

With Christ at our centre we equip students to become flourishing, knowledgeable and compassionate people who respond to the needs of others with a servant heart.

Good Shepherd Lutheran College aims to provide an educational pathway for each student that empowers them to develop as successful learners and valuable members of the wider community. The program is founded on strong Christian values, enabling students to develop an understanding of the richness of life through the saving grace of Jesus Christ.

We want each of our students to become active, caring and engaged learners, equipped to learn for the rest of their life, and in becoming this, are able to help others in the world to create a place where all are accepted.

Staff members of Good Shepherd share a vision of working with parents to support their children as they grow and develop. While offering support, teachers encourage students to take responsibility for their own decisions and to form their own attitudes and opinions about life. Opportunities are provided for students to learn life skills outside the classroom through extra curricula programs. These allow students to become involved in a range of activities and provide experiences in a variety of cultural and physical activities.

Our College is constantly seeking to stay abreast of international educational best practice. As an International Baccalaureate school, offering both the Primary Year and Middle Years programme, we are confident that our students have opportunities which are made available to international students across the world.

A

Contextual Information about the College	Page 1
Principal's Report	Page 2
Teacher Standards and Qualifications	Page 9
Workforce Composition	Page 11
College Income	Page 13
College Facilities	Page 14
Annual Self-Assessment	Page 15
Student Attendance	Page 17
Senior Secondary Outcomes	Page 19
Student Outcomes in Standardised Testing	Page 21
Parent, Student and Teacher Satisfaction with the College	Page 22
Extra and Co-Curricular Activities	Page 23
Post College Destinations	Page 24
Appendix 1: 2016 Staff listing	

Good Shepherd Lutheran College is a co-educational College with campuses in Leanyer,

Carer Program coordinated by many dedicated volunteer parents at the college, camps and Harmony Day where students came together to embrace their diversity and celebrate their friendships and strengths. Action, which is a key part of the Unit of Inquiry, again shone as a highlight for students, parents and staff. In particular the Year 5 project of painting bowling pins and donating them to the Joy Anderson Centre for dementia patients where they now decorate gardens. The Discos were again a success as was Grandparents and Special Friends day, and the presentation evenings as they were times where the community came together and spent time enj

The Middle School embraces a middle schooling philosophy through the IBMYP of encouraging students to become creative, critical and reflective thinkers. The Programme informs the teaching and learning practices within the Middle School with an emphasis on inquiry and student centred Learning. The Australian Curriculum informs the content covered in all units taught within the Middle School. The curriculum is differentiated to meet the needs of the students within all classes, and learning support is provided for those students who experience difficulty accessing the curriculum.

In the Middle School a number of events and learning opportunities again promoted student contribution to College programs. The 'Open Mike Night' was a success for Year 7 students and highlighted the ability of students to coordinate a large event with minimal participation by-4017D1 0 0 1TBT1 0 24 582-2(t)-3(w)5(it)-4a12(lu)-4(m9n)-4(d)-4(-)-123(h)-4(igh)-3(l)10(-).

Attendance	Sick Leave / Carers Leave	652
------------	---------------------------	-----

Professional Learning is actively encouraged and supported by the College. Teaching and non-teaching staff are supported to develop and enhance their skills to ensure that all students at the College receive a quality education. The College has fostered a supportive and nurturing environment, supported by wellbeing and Positive Psychology approaches to staff development and organisation culture, which has driven initiatives promoting student learning and inquiry.

