



**2020 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 23<sup>rd</sup> year of operation in 2020 and has grown significantly from the small group of 24 students who commenced in 1997. With over 1100 students, our fifth cohort of Year 12s graduated in December. There were 51 students in this group and of those, one student successfully completed an early start course in sociology 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. Five students successfully completed a VET course as part of their VCE and received their certificate qualifications. 38 students, from the Year 12 group, applied through VTAC for a tertiary place. All received offers in the first round with 21 of them receiving their first preference. 5 received offers in the second round and another 2 offers were made in the following round. Our students took places at Victoria University, Deakin University, RMIT, Swinburne, Monash and Australian Catholic University in a range of areas including education, business, nursing, paramedics, sport, psychology, science, engineering and health sciences.

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

2020 saw the introduction of Remote Learning, which was undertaken for the majority of the year, spanning 21 weeks of lockdown due to the COVID 19 pandemic. Our staff successfully transitioned to this mode of delivery and our support of both students and parents ensured our enrolment numbers were stable. Our extra-curricular activities were on hold in 2020 and a number of excursions and camps did not occur. We did manage to present an online event for our musical, which is a credit to all involved. Moving through a critical incident was challenging for all and required careful attention to practices, to ensure the safety and wellbeing of all, whether onsite or online.

The College received Government funding to build a much needed new Junior School double-storey building; this includes general learning areas, staff planning offices, wet areas for art, STEM lab, multi-functional tiered seating space etc. Building is planned to be completed early 2022. We bought a new 57- seater bus, to meet the growing demand of the students and adopted in house model for service delivery. The Prep classrooms were renovated to new teaching models. Renovation included 4 x classroom upgrades, staff office upgraded to agile space and painting of the adjacent church building. A new state of the art science laboratory was introduced, to cater for the growing demand from students in science subjects.

The role of Head of People and Culture and Deputy Principal - Academic was introduced, to provide support for our staff and pedagogical oversight of our excellent teaching programmes.

Mrs Fiona McAuliffe  
Principal

# College Philosophy

The Ministry and Care Team have been working hard to continually grow the wellbeing and spiritual development of both the staff and the students. Over the past year, we have tried to implement a few exciting new ideas.

Chapels run almost every morning for various sub-schools. After surveying the students, one of the main focuses for us was to increase the student engagement at chapels. This year, in Middle and Senior School, we have had the student Worship and Mission Leaders lead the chapel services. This includes delivering the message, bible readings, songs and getting volunteers for any jobs, all while working alongside the Ministry and Care Team. Within the Junior Years the chapel has become a safe place for students to worship God through dance. We have multiple groups practicing dance actions to Christian music, often with the groups showing the dance in front of everyone during chapel. If the actions are simple enough, then this is learnt by the whole of the Junior School, and it is amazing to see them all doing actions to their favourite songs.

One of the main positives from the last couple of years has been the increase in bible studies being run in the Senior School. This year, with the help and guidance of staff, the Senior School have started a student led bible study for both staff and students to attend. We have had consistent numbers. Its mission is to both refresh and revitalise those who attend regularly with the word and worship, as well as being a great opportunity to share the word of God to those who are curious or want to know more about Christ. This is just one of many bible studies that have been occurring throughout the school.

Due to COVID, as everyone has had to, we have had to adapt our implementation of ministry and care. Online chapels and devotions were still delivered everyday via YouTube to every student. Some teachers would even watch the chapel or devotion with the whole class over Teams and discuss it afterward. From a care perspective we have found that, due to lockdown, wellbeing levels are still in a state of fluctuation. It brought into focus many dormant issues and concerns for students. The Ministry and Care Team were active in reaching out to staff and students, to support them both online and those that were on campus. This is an area that we will constantly be reviewing and improving as each year presents different issues and challenges.

College mission                      [Living Christ's Mission, Empowering Inquiring Minds, Preparing Global Citizens](#)

College values                        [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.



