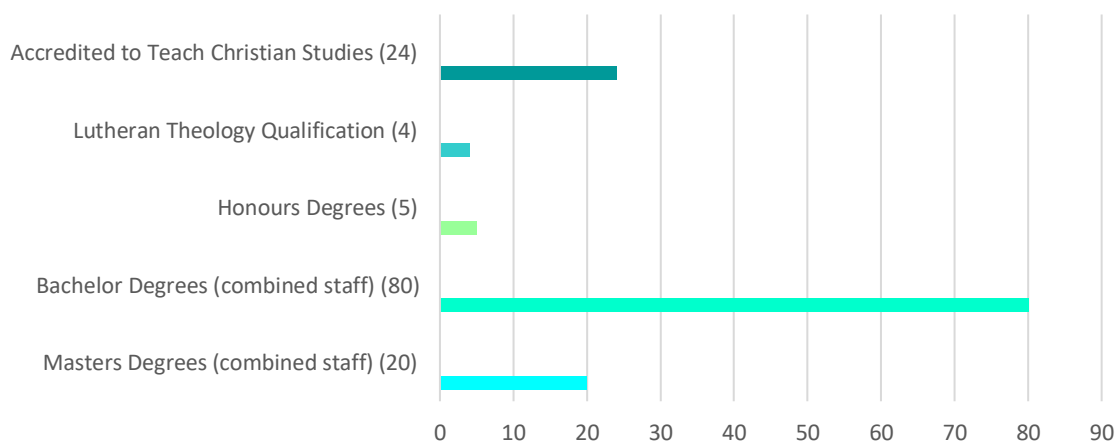
Students in Junior School had additional specialist teachers in the areas of German, Music, Physical Education and Visual Art. With the growth of the College, 9 additional teachers were employed.

Additional teaching loads, in virtually all core curriculum areas across the Middle and Senior Years, 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. Learning Enrichment Officers and Learning Support Teachers continue to provide support for students who have learning difficulties – both funded and not funded.

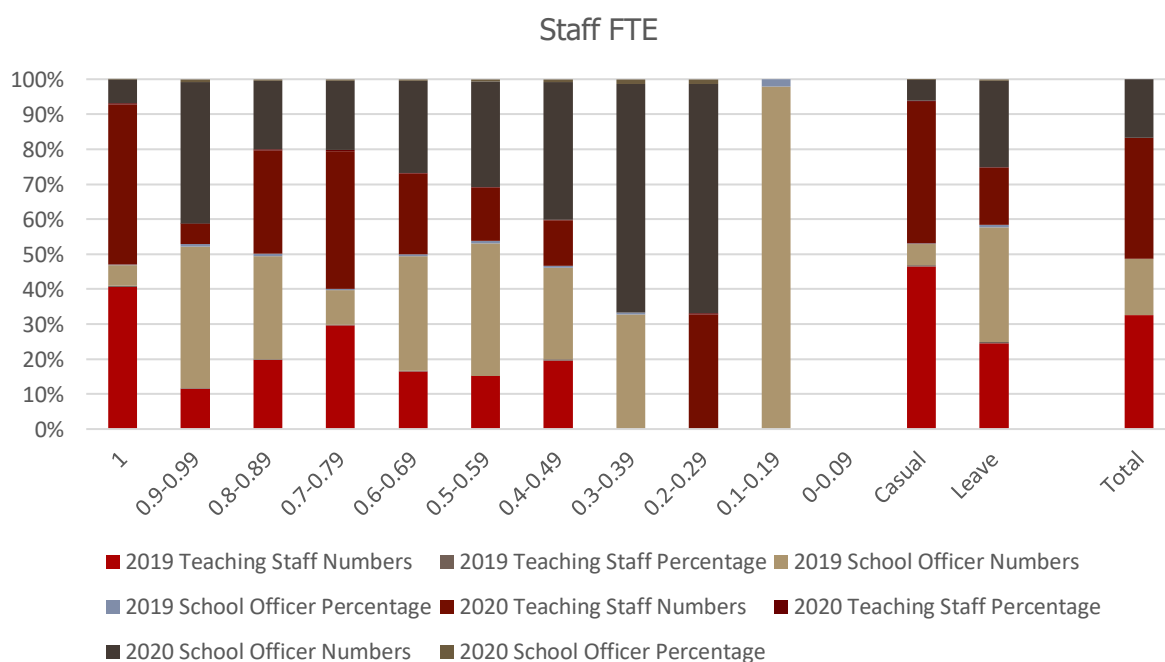
The workforce at Good News consisted of:

### Staff Gender Balance / Qualifications



Teaching / Leadership Staff – Female	75
Teaching / Leadership Staff – Male	17
Operational / Support Staff – Female	32
Operational / Support Staff – Male	15

