



ANNUAL REPORT

2 0 1 9

Good Shepherd Lutheran Primary School

Annual Report 2019

Good Shepherd Lutheran Primary School (53 - 57 Plymouth Road, Croydon Hills, Victoria), serves families of the wider community.

1. Contextual Information about the School

Good Shepherd Lutheran Primary School was established to provide a high quality education within a caring Christian environment. The School sees development in knowledge, skills and attitudes as integrally related to growth in Christian faith, understanding and character. The School endeavours to provide the encouragement, care and understanding needed for children to reach their full potential, and opportunities for children to attain the skills and attitudes required for developing positive relationships with others. The School provides a comprehensive curriculum with courses of study in all Key Learning Areas. Additional enhancement programs have been developed to support students in their learning, provide opportunities for them to discover their potential and encouragement for them to strive to do their best. The School is highly regarded for its Performing Arts programs, with many students participating in the Instrumental Music and Choral programs. Pastoral Care is a priority at Good Shepherd. Our School Pastor and Head of Counselling and Wellbeing work closely together with teachers to support and care for students and their families. Good Shepherd provides high quality Physical Education and Sports Programs, aimed at providing opportunities for students to develop their sporting skills and fitness through quality instruction and coaching. The School provides students and teachers with excellent facilities, resources and technologies to maximise student learning.

Vision

Discovering potential, striving for excellence, in a caring Christian community.

Mission

Good Shepherd Lutheran Primary School provides high quality Christ-centred education and pastoral care for children and their families. The School works in partnership with families to provide an environment in which children discover and develop their potential and utilise their unique talents to serve others in the world around them.

Aims

Good Shepherd Lutheran Primary School provides a Christ-centred education characterised by:

- High quality teaching and learning
- Partnerships with families
- Compassionate Pastoral care
- A heart for service
- Relationships founded in forgiveness

Good Shepherd Lutheran Primary School seeks to nurture students to become:

- Self-directed and insightful
- Discerning and resourceful
- Adaptable and creative
- Principled and compassionate
- Confident and resilient

Good Shepherd Lutheran Primary School exists to:

- Provide a high quality education in a Christ-centred environment.
- Nurture the development of each child's gifts and talents in a safe and caring School community.
- Provide opportunities for children to come to know and love Jesus, respond in appreciation and grow in faith.
- Support the mission of the Church in proclaiming God's love to the students and families of the School community.
- Provide a high quality pastoral care program that supports students, families, staff and through them, the wider community.
- Prepare children for a life of service and vocation in the global community.

2. Child Protection

Good Shepherd Lutheran Primary School has a zero tolerance for child abuse and is committed to acting in children's best interests and keeping them safe from harm. The School complies with all relevant child protection laws and regulations and has implemented a comprehensive Child Protection Program in order to maintain a child safe culture. The School promotes the safety, wellbeing and inclusion of all children, including those with a disability, those who are from a culturally or linguistically diverse background or those who are of Aboriginal heritage.

3. Curriculum

Good Shepherd Lutheran Primary School Learning Programs align with the content, understandings, skills and standards as outlined in the Australian Curriculum in the following learning areas:

- English
- Mathematics
- Humanities and Social Sciences—incorporated within the Integrated Studies Program
- Science – utilising the Australian Curriculum aligned 'Primary Connections' Program
- Performing Arts (Music and Drama)
- Visual Arts
- Physical Education, Health and Sport - including Athletics, Perceptual Motor Program, Swimming Program, Bike Education, Intra-School Sport, Inter-School Sport and Representative Sport
- Information and Communications Technology and Digital Technologies
- Languages Other Than English (German and Chinese)

Good Shepherd Lutheran Primary School has also developed learning programs for:

- Library/Literature/Research
- Learning Enhancement (Support and Extension)
- Christian Studies – aligned with the Lutheran Education Australia Christian Studies Curriculum Framework.

Learning is linked to the General Capabilities and the Cross Curriculum Priorities of the Australian Curriculum.

General Capabilities

These encompass the skills, behaviours and dispositions that students develop and apply to content knowledge and that support them in becoming successful learners, confident and creative individuals and active and informed citizens. The General Capabilities include:

- Literacy
- Numeracy
- Information and Communication Technology (ICT) competence
- Critical and creative thinking
- Ethical behaviour
- Personal and social competence
- Intercultural understanding

Cross-Curriculum Priorities

The Australian Curriculum gives special attention to the following three priorities which extend into all areas of the curriculum:

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability



Curriculum Development

Curriculum development is an on-going process and takes place under the direction and coordination of our Assistant Principal – Learning and Teaching, with the strong support, initiative and expertise of teaching staff.