Professional development courses and workshops attended by staff are as follows:

IB specific conferences/workshops

School-based professional learning teams by year level, learning area or cross-curricula

Mentoring/coaching (both formal and informal programs)

External consultants/facilitators (e.g. IB PYP and MYP Presenters)

Accredited courses (e.g. first aid, asthma training, IB PYP/ MYP and NTCET workshops)

Assessment and moderation meetings

Structured professional reading

In-school programs

Classroom observations and feedback

External workshops/conferences

School visits

Online learning

Personal professional reading

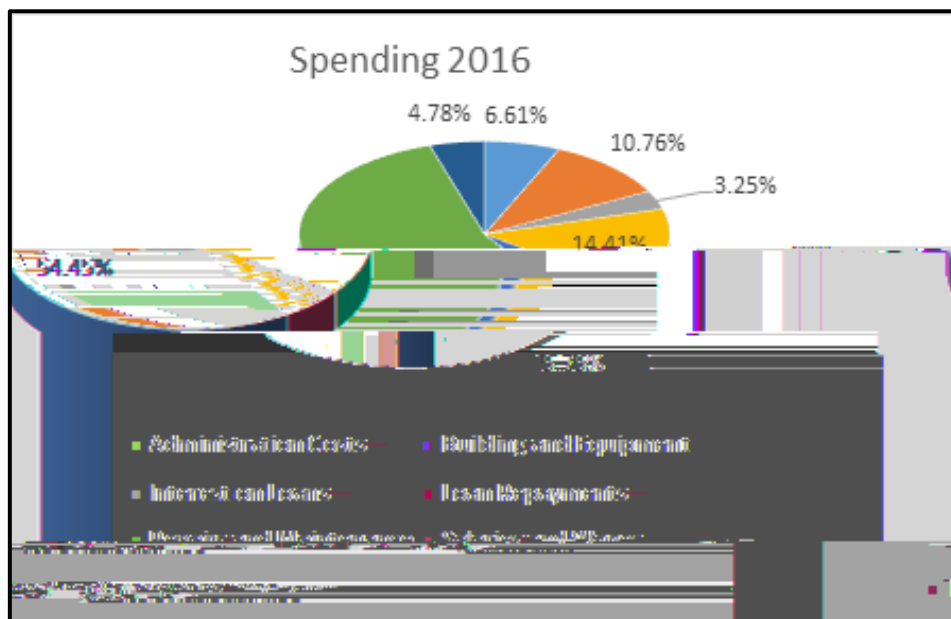
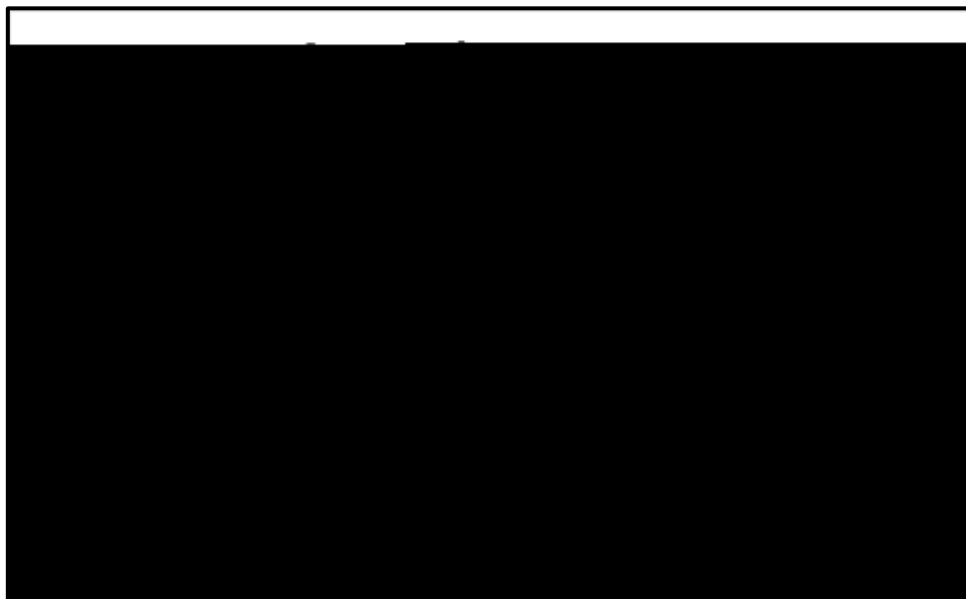
Meetings of professional associations