### Staff FTE (teaching staff)



## Positions of Responsibility (teaching staff)

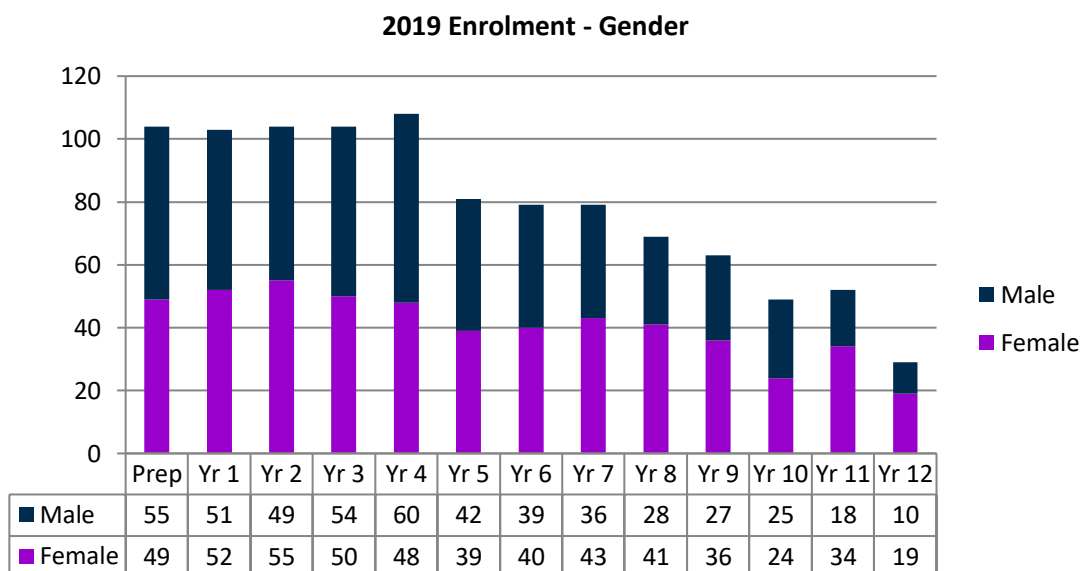
Position	2019 Time Release Lessons per Cycle
<b>IB Positions</b>	
MY/SY LAC	8
MYP Coordinator	36
PYP Coordinator	52
Personal Project Coordinator	3
<b>YLC/PC Positions</b>	
JY YLC	8
JY TL	2
MY/SY YLC	6
<b>Learning Enrichment Positions</b>	
LE Coordinator	42
LE Teacher	9 and 36
LE Emu	32
LE Reading Recovery	40
<b>Sports Positions</b>	
Sports Carnivals	4
Duke of Ed	4
Red X Racing – Pedal Prix	
<b>Program Coordinators</b>	
Head of Years	25-40
VCE Coordinator	8
VET Coordinator	2
Digital Learning Leader	18
Teacher Librarian	37
Careers	14
JY Music Tuition	1
<b>Logistics Coordinators</b>	
Timetabler	14
Daily Org	10
Back up DO	

### Acronyms

*MY (Middle Years)*  
*SY (Senior Years)*  
*LAC (Learning Area Coordinator)*  
*YLC (Year Level Coordinator)*  
*TL (Team Leader)*  
*LE (Learning Enrichment)*  
*EMU (Extending Mathematical Understanding)*  
*VCE (Victorian Certificate of Education)*  
*VET (Vocational Education and Training)*

# Characteristics of the Student Body

Good News Lutheran College provides education for students from Prep through to Year 12. The student population of 1024 students at the Census in August of 2019 continued the expected upward trend in enrolments, as the College continues through its largest expected growth phase. The projected enrolment for 2020 is 1104.



At Census in 2019, the composition of the student population was 48.24% female and 51.76% male. Good News had nil students identifying as indigenous.

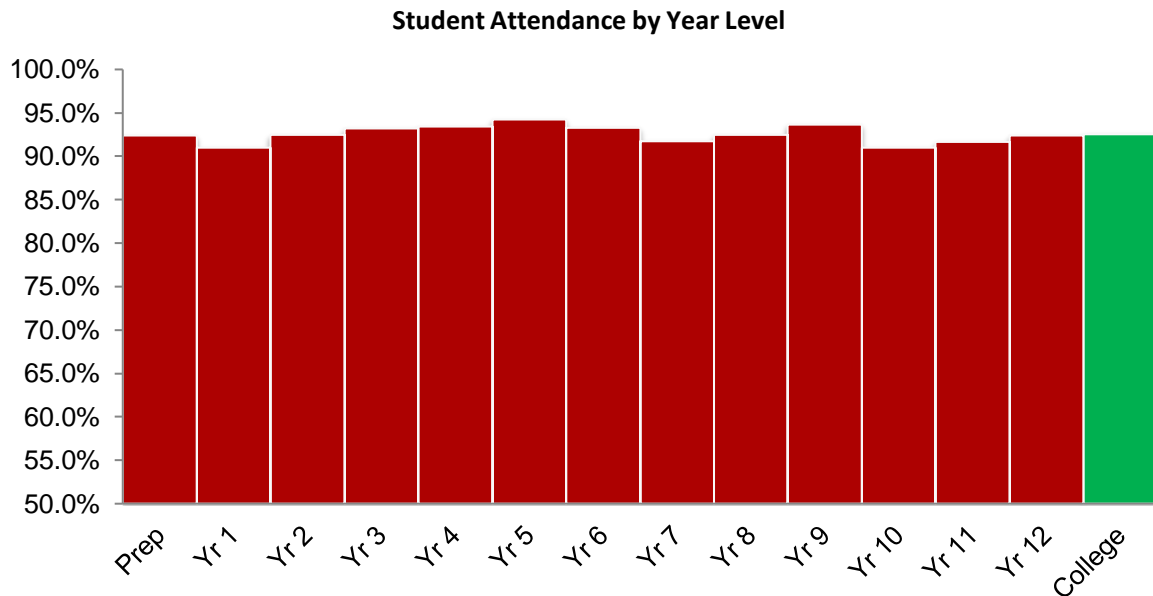
Students with particular educational needs have Individual Learning Plans to help focus learning on their specific needs. Good News also provides additional support for a number of other students. Students are supported, depending on their level of need, with four tiers of programmes:

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.



## Student Attendance

The average student attendance rate in 2019 was 92.61% comparable to the 2018 rate of 93.31%. The average absence rate of 12.94 days per student was therefore just slightly higher than the 2018 absence rate of 12.65 days per student.