The School closely monitors the specific learning needs of students and offers a wide variety of Learning Enhancement programs, including Literacy Support, Phonological Awareness, Numeracy Support, Speech Therapy, Extension programs and Integration programs.

Performance in the 2019 National Assessment Program in Literacy and Numeracy (NAPLAN) was outstanding. Student performance across all areas of the curriculum, displays a high level of achievement and reflect the benefits of quality learning programs and committed, caring and skilled teachers working within a well-resourced and well-supported learning environment.

We thank all staff members for their commitment and contribution to student learning.

The Learning That Matters

What do our students need to thrive in today's and tomorrow's world? What is the learning that matters and how do we foster a culture where rich and dynamic learning is central to all that we do at Good Shepherd?

These two key questions guide our thinking, our teaching and our learning at Good Shepherd. The learning that matters provides us with a lens for viewing all that we do as we plan and deliver learning experiences that are intentionally aimed at building educational success and preparing our students for life in the 21st Century.

Good Shepherd Lutheran Primary School Curriculum focuses on six key areas of learning;

- Academic Learning – preparing students for lifelong learning.
- Creative Learning – adding to the richness of learning.
- Technological Learning – utilising technologies to enhance learning.
- Wellbeing Learning – living well and relating with others.
- Global Learning – engaging students with the world around them.
- Spiritual Learning – learning to live in God's love.

21st Century Learning Skills

The development of 21st Century Learning Skills is seen as essential to teaching and learning at Good Shepherd. To thrive in a global community, a Good Shepherd learner needs to be;

- | | |
|--------------------------------------|--|
| • A critical thinker | • A self-directed learner |
| • A problem solver | • Technologically and media literate |
| • A highly effective communicator | • Creative |
| • A collaborator | • Self-aware (socially, emotionally, physically) |
| • An innovator | • Financially and economically literate |
| • Globally and environmentally aware | • Committed to a personal Christian spirituality |
| • Civically engaged | |

Critical Thinking

Critical thinking is a key 21st Century learning skill. Critical thinking has a major impact on many other areas of learning. The ability to think critically (and creatively) is key to learning at a rich and deep level. Critical thinkers look at problems and challenges in new ways, linking learning across subjects and disciplines.

Collaboration

Collaboration is an essential 21st Century learning skill. Collaborative learners demonstrate the ability to work effectively and respectfully with others. They exercise flexibility and value the contributions of individual team members. Working collaboratively generates a higher level of creativity, enhances problem solving capacity and is a key ingredient to success in today's global society.

Creativity

Creativity and innovation are increasingly being recognised as skills that prepare students for a complex life and work environment. Creative learners elaborate, refine, analyse and evaluate their own ideas in order to improve and maximise their creative efforts. Creative learners use a range of techniques to develop new and worthwhile ideas and are open and responsive to develop new and diverse perspectives. Creative learners demonstrate originality and inventiveness.

Communication

The capacity to articulate and share thoughts, questions and solutions effectively, using oral, written and non-verbal communication skills is essential for success in the 21st Century. Highly capable communicators listen effectively to decipher meaning and use communication effectively for a range of purposes and in diverse environments. Advanced communication skills are key to learning and working in collaborative environments.



Professional Learning

Staff members benefit from the opportunity to participate in a wide range of professional learning opportunities that refine teaching practice, develop knowledge and skills, introduce educational initiatives and equip staff to meet the learning needs of students. Each teacher develops a Personal Professional Learning Plan. The Professional Learning Program for the School is coordinated by our Professional Learning Coordinator.

During 2019 the School's Professional Learning Program focused on the key areas of collaboration, feedback and building effective relationships with students. The Professional Learning Program is designed to equip teachers with the skills and understanding to maximise the learning opportunities of our students.

In 2019, much work was devoted to the development of Student Success Criteria in the areas of Critical Thinking, Collaboration and Creativity. These Success Criteria inform teaching and learning and are reported on to parents by way of Student Progress Reports.

4. Staff

Current Staff Members

During 2019 Good Shepherd Lutheran Primary School had a staff of 79. This includes full-time and part-time staff, teaching and non-teaching staff.