Lutheran Schools specific training e.g.: Pathways, Equip, Valuing Safe Communities

Total expenditure on PD – teaching/IB/non-teaching budgets	\$107 462
Total expenditure on PD for teaching staff member	\$97 607
Average PD expenditure for teaching staff member (teaching/IB budget divided by number of teaching staff)	\$995
Total expenditure on PD for non-	

The College is incorporated as the Good Shepherd Lutheran College NT Inc, and is managed under the auspices of the Good Shepherd Lutheran Church, (Palmerston) congregation. Good Shepherd Lutheran Church is a member congregation of the parish of the Top End Lutheran Church, which is itself part of the Lutheran Church of Australia.

The College income, broken down by funding source, and College spending is presented below.



The College embarked upon and completed a number of capital projects and improvements in 2016.

These included the following

- Completion of Stage 2 of the Howard Springs Junior School
- Conversion of a general classroom into an additional science laboratory at Howard Springs Middle/Senior campus
- Solid roof over basketball court at Palmerston campus
- Closing in open ridge capping in classrooms at St Andrew campus
- Surfacing and roof over basketball court at Howard Springs Junior School
- Creation of additional classroom spaces at St Andrew campus Leanyer
- Solid roof over courtyard area at Howard Springs Middle/Senior campus
- Construction of the new entrance road off Stow Rd
- Additional paving around the Middle School buildings and extensive grassed areas created around the playing courts and oval.

In addition to these capital works maintenance of existing facilities is carried out on a regular basis to ensure our facilities support the quality learning students are involved in at the College.

In May of 2016 the College surveyed parents, students and staff and gained valuable feedback in the following areas. This survey was coordinated by Lutheran Education Australia through the Quality School Data survey.

The areas common to all groups in the survey were;

- Teaching quality
- Curriculum
- Wellbeing
- School connectedness
- Improvement focus
- Religious identity, culture and ethos
- Christian practices
- Supporting learning
- Developing strategic partnerships
- Recognising student diversity
- Identity

Parents and Staff were also asked for feedback on

- Governance
- Leadership

Staff were asked for additional feedback in the areas of

- Financial management
- Professional learning

From the feedback received a number of key areas were identified for improvements and these formed the basis of the School Improvement Plan which was formulated in the second half of the year. This report can be found on the College website.

Areas

Strengths identified as common by students across all campuses and sub-school are

- Teacher expectation to allows do their best
- Being challenged in their learning
- Feeling safe and being cared for at school
- An awareness of their achievements and learning results

Staff identified five a number of areas as strengths at the College

- High expectations around learning are communicated to students and support is offered to help students become self-directed learners
- Teachers develop a classroom culture where students experience a sense of positive wellbeing
- Students are encouraged to engage with social and ethical issues with a Christian worldview
- The College's short, mid and long term directions and plans are set by leaders at the college and are communicated to all staff

Data source: Census on the Internet - August Collection Australian Government Department of Education, Census on the Internet, August 2016.

Transition	54	56	110
Year 1	50	38	88
Year 2	69	49	118
Year 3	35	34	69
Year 4	45	33	78
Year 5	45	48	93
Year 6	65	62	127
Year 7	64	61	125
Year 8	63	66	129
Year 9	52	54	106
Year 10	56	47	103
Year 11	36	37	73
Year 12	33	41	74

Enrolment Figures as at Census Date 5 August 2016

The table below shows the student attendance rate and student attendance level for students from Year 1 to Year 10 for Semester 1 2016, by Indigenous status. (Data source: My School website)

All students	91%
Indigenous Students	89%
Non-Indigenous Students	91%
<hr/>	
All students	68%
Indigenous Students	57%
Non-Indigenous Students	69%

The College has an attendance database. An automated SMS message is sent to parents to notify of an absence and follow up phone contact is made if there is no response. Meetings
SI59 19.15T176(SI59h.575643 F(S1 440m.575643 F(7 TJ)I.5119 F(7 TJ)I.5119 F(S1 440I.575643 F(S1 440I59h.