## 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.

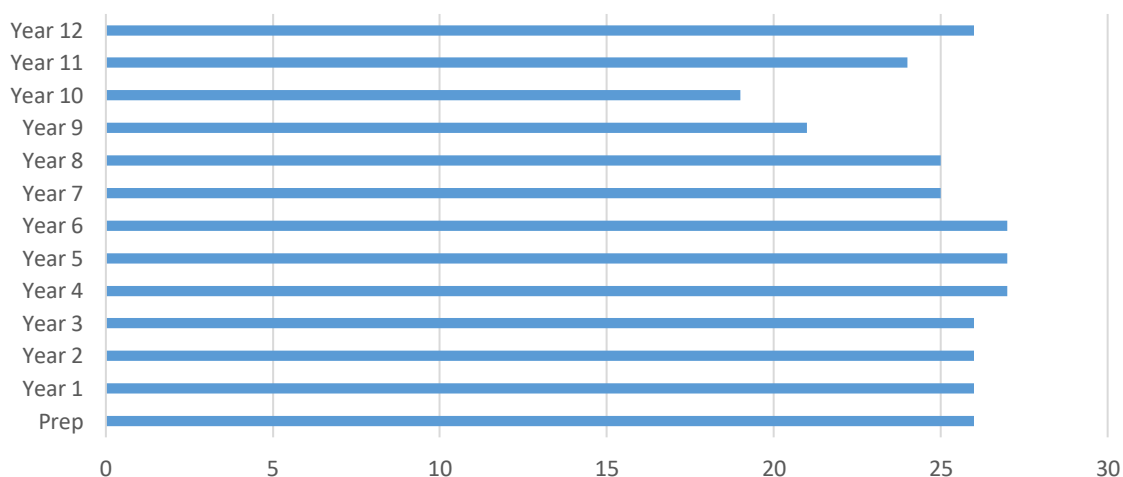


## Student Demographics

Good News Lutheran College is located 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. There are many other students travelling much larger distances. In 2019, the College utilised three buses, one 33-seater, one 57-seater and a 21-seater to transport a number of students to and from the College daily.

Demographic for 2019			
Suburb	No. of Students	Suburb	No. of Students
Aintree	1	Myrniong	2
Altona Meadows	2	Point Cook	57
Caroline Springs	3	Rockbank	2
Chirnside Park	1	Sunshine West	1
Deer Park	2	Tarneit	552
Derrimut	1	Truganina	93
Hoppers Crossing	129	Werribee	83
Laverton	1	Werribee South	1
Little River	4	Williams Landing	51
Manor Lakes	10	Wyndham Vale	52
Melton	2	Yarraville	2
<b>Total Students: 1052</b>			

## Average Class Size



## Key Student Outcomes

### National Data Collection Numbers for 2019

<b>Primary Students</b>				
	<b>Support within QDTP</b>	<b>Supplementary</b>	<b>Substantial</b>	<b>Extensive</b>
<b>Cognitive</b>	38	69	4	0
<b>Physical</b>	41	0	0	0
<b>Sensory</b>	4	0	0	0
<b>Social-emotional</b>	13	8	0	1
<b>Primary Total</b>	<b>96</b>	<b>77</b>	<b>4</b>	<b>1</b>

<b>Secondary Students</b>				
	<b>Support within QDTP</b>	<b>Supplementary</b>	<b>Substantial</b>	<b>Extensive</b>
<b>Cognitive</b>	33	27	1	0
<b>Physical</b>	18	0	0	0
<b>Sensory</b>	0	0	0	0
<b>Social-emotional</b>	10	3	1	0
<b>Secondary Total</b>	<b>61</b>	<b>30</b>	<b>2</b>	<b>0</b>

<b>School Total</b>	<b>Support within QDTP</b>	<b>Supplementary</b>	<b>Substantial</b>	<b>Extensive</b>
	<b>157</b>	<b>107</b>	<b>6</b>	<b>1</b>
	<b>Total students: 271</b>			

## NAPLAN Results Analysis 2019

In 2019 students at Good News completed all NAPLAN tests (apart from Year 3 Writing) online with great success. Unlike many schools, our IT system managed the load and the only problems were as a result of VCAA difficulties and not local to Good News. Our students also managed the online testing environment well.

The NAPLAN Data Service provides 12 different reports, which are available on the My School website, and can be categorised as follows:

Summative Assessment Reports	Formative Assessment Reports	Growth Assessment Reports
<p><b>School Level Summative Reports</b></p> <ul style="list-style-type: none"> <li>School Summary Report</li> <li>Group Summary Report</li> <li>Five-Year Trend Report</li> </ul> <p><b>Student Level Summative Reports</b></p> <ul style="list-style-type: none"> <li>Student Achievement Level Report</li> </ul>	<p><b>School Level Formative Reports</b></p> <ul style="list-style-type: none"> <li>Assessment Area Report (unavailable for online testing)</li> <li>Item Analysis Report (unavailable for online testing)</li> </ul> <p><b>Student Level Formative Reports</b></p> <ul style="list-style-type: none"> <li>Writing Criteria Report (only available for online testing)</li> <li>Student Response Report</li> </ul>	<p><b>Student Level Growth Reports</b></p> <ul style="list-style-type: none"> <li>Relative Growth Report</li> <li>School-Student Comparison Report</li> </ul> <p><b>School Level Growth Reports</b></p> <ul style="list-style-type: none"> <li>Relative Growth Report</li> <li>Transitional Relative Growth Report</li> <li>School Comparison Report</li> </ul>

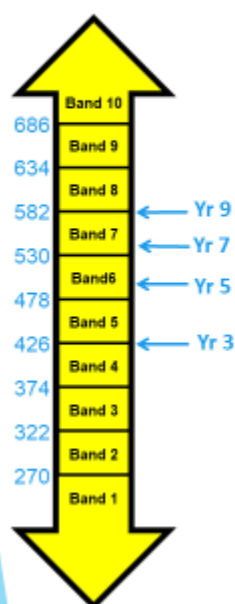
There have also been four new additional reports which include:

Student Item by Testlet, Student Item level, Testlet Group Summary, Item Summary. A fifth Strand Group report will be released at a later stage.

The focus of these reports is on "Relative Achievement". That is, given the estimated ability of the student (or the average ability of a cohort), did that student (or cohort) get some easy questions wrong and/or some hard questions correct). In other words, the reports point to possible areas of weakness and strength.

To fully understand and interpret the various NAPLAN data sources, it is important to have a thorough understanding of the NAPLAN National scale, National Bands and the relative difficulties of each of the NAPLAN questions (Item Difficulty).