Employee Type	Number	Employee Type	Number
Principal	1	Learning Enhancement Teachers	6
Assistant Principal	1	Administration Staff	6
Director of Learning	1	Pastoral Care Staff	2
Classroom Teachers	21	Teacher Assistants	11
Specialist Teachers	12	Ancillary/Services Staff	5
Music/Instrumental Staff	13		



Staff Appointments

During 2019, we welcomed the following new staff members to the School;

Name	Position
Mr Andrew Leske	Assistant Principal – Operations and Student Management
Mr Whaddon Niewoudt	Year 6WN Teacher
Mr Mathew Chaffer	Year 5MC Teacher
Mrs Anita Roberts	Year 2AR Teacher
Miss Jess La Mari	Music/Choral Teacher
Mrs Michelle Hanrahan	Learning Enhancement Teacher
Mrs Sue Otto	Learning Enhancement Teacher
Mrs Kara Snow	Receptionist

Staff Movement

The following staff members were on extended leave, retired or resigned from employment at Good Shepherd during 2019 or at the end of the School year;

Name	Position	Movement
Mrs Louise Niklaus	School Nurse	Resigned
Mr Bernard Dana	Piano Teacher	Resigned
Ms Sue Breese	Teacher Assistant	Retired
Mrs Briony Swan	Instrumental Music Teacher	Resigned
Mrs Cheryl Stimson	Phonological Awareness Teacher	Retired

We thank all staff members for their valuable service during their time at Good Shepherd.

Staff Qualifications

All teachers hold the necessary formal qualifications required for teacher registration in Victoria. All teachers have current Registration with the Victorian Institute of Teaching.

All staff members have undertaken in-service training in Child Protection, Mandatory Reporting, First Aid, Anaphylaxis Policies and Procedures and satisfy government requirements for Criminal Record Checks and Working With Children.

Workforce Composition – Indigenous Staff Members

No indigenous staff members are currently employed at The Good Shepherd Lutheran Primary School.

5. Students

Enrolments

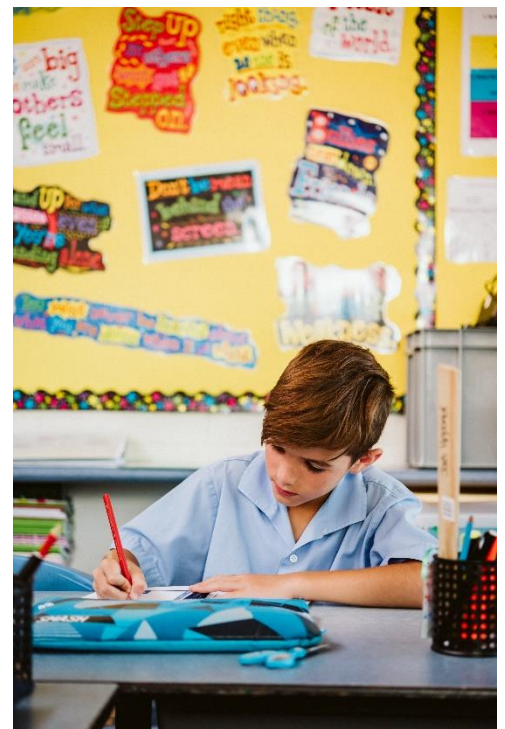
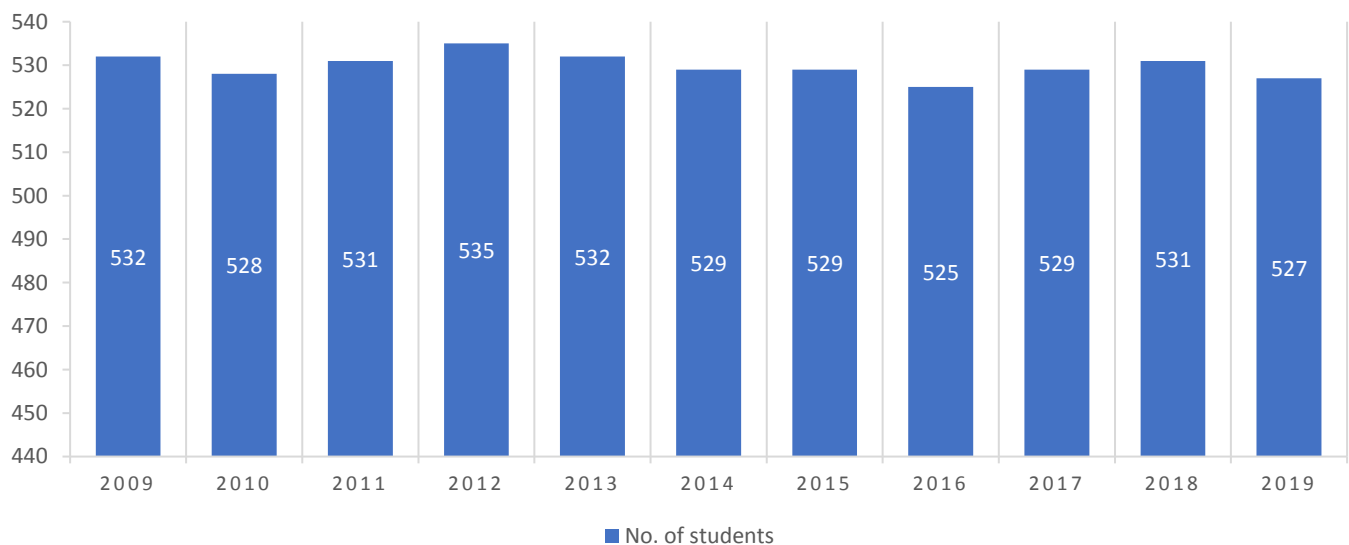
Good Shepherd Lutheran Primary School had a student enrolment at the 2019 Census Day of 527 students of which 254 are male and 273 are female.