A total of seventy three students completed the NTCET, with sixty students eligible for an ATAR. For the first time since the introduction of the Senior School one Merit was awarded to a student.

2014	56	53	94.64%	94.75%
2015	62	60	96.77%	96.33%

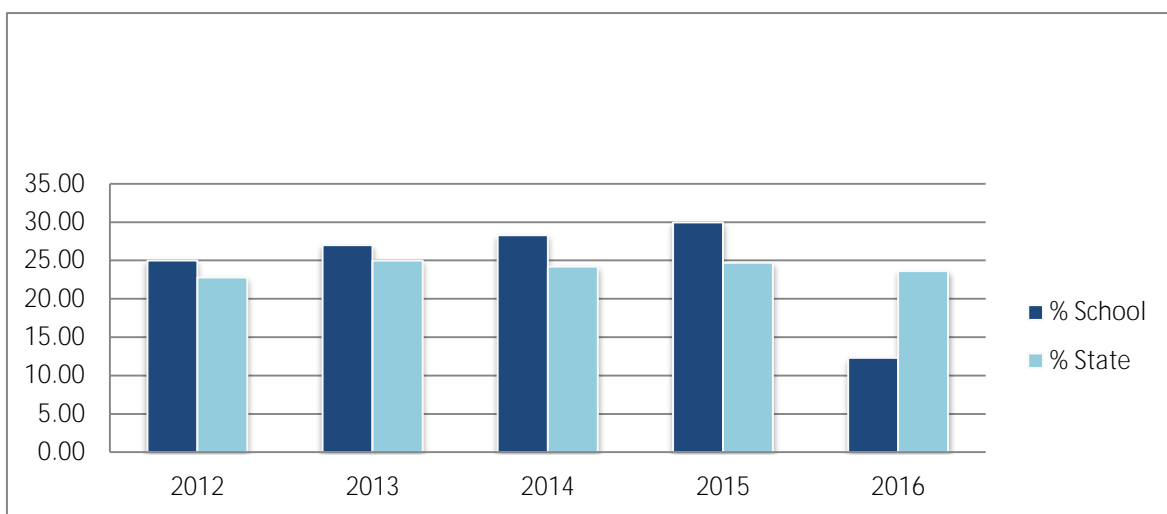
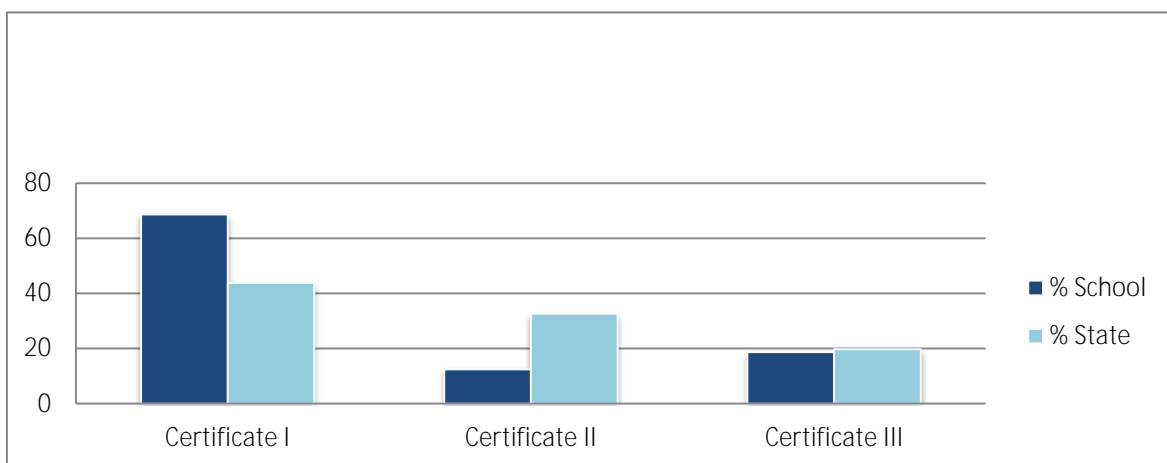
It is pleasing to note that students at the College achieved higher than average Subject

Of the fourteen students in Stage 2 WorkReady, seven were signed on as School Based Apprentices/Trainees. Most of these students completed at least two full VET qualifications as part of their NTCET, with three students going on to complete a third VET Qualification prior to graduating.