## 2020 Council Members

### Office Bearers

Chairman - Mr Russell Wedding  
Vice Chairman - Mr Jerry Gubecka  
Secretary - Mr Graeme Simpkin  
Principal - Mrs Fiona McAuliffe

### Council Members

Mr Daniel Verrico  
Mr Noel Goltz  
Mr Gary Jewson  
Ms Marion Nott  
Mr Peter Renner

### 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.

#### **Principal**

Mrs Fiona McAuliffe

#### **Head of Senior Years**

Mrs Christine Taylor

#### **Deputy Principal – Academic**

Mr Richard Baird

#### **Business Manager**

Mr Fergus Weber

#### **Head of Junior Years**

Ms Janet Moeller

#### **Head of People and Culture**

Ms Melissa Furtado

#### **Head of Middle Years**

Mr Steven Tkaczuk

# Staff

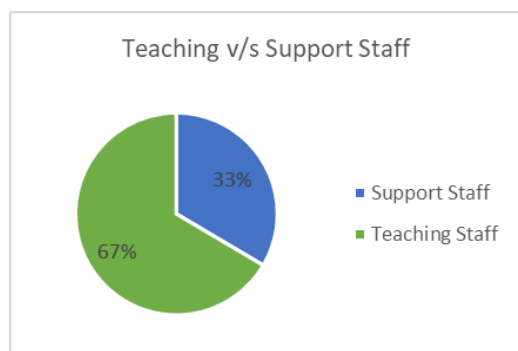
All teachers hold tertiary qualifications. Of the 91 teachers and leadership team and 65 operational and support staff employed, between them they have 15 Masters Degrees, 61 Bachelor Degrees, 5 Honours Degrees and 4 hold qualifications in Lutheran Theology. Throughout the year, a number of teachers completed studies to acquire accreditation to teach Christian Studies. 23 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.

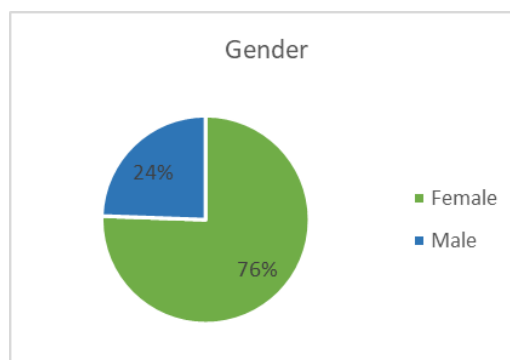
From the end of the 2020 school year, 88 of the 92 teaching staff were retained for 2021 and all staff ending their time at Good News moved to various locations. This figure includes both full-time and part-time staff. There were no indigenous staff.

Students in Junior Years had additional specialist teachers in the areas of German, Music, Physical Education and Visual Art. With the growth of the College, 11 additional teachers were employed.