Demand for enrolment continues to be very strong, with the School being well supported by the wider community.

Our relationship with our campus partners Luther College continues to be very positive with the majority of our graduating students from the Class of 2019 continuing their education within the Lutheran School System at Luther College.

The following graph shows the growth in student numbers from 2009 to 2019. Student enrolments have remained stable over the past ten years, with three full classes of students enrolled at each Year level.

STUDENT ENROLMENT (2009-2019)

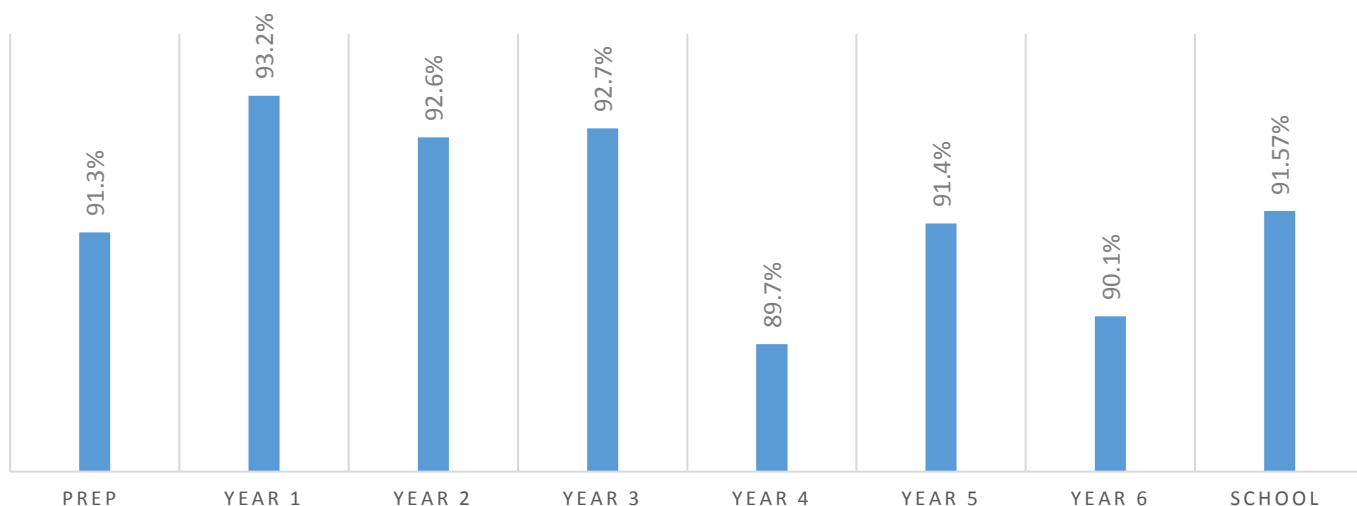


Attendance

The average student attendance percentage for the 2019 School year was 91.57%. Absences from school include sickness, medical appointments and holidays taken outside of school holidays. Absences from school are required to be explained in writing. Absences for additional holidays within the school term are discouraged, however, the School does recognise that on special occasions this is unavoidable.