All of our Stage 2 WorkReady students graduated with a Certificate 1 in Business, First Aid Certificate and additional White Card training if applicable to their industry.

Five of the fourteen Stage 2 WorkReady class were nominated for the NT Training Awards, with two going through as finalists to the final round, one for NT School Based Apprentice and the other for VET in Schools Student of the Year.

In total there were twenty one students who studied a VET certificate as part of their NTCET. Nine students would not have achieved their NTCET without the study of their VET Certificate.



In total the level of certificates studies and the students numbers attached to these for 2016 were:

Certificate 1: 53 students completed Certificate 1 (Business and Automotive)

Certificate 2: 6 students completed Certificate 11 (IT, Business, Automotive, Community Services)

Certificate 3: 9 students completed Certificate 111 (Multi-media, Early Childhood, Business, Tourism, Dental Assistant, Health Services)

Two graduates have ongoing enrolment in Certificate 111 due to a four year trade based qualification (Cot(r)-124 Ass46(Oss46M)45ES9(b)-4(i07.19t)-4(edLc[21)eran)-4(t)-y and-2(rN)-5(t)-4(23(a

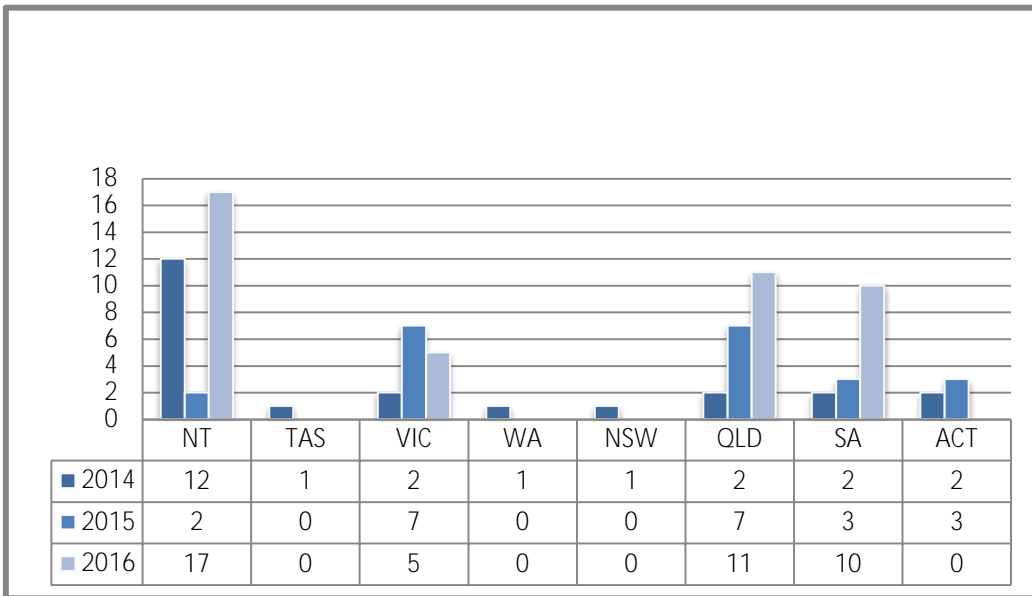
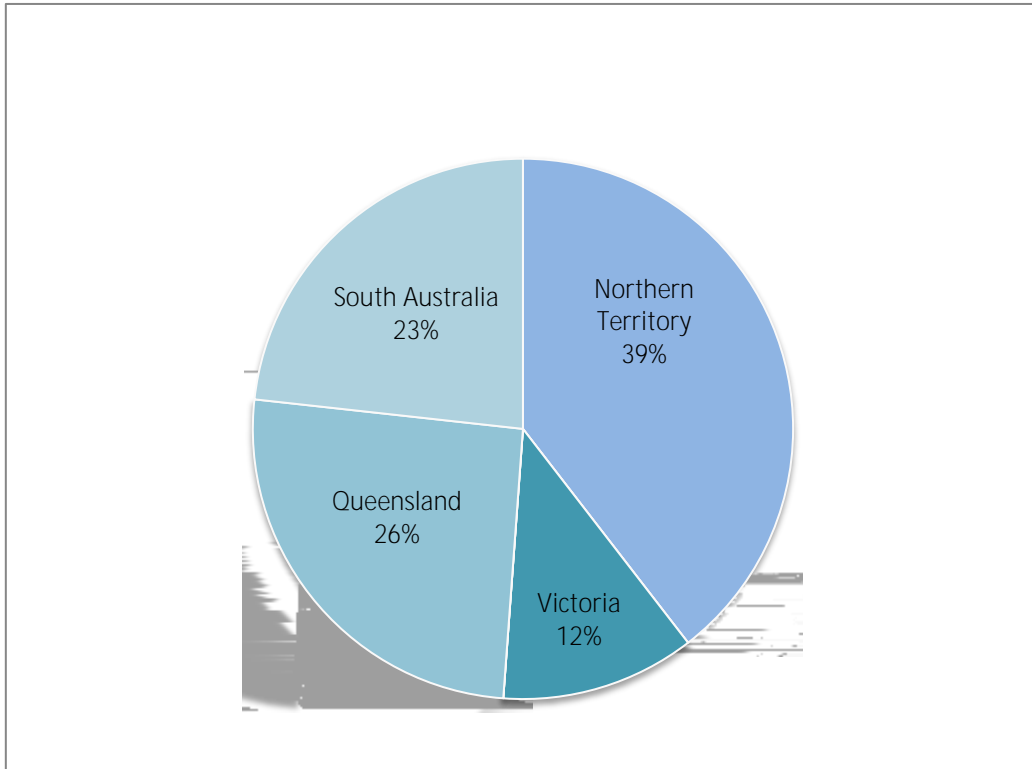
The Extra and Co-curricular program at Good Shepherd Lutheran College continues to grow. Students have many opportunities to develop skills and enhance their learning through the various opportunities available.

In 2016, forty three students (57.33% of the cohort) chose to pursue a University pathway, an increase of 21.33% compared to 2015.

In 2016, 28% of the Year 12

There has been an increase in the Health Services industry with students enrolling in Medicine, Dental, Nursing and Midwifery. For the first time students have enrolled in Architecture, Criminology and Sport Science. Engineering has increased with five students pursuing this as a pathway.

Of the forty-three students planning to attend University twelve are taking a Gap Year in 2017. (These students have not been included in the twenty-one who have chosen full-time work as a career option).