### Overall Staff status (Teaching + Support Staff)



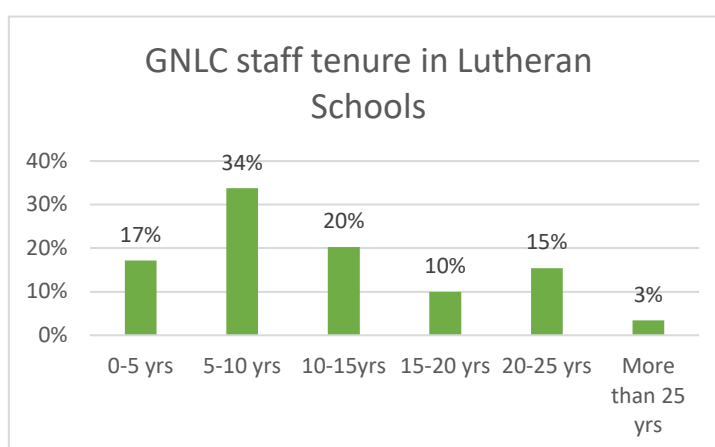
### Staff Gender



### Positions of Responsibility

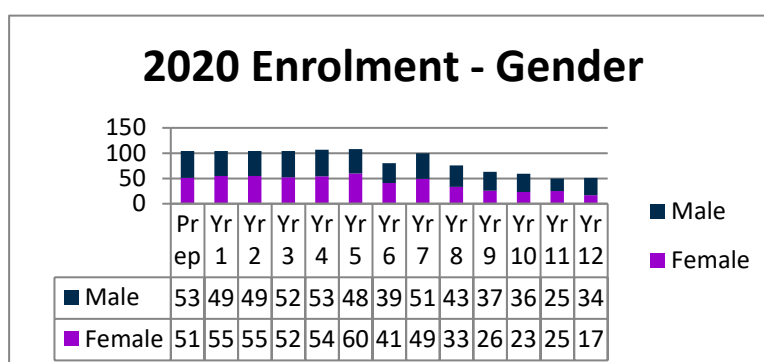
Position Names	Total
Careers Coordinator	1
Chaplain	1
Daily Organiser	1
Digital Technologies Leader	1
Junior Years Team Leader	7
Learning Enrichment Coordinator	1
MYP Coordinator	1
Pastor	1
Personal Projects Coordinator	1
PYP Coordinator	1
Resource Coordinator	1
School Counsellor	1
Sports Coordinator	1
Student Operations Manager	1
VCE Coordinator	1
VET Coordinator	1
Learning Area Coordinators	10
Year Level Coordinator	8
<b>Grand Total</b>	<b>40</b>

### Staff Tenure in Lutheran schools



## Characteristics of the Student Body

Good News Lutheran College provides education for students from Prep through to Year 12. The student population of 1,110 students at the Census in August of 2020 continued the expected upward trend in enrolments, as the College continues through its largest expected growth phase. The projected enrolment for 2021 is 1,190 students.



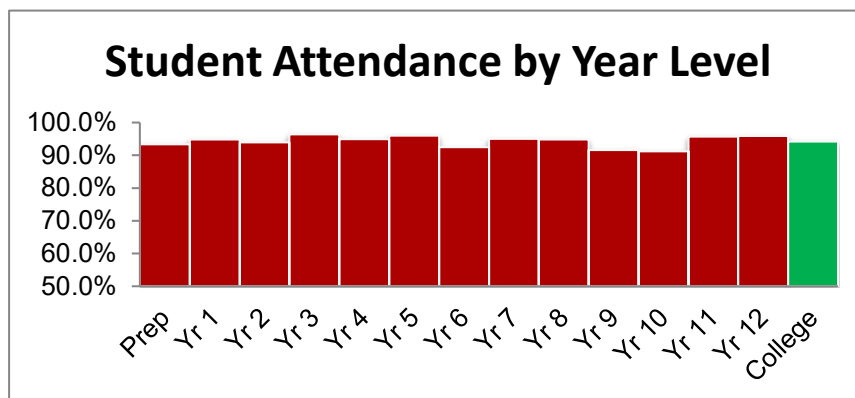
At Census in 2020, the composition of the student population was 48.74% female and 51.26% male. Good News had nil students identifying as indigenous.

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 2020 was 94.10% comparable to the 2019 rate of 92.61%. The average absence rate of 9.76 days per student was slightly lower than the 2019 absence rate of 12.94 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.