The following graph shows average student attendance per Year level during 2019.

STUDENT ATTENDANCE 2019



6. Student Learning Outcomes

Good Shepherd students benefit from learning programs that are based on quality teaching within a well-resourced and well-supported learning environment.

Teachers participate in a range of professional learning opportunities designed to support them in their delivery of quality learning programs. We continue to audit and review our learning programs in the light of the Australian Curriculum.

Teachers devote much energy to making learning experiences valuable, relevant, varied, focused and enjoyable. Thank you to all teachers for their excellent work throughout the year.



Our School's Performing Arts programs provided opportunities for students' creative talents to shine. Our Instrumental Music and Choral programs continued to provide highlights in the School calendar. It is tremendous to witness the development of children's musical/choral skills, while at the same time seeing them develop in their confidence and self-assurance.

During 2019, we presented two performances of our Junior/Middle School Concert over two evenings. My congratulations to all involved.

Students benefit from a rich and comprehensive learning program. Thank you to all staff members for their great commitment to providing opportunities for students to maximise their learning. The School's analysis of internal standardised literacy and numeracy assessment data continues to demonstrate the excellent performance of our students. This is indicative of the fine teaching and learning that is taking place. The School continues to gather and analyse longitudinal assessment data. This data is used to inform and support future curriculum development and the professional learning of teachers.



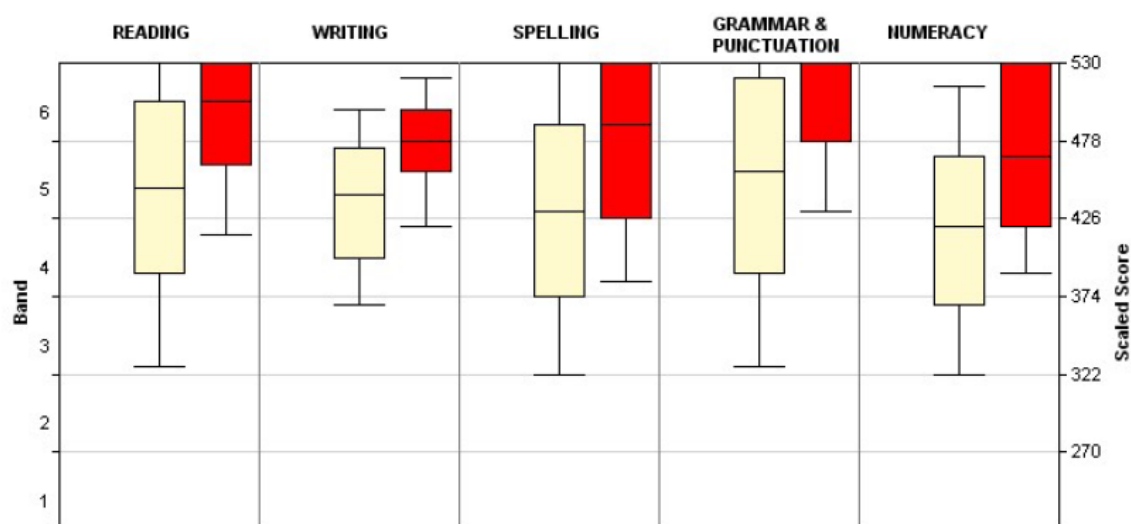
2019 National Assessment Program in Literacy and Numeracy (NAPLAN)

Students continue to achieve academically at a very high level. The performance of Year 3 and Year 5 students in the 2019 National Assessment Program in Literacy and Numeracy (NAPLAN) was again very pleasing, with students performing well above state and national averages. The School has also performed very well when compared with “like schools” as determined by Commonwealth ICSEA data.