Paulo	ABRANTES	Jose	DE CASTRO
Barbara	AKEHURST	Peta-Marie	DECASTRO
Hannah	AKEHURST	Georgia	DICKSON
Haylea	ANDERSON	Trisha	DOWLING
Kristin	ANDT	Matthew	DUFFY
Tahlia	ANVER	Lee	DUNHAM
Karen	ARCHIBALD	Kathleen	DUNLOP
Elizabeth	BAFF	Reelika	EICHE
Mells	BAYLY	Laura	ENGLAND
Claire	BELL	Lyndal	ENGLAND
Jack	BENNETT	Paul	ENRIGHT
Learne	BENSON	Tara	ERRITY
Karon	BIBBY	Rebecca	EVANS
Lubomir	BISEVAC	Dianne	EVERETT
Olivera	BISEVAC	Andrea	EWERS
Nicholas	BLACKWELL	Jacob	FAJZETQqJTJETQq390.19 509.:
Maria	BLOMELEY		
Debra	BOAKES		
Arite	BOHN-NIKOLAEV		
Glenda	BORTOLI		
Elsabe	BOTT		
Darren	BOYCE		
Rachel	BOYCE		
Troy	BRADSHAW		
Benjamin	BRADTKE		
Jade	BRISCOE		
Jenna	BROTHERTON		
Amanda	DOYLE		
Tess	CAMPBELL		
Rebecca	CARPENTER		
Margaret	CARROLL		
Olena	COLLINGS		
Jeannie	COOK		
Kirstin	COOPER		
Lesley	COULTER		
Tegan	CROWLEY		
Anne-Marie	CULLINAN		
Wayne	CULPH		
Dean	CUMMINS		
Rebecca	CURTIS		
Karen	DAVEY		
Rebecca	DAVIS		
Sarah	DAVIS		
Tara	DAVIS		
Caralyn	DEA		

Nicole	KANYILMAZ	Melanie	NOLLER
Gabrielle	KAUSTOS	Natalie	NOORDHUIS
Kate	KELLY	Catherine	NORTON
Leah	KELLY	Marie	O'CALLAGHAN ROBERSTON
Michele	KENNAWAY	Michelle	ORMSBY
Lynda	KENNEDY	Suzanne	OTTO
Barry	KIRKHAM	Sarah	FULLER
Irene	KITSOS	Kieran	PARSONS
Leanne	KLAU	Megan	PEARN
Andrew	KOEHLER	Angela	PERKINS
Karen	KOEHLER	Amanda	PETERSEN
Stanley	KOZAK	Jayne	PETERSEN
Dianne	LAMECH	Julia	PETERSEN
Janet	LANGDON	Peter	PETERSEN
Kristine	LAUBE	Roslyn	PETERS
Cameron	LEEK	Lynne	POKELA
Neil	LEEK	Glenda	PRESCOTT
Peter	LEHMAN	Pushpa	CHOUDHARY
Kylie	HANTON	Emily	QUINN
Mathew	LILLYST	Cliff	REEVES
Hannah	LOVEDAY	Amy	RUSSELL
Kathleen	LOVELL	Jana	SAJTOS-HOBBS
Margaret	LOWERSON	Emma	SALMIC
Cassie	MILES	Frederika	SALTMARSH
Kylie	MACLEOD	Peter	SCHUBERT
Arthur	MACRAE	Rachel	SCOTT
Sebastian	MAIRATA	Paul	SEE KEE
Casey	MANSON	Anna	SEIDL
Michelle	MARSHALL	Cheryl	SIMPSON
Jacinta	MARTINS	Frances	SIMPSON
Narelle	MATHIESON	Dan	SIVAN
Yvonne	MCDONNELL	Lola	SLEEP
Tanya	LLOYD	Brooke	SMITH
Karen	MILLS	Geoffrey	SYKES
Raul	MONTEIRO MOIZAO	Jennie	SYKES
Michelle	MONTGOMERY	Anita	SYNNOTT
Raewyn	MONTGOMERY	Sean	SYNNOTT
Courtney	MORGAN	Jonathan	TALBOT
Judith	MORROW	Kristy	TEUNISSEN
Sarah	MOTT	Joanne	THICKBROOM
Elizabeth	MOUNTFORD	Suzanne	TOMES
James	NAIRN	Vicki	TRATHEN
Susan	NALDER	Deborah	GRECH
Jessica	NEILSEN	Jennifer	VAN TIENEN
Martian	NEUPANE	Donna	VINCENT
Toshio	NISHIMOTO	Elizabeth	WALKER

Rachel	WALKER
Ngaire	WATT
Leonora	WEHRMANN
Karen	WEIER
Charlotte	WHITE
Leanne	WILLIAMS
Melinda	WILLIAMS
Rachel	WOOD
Yumi	ENRIGHT
Daniel	YAMADA
Teressa	YAMADA