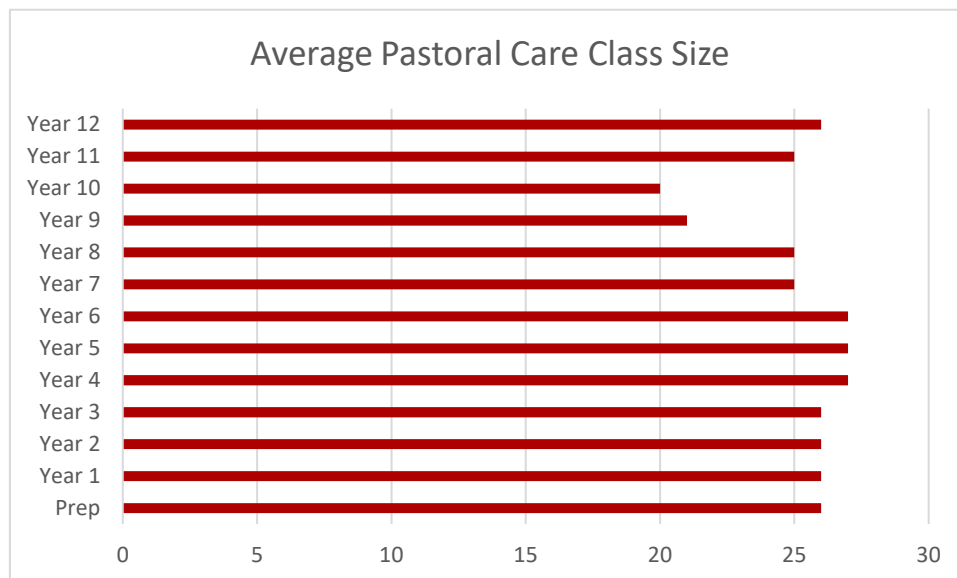
## Full Year Attendance Data

SCHOOLYEAR	GENDER	INDIGENOUS	DIVISIONS PER DAY	NUM STUDENTS	DIVISIONS PRESENT	DIVISIONS ABSENT	DIVISIONS ABSENT UNRESOLVED	DIVISIONS ABSENT RESOLVED	DIVISIONS ABSENT MEDICAL	FULL DAYS PRESENT	FULL DAYS ABSENT	FULL DAYS ABSENT UNRESOLVED	FULL DAYS ABSENT RESOLVED	FULL DAYS ABSENT MEDICAL	PERCENT PRESENT	PERCENT ABSENT UNRESOLVED	PERCENT ABSENT RESOLVED	PERCENTAGE OF ABSENT MEDICAL		
Y00	M	N		2	53	16552	970	160	810	6	8276	485	80	405	3	94.46	16.49	83.51	0.62	
Y00	F	N		2	52	15318	1084	437	647	4	7659	542	219	324	2	93.39	40.31	59.69	0.37	
0 TOTAL											15935	1027				187.85				
Y01	M	N		2	49	15504	866	162	703	1	7752	433	81	352	1	94.71	18.71	81.18	0.12	
Y01	F	N		2	55	17767	977	139	835	10	8884	489	70	418	5	94.79	14.23	85.47	1.02	
1 TOTAL											16636	922				189.5				
Y02	M	N		2	50	15623	1131	149	982	5	7812	566	75	491	3	93.25	13.17	86.83	0.44	
Y02	F	N		2	55	17562	1126	134	991	7	8781	563	175445	496	4	93.97	11.9	88.01	0.62	
2 TOTAL											16593	1129				187.22				
Y03	M	N		2	54	16801	811	131	679	5	8401	406	66	340	3	95.4	16.15	83.72	0.62	
Y03	F	N		2	54	16809	629	205	424	3	8405	315	103	212	2	96.39	32.59	67.41	0.48	
3 TOTAL											16806	721				191.79				
Y04	M	N		2	54	16961	1123	293	829	13	8481	562	147	415	7	93.79	26.09	73.82	1.16	
Y04	F	N		2	55	17585	951	313	638	3	8793	476	157	319	2	94.87	32.91	67.09	0.32	
4 TOTAL											17274	1038				188.66				
Y05	M	N		2	48	15595	671	146	523	7	7798	336	73	262	4	95.87	21.76	77.94	1.04	
Y05	F	N		2	60	19595	815	165	646	8	9798	408	83	323	4	96.01	20.25	79.26	0.98	
5 TOTAL											17596	744				191.88				
Y06	M	N		2	39	12072	1034	754	280	3	6036	517	377	140	2	92.11	72.92	27.08	0.29	
Y06	F	N		2	42	13039	1063	676	387	12	6520	532	338	194	6	92.46	63.59	36.41	1.13	
6 TOTAL											12556	1049				184.57				
Y07	M	N		2	52	16223	1141	707	434	4	8112	571	354	217	2	93.43	61.96	38.04	0.35	
Y07	F	N		2	50	15983	841	521	320	7	7992	421	261	160	4	95	61.95	38.05	0.83	
7 TOTAL											16104	992				188.43				
Y08	M	N		2	43	13656	988	476	511	5	6828	494	238	256	3	93.25	48.18	51.72	0.51	
Y08	F	N		2	35	10759	587	233	353	4	5380	294	117	177	2	94.83	39.69	60.14	0.68	
8 TOTAL											12208	788				188.08				
Y09	M	N		2	38	11632	1048	704	343	4	5816	524	352	172	2	91.74	67.18	32.73	0.38	
Y09	F	N		2	27	8114	742	315	427	11	4057	371	158	214	6	91.62	42.45	57.55	1.48	
9 TOTAL											9873	895				183.36				
Y10	M	N		2	38	10583	1129	788	341	1	5292	565	394	171	1	90.36	69.8	30.2	0.09	
Y10	F	N		2	23	6820	658	493	164	2	3410	329	247	82	1	91.2	74.92	24.92	0.3	
10 TOTAL											8702	894				181.56				
Y11	M	N		2	25	7864	510	229	280	0	3932	255	115	140	0	93.91	44.9	54.9	0	
Y11	F	N		2	25	7822	350	155	195	2	3911	175	78	98	1	95.72	44.29	55.71	0.57	
11 TOTAL											7843	430				189.63				
Y12	M	N		2	34	9740	530	298	230	1	4870	265	149	115	1	94.84	56.23	43.4	0.19	
Y12	F	N		2	17	4898	208	106	102	4	2449	104	53	51	2	95.93	50.96	49.04	1.92	
12 TOTAL											7319	369				190.77				
<b>COLLEGE TOTAL</b>					1127						<b>175445</b>	<b>10998</b>				<b>94.10</b>				
											Average Absence rate per student									
													Student Attendance Rate							