# Understanding the National Scale



The National Scale is an arbitrary scale – at this stage it is not related to points along a developmental curriculum. That is, it has not been mapped onto either the **Australian Curriculum** or the **Victorian Curriculum**.

The National Scale was **fixed in 2008** as follows:

- Range: 0-1000
- Mean: 500
- Standard Deviation: 100 (i.e. 68.2% students between 400-600)

The Scale has been divided into ten **Bands** that are primarily used for **reporting to parents**.

- Band 1 covers all scores equal to or less than 270.
- Bands 2 – 9 increment by 52 score points each Band
- Band 10 covers all scores above 686.

At this stage Bands have no explicit curriculum meaning but 2019 results show:

- A typical **Yr3** level of performance is on the boundary of **Band 4/5**
- A typical **Yr5** level of performance is at the lower-middle of **Band 6**
- A typical **Yr7** level of performance is at the bottom of **Band 7**
- A typical **Yr9** level of performance is on the boundary of **Band 7/8**

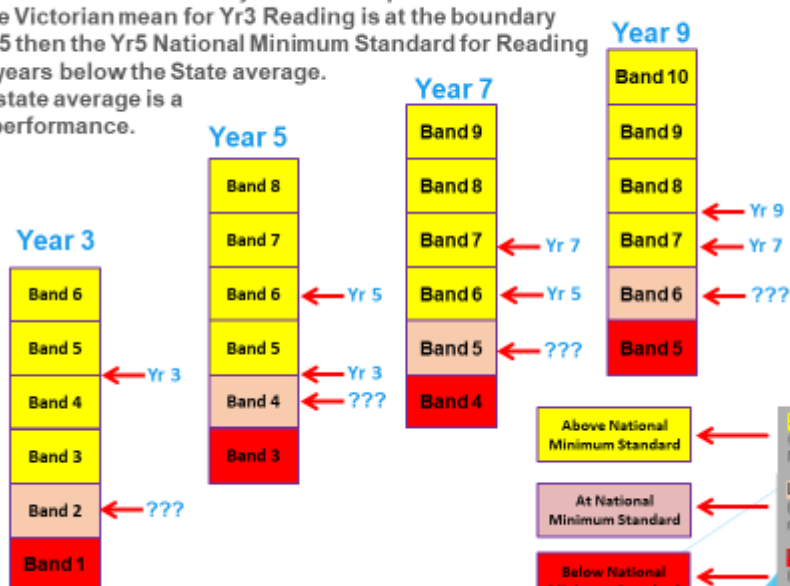
## A cautionary note:

Equal scores across different tests (on the National Scale) do not equate to equal levels of performance in terms of expected Victorian Curriculum standards. For example:

- A National Year 9 Reading score of 587 is about where the curriculum suggests a typical Year 9 student should be with respect to Reading, but;
- A higher National Year 9 Numeracy score of 599 is below where the curriculum suggests a typical Year 9 student should be with respect to Numeracy.

# The National Minimum Standard

The National Minimum Standard is a very low level of performance. For example, if the Victorian mean for Yr3 Reading is at the boundary between Band 4&5 then the Yr5 National Minimum Standard for Reading is more than two years below the State average. Two years below state average is a very low level of performance.



**Above National Minimum Standard**  
(But students at lower levels of "above National Minimum Standard" may be "at risk".)

**At National Minimum Standard**  
(These students will probably require additional assistance.)

**Below National Minimum Standard**  
(These students are at risk of being unable to progress satisfactorily without intervention.)

NAPLAN Online tests are constructed as semi-adaptive, branched assessments. This model allows for the more able students to be presented with some more difficult questions, while weaker students will have access to a wider range of easier questions.

## School Summary Report

The "box & whisker" graphs in this report show the spread of students compared to the spread of all students in Victoria and all students in Australia.

The table below the report also shows our school mean compared to the Victorian and National mean.

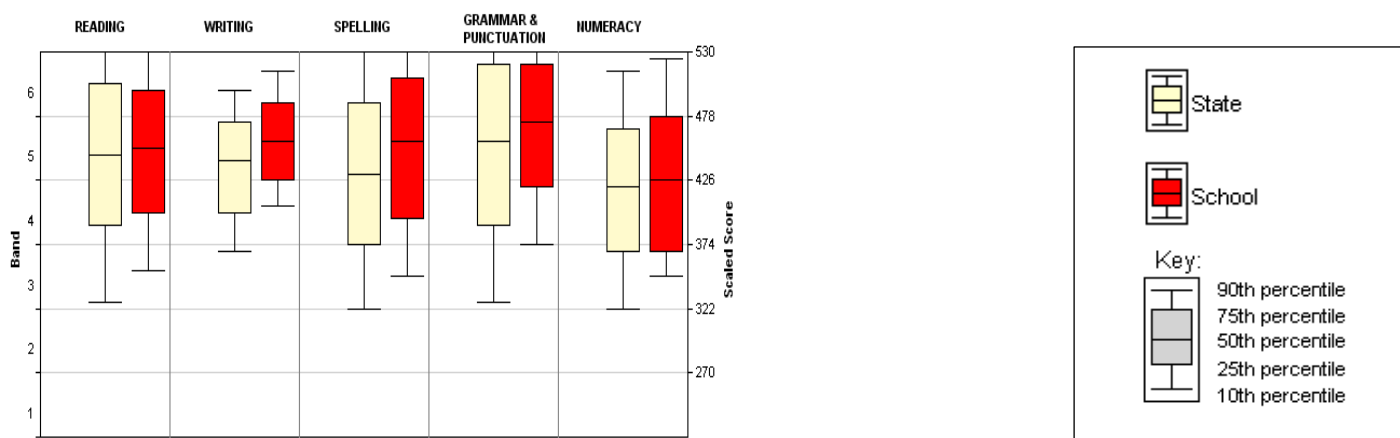
National data is not usually available until early the following year.