The graphs on the following page summarise the performance of Year 3 and Year 5 students in the 2019 NAPLAN assessment program in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

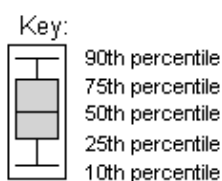
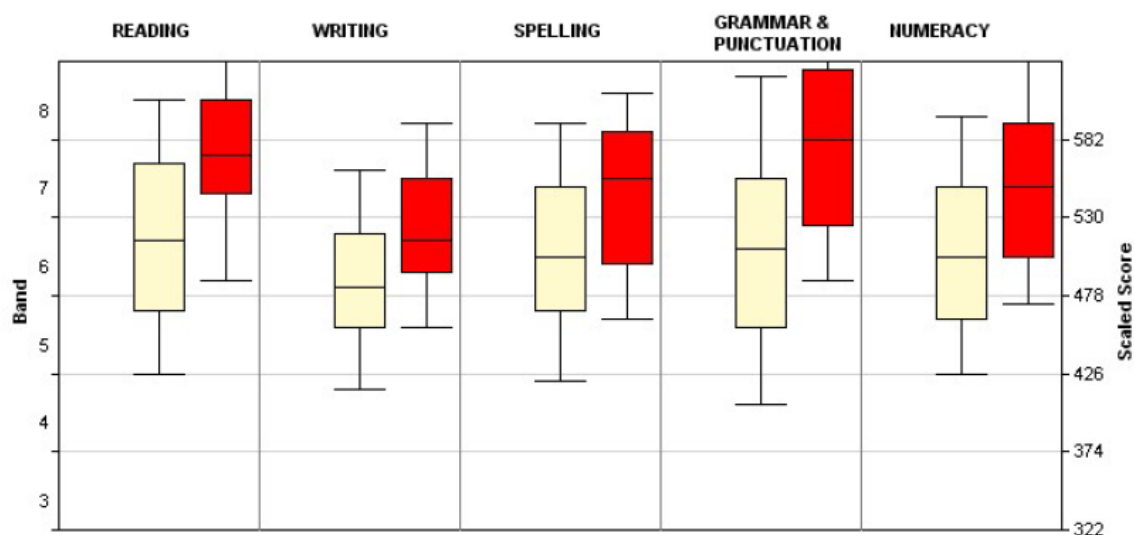
School Summary Report - Year 3

National Assessment Program - Literacy and Numeracy 2019



School Summary Report - Year 5

National Assessment Program - Literacy and Numeracy 2019



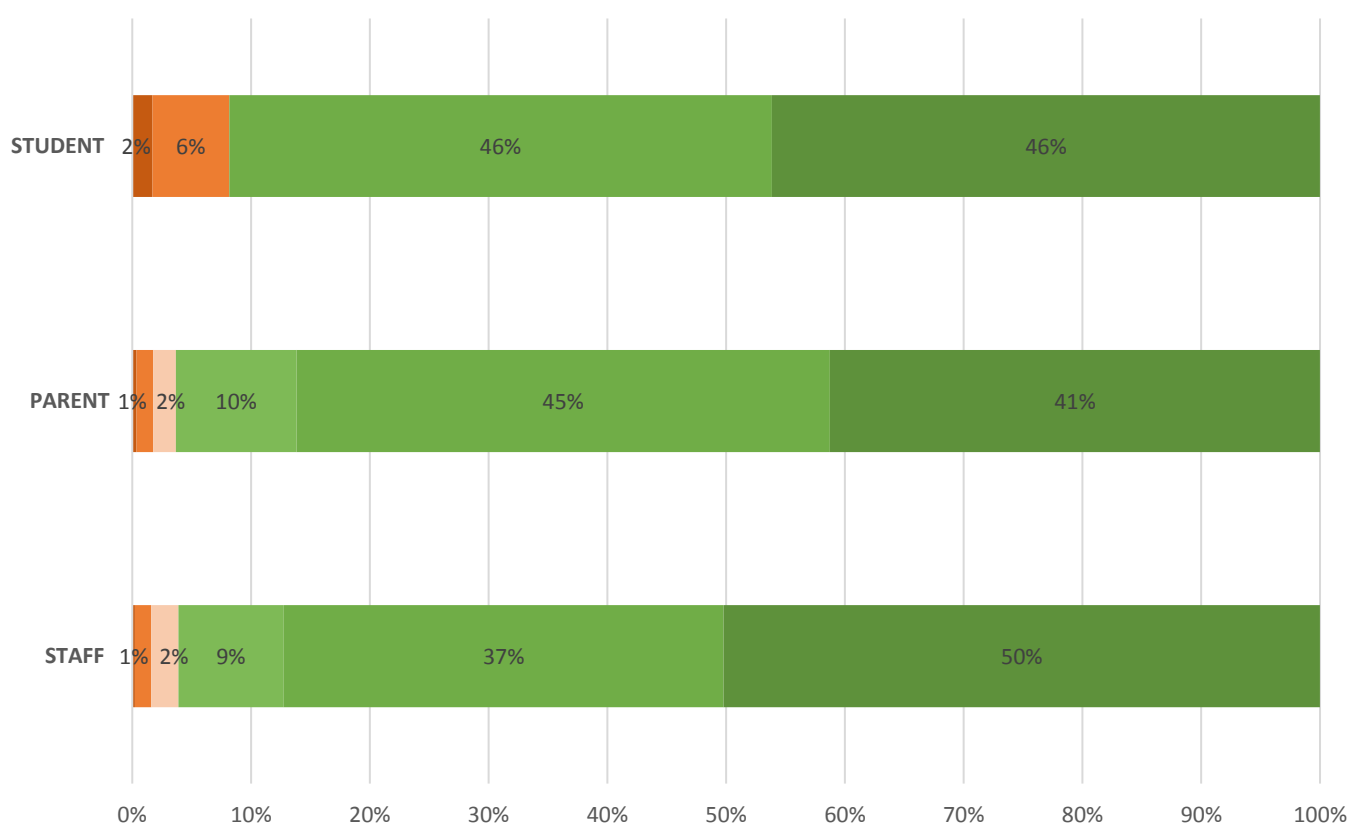
7. Parent, Student and Staff Satisfaction