## 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 with a large proportion of students living within the four surrounding suburbs of Tarneit, Truganina, Hoppers Crossing and Werribee. There are many other students who travel larger distances. In 2020, the College utilised three buses, one 21-seater, one 41-seater and one 57-seater to transport a number of students to and from the College daily.

Demographic for 2020			
Suburb	No. of Students	Suburb	No. of Students
Caroline Springs	1	Rockbank	1
Deer Park	1	Sunshine North	1
Hoppers Crossing	128	Tarneit	606
Little River	4	Thornhill Park	3
Maddingley	1	Truganina	116
Manor Lakes	20	Werribee	79
Melton	2	Williams Landing	66
Moriac	2	Wyndham Vale	44
Myrniong	2	Yarraville	2
Point Cook	45	<b>Total Students</b>	<b>1124</b>





# Key Student Outcomes

## NCCD Data for 2020

### Total School

	Cognitive	Physical	Sensory	Social/Emotional	TOTALS
QDTP	27	26	3	24	<b>80</b>
Supplementary	48	3	1	27	<b>79</b>
Substantial	12	0	0	6	<b>18</b>
Extensive	0	0	0	0	<b>0</b>
<b>TOTALS</b>	<b>87</b>	<b>29</b>	<b>4</b>	<b>57</b>	<b>177</b>

### Primary

	Cognitive	Physical	Sensory	Social/Emotional	TOTALS
QDTP	15	14	3	16	<b>48</b>
Supplementary	33	1	1	19	<b>54</b>
Substantial	11	0	0	6	<b>17</b>
Extensive	0	0	0	0	<b>0</b>
<b>TOTALS</b>	<b>59</b>	<b>15</b>	<b>4</b>	<b>41</b>	<b>119</b>

### Secondary

	Cognitive	Physical	Sensory	Social/Emotional	TOTALS
QDTP	12	12	0	8	<b>32</b>
Supplementary	15	2	0	8	<b>25</b>
Substantial	1	0	0	0	<b>1</b>
Extensive	0	0	0	0	<b>0</b>
<b>TOTALS</b>	<b>28</b>	<b>14</b>	<b>0</b>	<b>16</b>	<b>58</b>

### Prep

	Cognitive	Physical	Sensory	Social/Emotional	TOTALS
QDTP	1	2	1	1	<b>5</b>
Supplementary	5	0	0	5	<b>10</b>
Substantial	0	0	0	1	<b>1</b>
Extensive	0	0	0	0	<b>0</b>
<b>TOTALS</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>7</b>	<b>16</b>

### Year 1

	Cognitive	Physical	Sensory	Social/Emotional	TOTALS
QDTP	0	1	0	5	<b>6</b>
Supplementary	3	0	1	1	<b>2</b>
Substantial	0	0	0	1	<b>1</b>
Extensive	0	0	0	0	<b>0</b>
<b>TOTALS</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>12</b>