A quick way to compare school to state results, is to calculate the difference between the **means** across the tests. A more than five-point positive difference indicates that there is possibly something which the school is doing or has implemented which has resulted in this difference.

In the case of being five-points or more below, the question needs to be asked why this may have occurred and what could be done to narrow the gap.

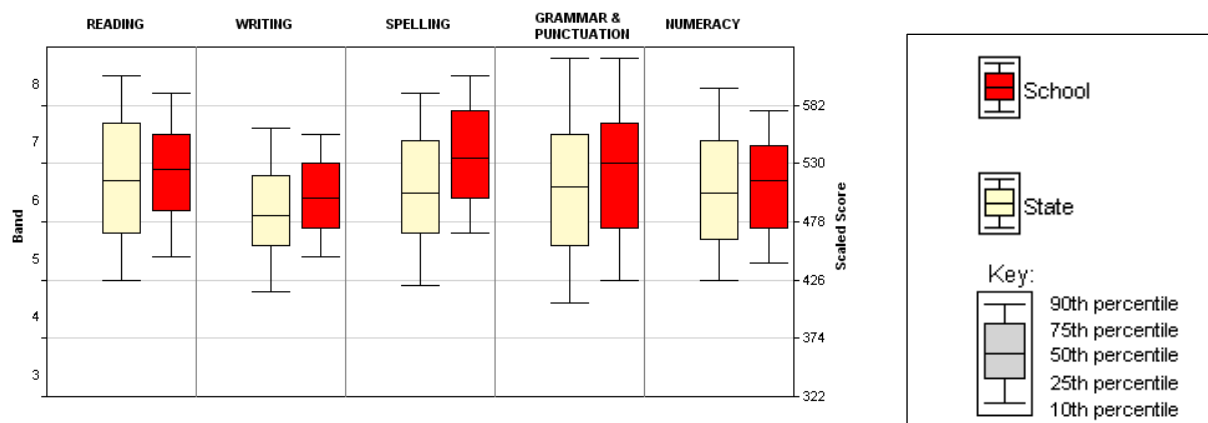
In the tables below, a five-point or more positive difference has been highlighted green, less than five-points positive or negative difference is yellow and a more than five-point negative difference is blue.

## Year 3



		Students	10th	25th	50th	75th	90th	Median	Mean
READING	State	73,227	327	391	445	504	557	445	447
	School	104	353	402	453	498	553	454	453
WRITING	State	72,678	369	402	440	472	498	445	435
	School	103	405	427	455	487	514	458	456
SPELLING	State	73,000	323	375	431	487	529	431	428
	School	103	348	395	456	510	548	456	452
GRAMMAR & PUNCTUATION	State	73,000	325	391	455	517	579	456	454
	School	103	375	419	474	520	567	476	469
NUMERACY	State	72,956	321	370	422	468	516	422	421
	School	102	346	370	427	481	526	427	432

## Year 5



**Students 10th 25th 50th 75th 90th Median Mean**

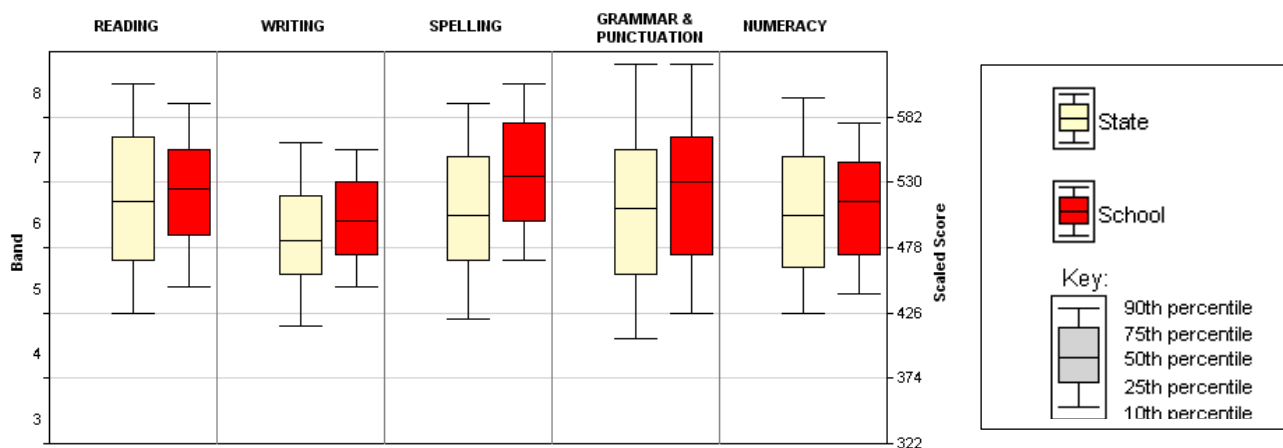
		10th	25th	50th	75th	90th	Median	Mean
READING	State	73,109	424	467	513	566	608	513
	School	81	449	488	525	558	590	526
WRITING	State	72,846	417	455	484	521	563	485
	School	81	447	472	497	530	557	497
SPELLING	State	72,853	421	465	506	550	591	506
	School	81	466	498	534	578	610	534
GRAMMAR & PUNCTUATION	State	72,853	405	456	507	555	626	508
	School	81	425	473	527	567	622	533
NUMERACY	State	72,701	424	462	504	550	599	504
	School	81	440	475	513	545	577	513

In the Year 3 and 5 results, the continuation of the **THRASS – Teaching Handwriting, Reading and Spelling Skills** along with the introduction of SMART Spelling and Fountas and Pinnell intervention groups could account for the positive results across the literacy related tests. This indicates that these are important programmes to continue.

They are introduced to students in Prep and continue through to Year Five. Over time, students become more familiar with the language of learning and this is consistently reinforced and developed through each year in the Junior Years.

In addition, in 2019, workshops were made available for parents to also become familiar with these programmes, the language of learning used at Good News and how they could assist in their child's learning. There has been a positive response from the parent community to these opportunities.