The information provided in the graph below is based on survey responses that were obtained from parents, students (Years 5 and 6) and staff members through Lutheran Education Australia Quality Schools Survey. The information has been summarised to provide three indices; Student Satisfaction Index, Parent Satisfaction Index and Staff Satisfaction Index.

Student Satisfaction Index: The Student Satisfaction Index is based on the following elements as assessed in the Survey: Quality of Teaching and Learning (4 items), School Improvement (1 item), Religion and Christianity (2 items), Community and Diversity (2 items), Leadership and Governance (1 item).

Parent Satisfaction Index: The Parent Satisfaction Index is based on the following elements as assessed in the Survey: Quality of Teaching and Learning (4 items), School Improvement (1 item), Religion and Christianity (2 items), Community and Diversity (3 items), Leadership and Governance (3 items).

Staff Satisfaction Index: The Staff Satisfaction Index is based on the following elements as assessed in the Survey: Quality of Teaching and Learning (4 items), School Improvement (3 items), Religion and Christianity (2 items), Community and Diversity (3 items), Leadership and Governance (3 items).

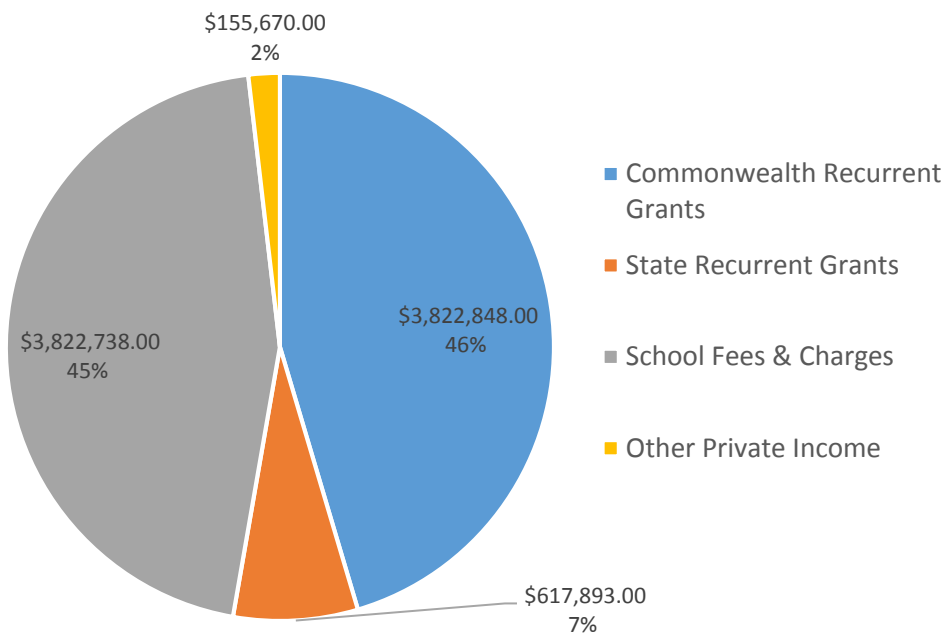


Legend			
	Strongly Satisfied		Unsatisfied more than Satisfied
	Satisfied		Unsatisfied
	Satisfied more than Unsatisfied		Strongly Unsatisfied