### Year 2

	Cognitive	Physical	Sensory	Social/Emotional	TOTALS
QDTP	4	3	0	5	<b>12</b>
Supplementary	8	0	0	5	<b>13</b>
Substantial	2	0	0	0	<b>2</b>
Extensive	0	0	0	0	<b>0</b>
<b>TOTALS</b>	<b>14</b>	<b>3</b>	<b>0</b>	<b>10</b>	<b>27</b>

**Year 3**

	Cognitive	Physical	Sensory	Social/Emotional	<b>TOTALS</b>
QDTP	2	2	0	0	<b>4</b>
Supplementary	5	1	0	1	<b>7</b>
Substantial	4	0	0	1	<b>5</b>
Extensive	0	0	0	0	<b>0</b>
<b>TOTALS</b>	<b>11</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>16</b>

**Year 4**

	Cognitive	Physical	Sensory	Social/Emotional	<b>TOTALS</b>
QDTP	4	3	0	2	<b>9</b>
Supplementary	5	0	0	2	<b>7</b>
Substantial	1	0	0	0	<b>1</b>
Extensive	0	0	0	0	<b>0</b>
<b>TOTALS</b>	<b>10</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>17</b>

**Year 5**

	Cognitive	Physical	Sensory	Social/Emotional	<b>TOTALS</b>
QDTP	3	3	1	2	<b>9</b>
Supplementary	4	0	0	3	<b>7</b>
Substantial	1	0	0	1	<b>2</b>
Extensive	0	0	0	0	<b>0</b>
<b>TOTALS</b>	<b>8</b>	<b>3</b>	<b>1</b>	<b>6</b>	<b>18</b>

**Year 6**

	Cognitive	Physical	Sensory	Social/Emotional	<b>TOTALS</b>
QDTP	1	0	1	1	<b>3</b>
Supplementary	3	0	0	2	<b>5</b>
Substantial	3	0	0	2	<b>5</b>
Extensive	0	0	0	0	<b>0</b>
<b>TOTALS</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>13</b>

**Year 7**

	Cognitive	Physical	Sensory	Social/Emotional	<b>TOTALS</b>
QDTP	1	4	0	1	<b>6</b>
Supplementary	4	0	0	1	<b>5</b>
Substantial	1	0	0	0	<b>1</b>
Extensive	0	0	0	0	<b>0</b>
<b>TOTALS</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>12</b>

**Year 8**

	Cognitive	Physical	Sensory	Social/Emotional	<b>TOTALS</b>
QDTP	0	2	0	0	<b>2</b>
Supplementary	2	0	0	1	<b>3</b>
Substantial	0	0	0	0	<b>0</b>
Extensive	0	0	0	0	<b>0</b>
<b>TOTALS</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>5</b>

### Year 9

	Cognitive	Physical	Sensory	Social/Emotional	TOTALS
QDTP	4	0	0	2	6
Supplementary	4	1	0	1	6
Substantial	0	0	0	0	0
Extensive	0	0	0	0	0
<b>TOTALS</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>12</b>

### Year 10

	Cognitive	Physical	Sensory	Social/Emotional	TOTALS
QDTP	1	4	0	1	6
Supplementary	2	0	0	4	6
Substantial	0	0	0	0	0
Extensive	0	0	0	0	0
<b>TOTALS</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>5</b>	<b>12</b>

### Year 11

	Cognitive	Physical	Sensory	Social/Emotional	TOTALS
QDTP	3	0	0	2	5
Supplementary	1	0	0	0	1
Substantial	0	0	0	0	0
Extensive	0	0	0	0	0
<b>TOTALS</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>6</b>

### Year 12

	Cognitive	Physical	Sensory	Social/Emotional	TOTALS
QDTP	3	2	0	2	7
Supplementary	2	1	0	1	4
Substantial	0	0	0	0	0
Extensive	0	0	0	0	0
<b>TOTALS</b>	<b>5</b>	<b>3</b>		<b>3</b>	<b>11</b>

## NAPLAN Results Analysis 2020

NAPLAN was cancelled in 2020 due to COVID lockdown.