## Year 7

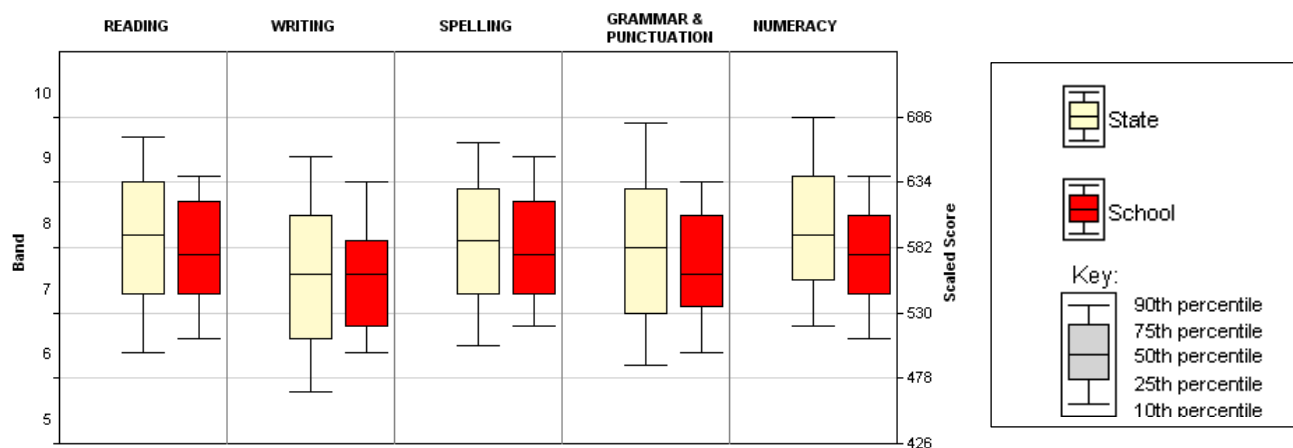


		Students	10th	25th	50th	75th	90th	Median	Mean
READING	State	71,767	470	506	551	596	641	551	552
	School	77	504	534	569	604	649	569	572
WRITING	State	71,711	448	481	522	568	606	523	523
	School	79	493	510	554	602	632	560	559
SPELLING	State	71,614	464	503	553	592	637	553	548
	School	75	513	551	595	615	650	595	588
GRAMMAR & PUNCTUATION	State	71,614	448	493	554	596	639	554	546
	School	75	480	534	587	644	667	581	585
NUMERACY	State	71,309	471	511	559	607	659	559	562
	School	76	493	541	595	658	689	595	595

The positive results in Year 7 could be attributed to the flow through of Good News Junior Years students into the Middle Years. It is also important to note that this is also a year level where a large intake of students from other schools occurs.



## Year 9



		Students	10th	25th	50th	75th	90th	Median	Mean
READING	State	63,359	496	544	591	635	672	591	587
	School	66	510	547	579	618	638	579	578
WRITING	State	63,292	469	511	562	608	652	560	558
	School	66	497	520	562	589	632	560	561
SPELLING	State	63,266	506	543	588	628	665	588	585
	School	66	517	545	577	616	652	577	580
GRAMMAR & PUNCTUATION	State	63,266	487	527	580	628	681	580	577
	School	66	499	534	564	606	635	563	570
NUMERACY	State	62,700	521	555	592	640	687	592	599
	School	66	511	544	578	609	639	578	577

The Year 9 results focus the school on thinking about why this gap exists and what could be done to narrow the gap. Some possible thoughts about this include that enrolment data suggests that many of the high achieving students are offered academic scholarships at other schools, so Good News tends to lose this cohort of students. It has also been noted that the students who enroll into Good News at this year level, may have done so as a result of lower than standard academic results at another school where they may not have been supported appropriately either academically or emotionally.

There are also many factors to do with the physical and emotional development of students in the Year 9 age-range which could impact on these testing results.

Nationally, it has also been found that many Year 9 students do not see the benefit of NAPLAN assessment and therefore do not take these tests seriously.

## Year 7 Five-Year Trend

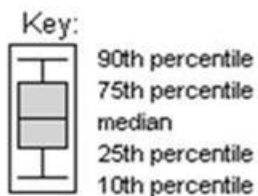
The Five-Year Trend data enables the College to look at a particular year level and consider the following question:

Are the positive/negative results in this year just an anomaly, as a result of this particular group of students, or are they consistent over time?

Taking the 2019 cohort of students in Year 7 as an example, it can be seen from the box and whisker graphs that generally the 50% of students who scored within the red box, are quite high scoring. The bottom 'whisker' is short which indicates a smaller percentage of students with lower scores and the top whisker is higher indicating the opposite. Ideally, a short 'tail' and longer 'neck' with a higher compact 'box' is what would be desired.

Looking at the Five-Year Trend, it could be assumed that the 2019 cohort was overall academically higher than the previous 4 years, but generally Year 7 students have consistently achieved above the State results.

This analysis of data would be done at each year level.