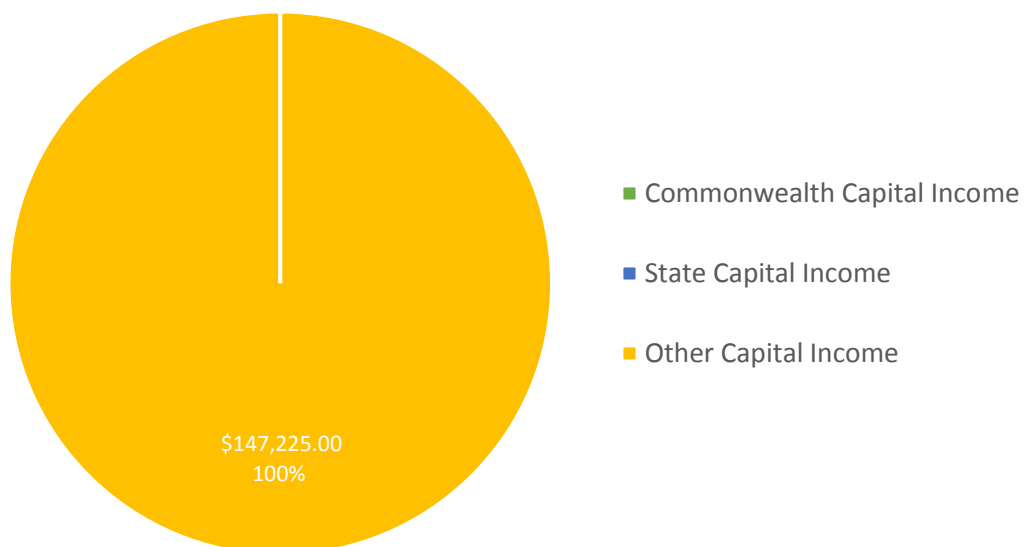
8. Recurrent and Capital Income

The information provided in the graphs below represent Recurrent Income and Capital Income for the 2019 year.

Recurrent Income 2019



Capital Income 2019



9. School Governance

Mr Craig Benson very capably served our school community as School Council Chair during 2019. We thank all members of School Council for their willingness to serve our school during 2019 and for generously giving of their time and skills. In particular, we thank Mr Roger Barr for his contribution to School Council. Mr Barr retired from School Council at the end of 2019.

10. Mission and Ministry

Pastor Mark Greenthaner, our School Pastor, and Ms Jacinta Fry our Head of Counselling and Wellbeing, have continued to support the various mission and ministry programs the School offers to our community. We thank them for all they do each day. As a school community we are truly blessed to have them working among us and caring for us.

Worship is central to life at Good Shepherd. Thank you to teachers, under the direction of Pastor Mark and the Worship Committee, who devote a great deal of time, energy and their creative talents, to help students, staff and parents engage in regular worship.

Our Pastoral Care programs offer encouragement and support to students, staff and their families in their general wellbeing and in times of crisis. Parent-supported Share/Care Groups operate within each class. A number of classroom programs focusing on personal identity, resilience and social skills have been co-ordinated and led by our Head of Counselling and Wellbeing. Counselling support is available, where appropriate. We recognise and acknowledge the daily care and pastoral support given to students by their classroom teachers.

Service learning activities are very well supported by our students, staff members and school families. The work of Australian Lutheran World Service continues to have a regular focus in the School calendar. We support the work of the local Maroondah Community Assist through our Open Pantry Program, our Christmas Hamper Appeal and the Christmas Gift-Giving Appeal. In addition, we encourage awareness of and support for a number of other service organisations and charities at varying times during the year. Our students and staff also continue to support two international sponsorship children through our weekly Chapel offerings.



11. Conclusion

Life at Good Shepherd continues to be exciting and energising. Each day is filled with new and varied learning experiences. We are fortunate to be part of a wonderful school; enthusiastic students, committed staff members and supportive parents.

We achieve nothing without the grace and blessing of God. We thank Him for the privilege we have to serve together at Good Shepherd, and for the opportunities we have each day to mission and minister to our community. As Principal, I thank the members of our school community for their support during this past year.

Respectfully submitted,

Greg Schneider
Principal