## VCE Subject Numbers

VCE Data	2019	2020
Median ATAR	46.55	43.625
Average ATAR	49.733	51.338

	2019	2020
<b>Unit 3-4</b>		
<b>Year 12 Student Total</b>	<b>52</b>	<b>48</b>
Accounting	3	4
Applied Computing	7	4
Biology	9	16
Business Management	11	10
Chemistry	6	11
Classical Studies	N/A	N/A
Dance	N/A	N/A
English	52	48
Food Studies	4	7
German	2	5
Health & Human Development	3	N/A
History	12	7
Industry and Enterprise	N/A	N/A
Legal Studies	12	15
Maths Further	52	36
Maths Methods	10	10
Media	12	5
Music	N/A	N/A
Outdoor and Environmental Studies	N/A	N/A
Philosophy	7	10
Physical Education	7	4
Physics	9	4
Product Design &Tech (Textiles)	2	N/A
Product Design & Tech (Wood)	11	8
Psychology	18	19
Religion and Society	N/A	N/A
Studio Arts	4	3
Systems Engineering	N/A	N/A
Theatre Studies	5	N/A
VET	8	8
Visual Communication and Design	6	2
Distance Ed	N/A	N/A
Early Start University	1	1

	2019	2020
<b>Unit 1-2</b>		
<b>Year 11 Student Total</b>	<b>49</b>	<b>62</b>
Accounting	8	21
Applied Computing	8	12
Biology	18	27
Business Management	17	18
Chemistry	14	28
Classical Studies	N/A	5
Dance	N/A	N/A
Drama	N/A	N/A
English	49	62
English - Foundation	N/A	N/A
Food Studies	5	N/A
German	5	N/A
Health & Human Development	N/A	8
History	6	N/A
Industry and Enterprise	N/A	8
Legal Studies	18	19
Maths Foundation	2	N/A
Maths General	32	34
Maths Methods	15	31
Maths Specialist	N/A	4
Media	5	N/A
Music	N/A	N/A
Philosophy	7	N/A
Physical Education	4	6
Physics	7	11
Product Design &Tech (Textiles)	N/A	N/A
Product Design & Tech (Wood)	7	11
Psychology	17	24
Religion and Society	N/A	3
Studio Arts	2	N/A
Systems Engineering	N/A	5
Theatre Studies	N/A	2
VET	9	13
Visual Communication and Design	6	3
Distance Ed	2	3

<i>Green indicates an 11-12 class is merged</i>		
<b>3-4 Early Start Students</b>		
Religion and Society	9	7
Health and Human Development	11	N/A
Physical Education	N/A	N/A
Textiles	2	N/A
Theatre Studies	6	N/A
Visual Communication and Design	N/A	N/A
Food Studies	N/A	3
Studio Art	N/A	1

<b>1-2 Early Start Students</b>		
Health and Human Development	N/A	N/A
Religion and Society	7	3
Physical Education	N/A	7
Industry and Enterprise	N/A	7
Theatre Studies	N/A	3