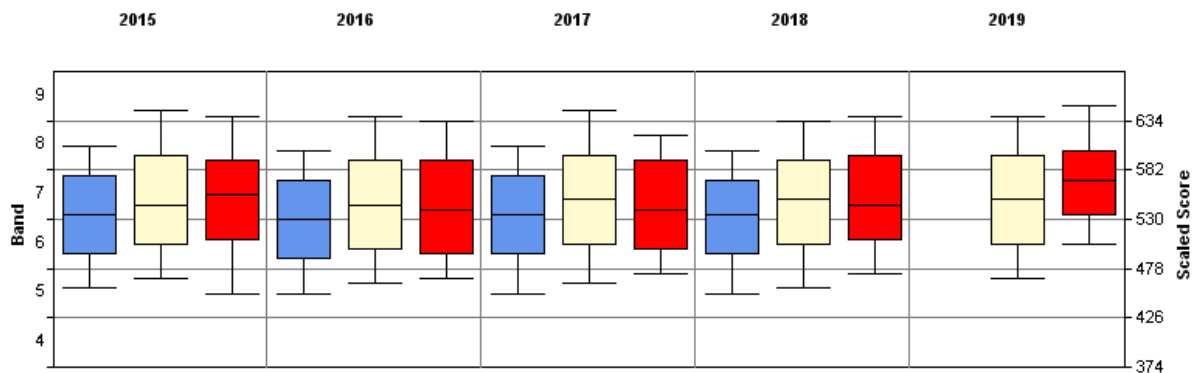


**Red** – GNLC students

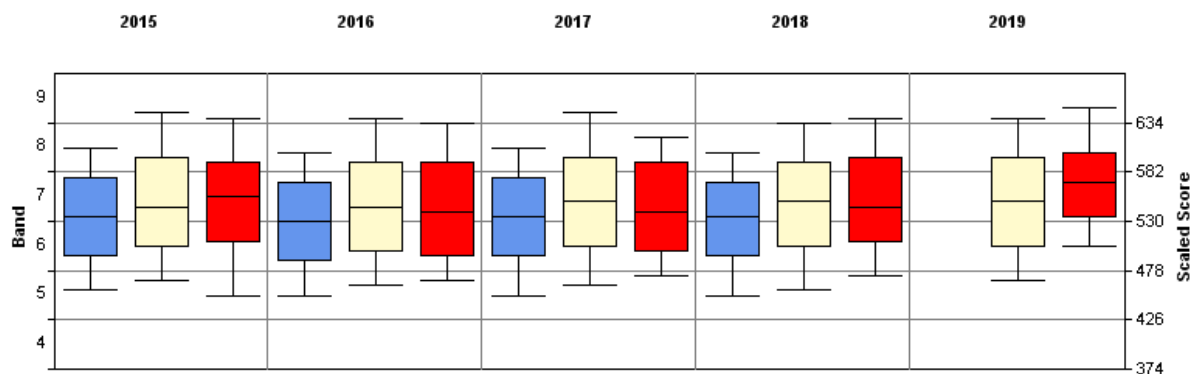
**Yellow** – All Victorian students

**Blue** – All Australian students

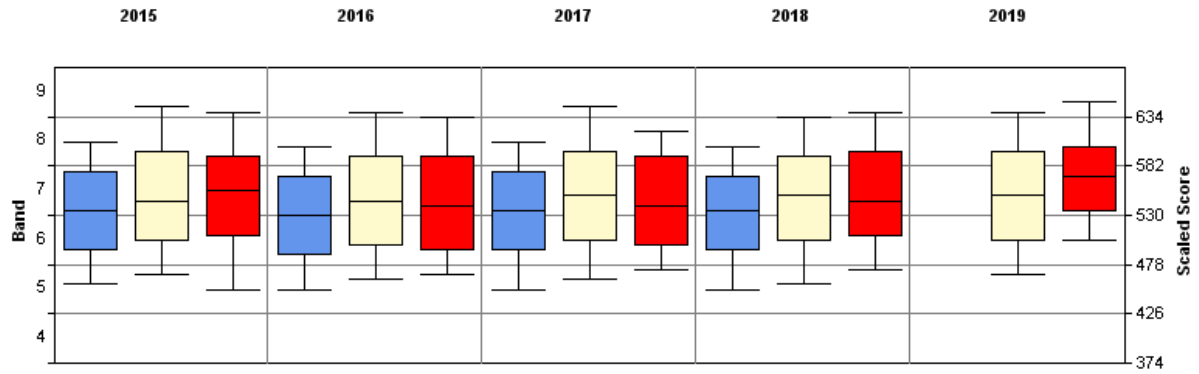
## Reading



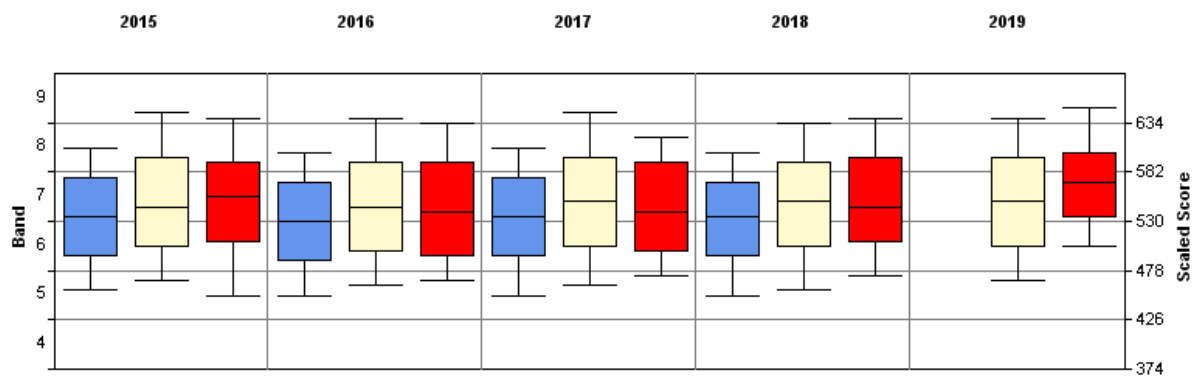
## Writing



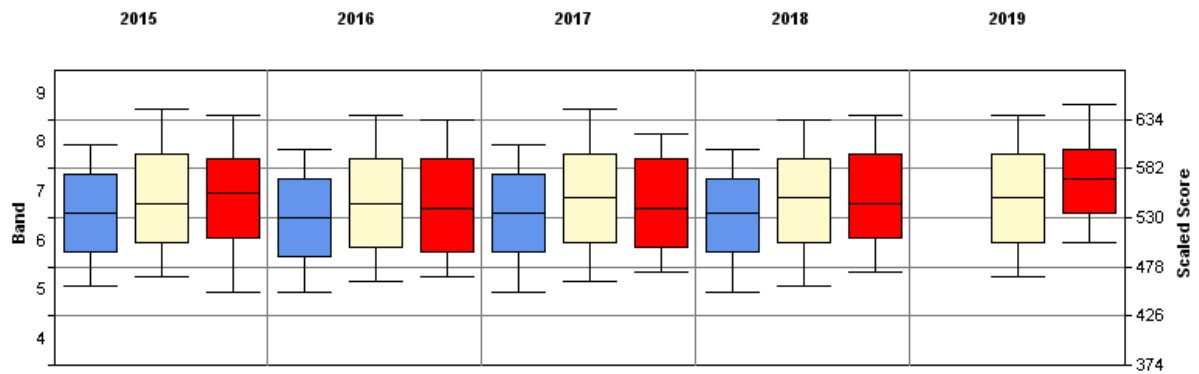
## Spelling



## Grammar and Punctuation



## Numeracy

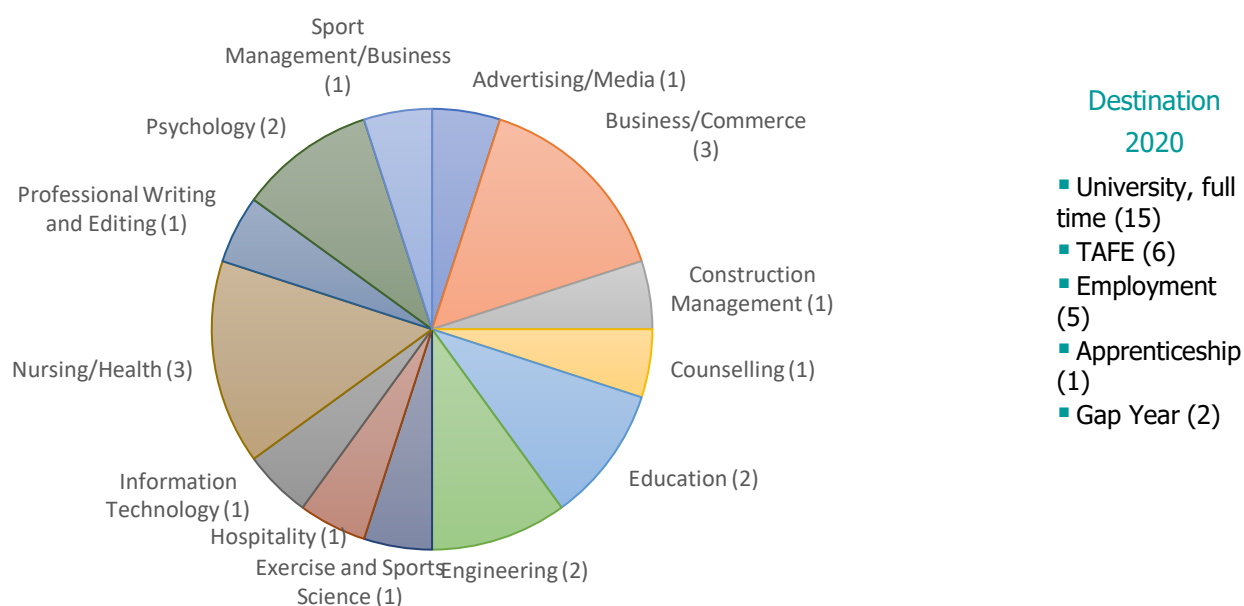


## Post School Destinations

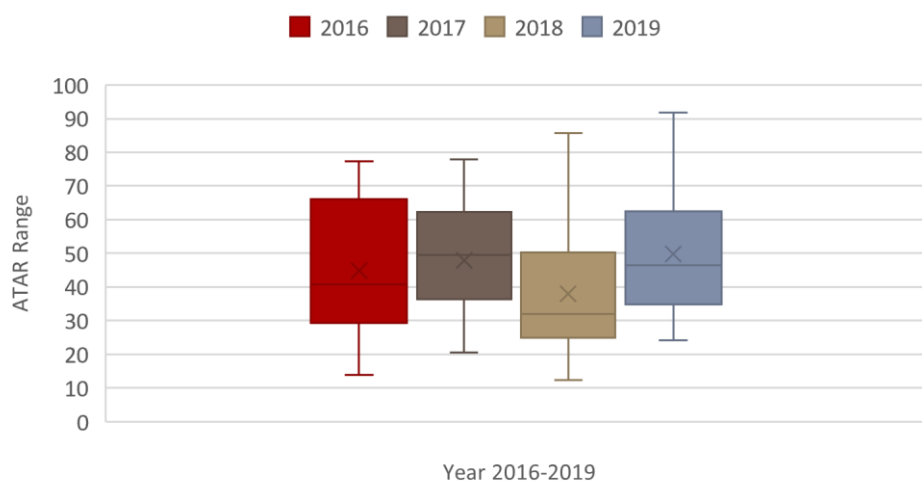
From the 2019 cohort of 29 Year 12 students, 28 completed their VCE with one student not achieving the required outcomes but chose to complete the year with their peers. The student who did not complete their VCE has secured a place in a TAFE course for 2020. Of those who attempted the VCE and gained their VCE certificate, we secured a 96.5% pass rate as a result. Of the 23 students who applied for tertiary study through VTAC, 20 received an offer in the first round with 12 receiving an offer for their first preference, others received offers for their subsequent preferences. 5 students received an additional offer in the second and 4 in the third offer round. 2 students did not receive an offer in the first round, however one student who applied late received their first offer in the third round.

Of the six students who did not apply for tertiary study through VTAC, one has secured an apprenticeship, one is planning to travel and undertake missionary work overseas, one has chosen to take a gap year and the remaining students chose to focus on employment options.

### Class of 2019 Tertiary Destination



### GNLC ATAR Range 2016-2019



# Finances

2019 was the seventh year of the College’s Business Plan, with the College continuing to perform well against the plans 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.