## Post School Destinations

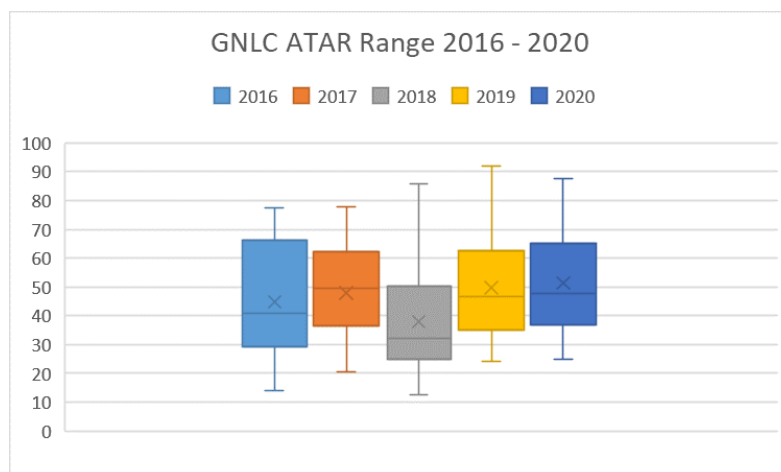
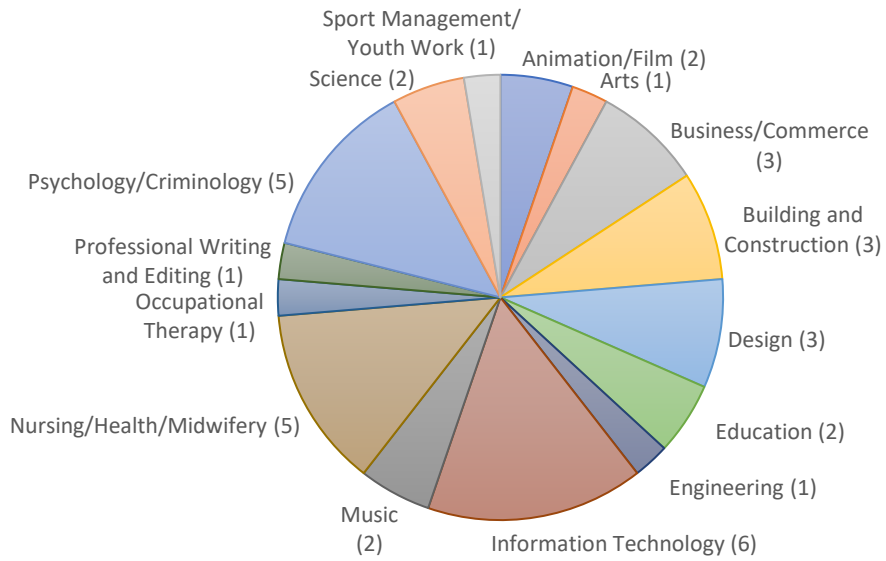
From the 2020 cohort of 51 Year 12 students, 51 completed their VCE successfully. Of those who attempted the VCE and gained their VCE certificate, we secured a 100% pass rate as a result. Of the 38 students who applied for tertiary study through VTAC, all received an offer in the first round with 21 receiving an offer for their first preference, others received offers for their subsequent preferences. 5 students received an additional offer in the second and 2 in the third offer round. 1 student also received an offer in the fourth round. Due to the late timing of the exams due to COVID-19, the first round of offers was made in January rather than December.

Of the twelve students who did not apply for tertiary study through VTAC, one has secured a traineeship, two have secured apprenticeships, and the remaining students chose to focus on employment options. Unfortunately, the international border closures have meant travel and gap year options were very limited.

<b>Class of 2020 Tertiary Destination</b>		
	<b>Destination 2021</b>	<b>Destination 2021 (%)</b>
University Full Time	28	55%
TAFE	9	18%
Employment	11	21%
Apprenticeship/Traineeship	3	6%
Gap Year	0	0%

<b>Post-Secondary Course Choices by Type</b>		
<b>Course</b>	<b>2020</b>	<b>2020 (%)</b>
Animation/Film	2	5.2%
Arts	1	2.6%
Business/Commerce	3	7.9%
Building and Construction	3	7.9%
Design	3	7.9%
Education	2	5.2%
Engineering	1	2.6%
Information Technology	6	15.8%
Music	2	5.2%
Nursing/Health/Midwifery	5	13.1%
Occupational Therapy	1	2.6%
Professional Writing and Editing	1	2.6%
Psychology/Criminology	5	13.1%
Science	2	5.2%
Sport Management/Youth Work	1	2.6%

## Class of 2020 Tertiary Destination



# Finances, Facilities and Resources

The College continues to operate based on a sound financial position.

Enrolment growth has been pleasing in 2020 and the College completed the year with 1,126 student enrolments. The College remains focussed on providing an affordable Christian education to the local community in the local Wyndham area.

Below is a summary of the College's income sources for 2020, which are also provided to the appropriate Government bodies and published on our website and by the Victorian Registration and Qualification Authority as part of this report.

The College's financial performance information has also been provided to the Australian Charities and Not-for-profits Commission (ACNC) and is available for the community to access from their website at <https://www.acnc.gov.au/charity>

