Geelong Lutheran College
BY GRACE ALONE

WISDOM ♦ HONOUR ♦ PURPOSE

2014

Annual Report - Council
Acknowledgement:

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Extension & Enrichment, Assessment, Extra & Co-Curricular

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College Profile
Geelong Lutheran College is a co-educational school offering a comprehensive education for students from Prep to Year 12 in a Christian environment. The College was founded in 2009 and opened on the first day of school with students from Prep to Year 7. The College is situated on 11 hectares of land in the new Armstrong Creek urban growth area of Geelong and is in a wonderful position to grow and serve this vibrant new community. The nearby Surf Coast also provides a focus for the College's curriculum programs and community involvement.

The Early Years classes in the primary school provide the necessary grounding in Literacy and Numeracy through a multi-age structure. This structure enables our students to move across the age barrier providing an effectual family atmosphere where children are encouraged to learn together and from each other. Students also receive specialist education in Art, Music, Physical Education, Science and German. The Middle Years provide depth and breadth of study covering the Key Learning Areas. It is critical that students in the Middle Years identify with caring teachers and are presented with opportunities for learning suited to their individual and varying learning styles and consider alternate ways of thinking. The transition to Senior Secondary is to be a major focus of learning and experience in Years 9 & 10.

Geelong Lutheran College welcomes and values students and families from the Geelong and Surf Coast community who wish to educate their children in a sound Christian environment. We continually strive to provide an excellent education for all while sharing a positive Christian message with the students and the school community.

As a school of Lutheran Education Australia, Geelong Lutheran College shares the mission of all Lutheran schools and aims to encourage and support students, informed and sustained by the word of God, to develop their God-given talents so that they may shape and enrich their world.

The college endeavours to set up and maintain a framework of Christian attitudes and relationships which will permeate and integrate its entire life and work, thereby helping it to grow as a caring community. This provides a strong basis for the initiative of Lifelong Learning fostered in Lutheran Schools which encourages living in community and reflecting characteristics of God through core values, especially love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation.

Geelong Lutheran College shares its vision with all Australian Lutheran Schools. It is a vision based on the inspired Word of God and endeavours to prepare our students to live an encouraging and fruitful life.

Through sensitivity to and an understanding of faith, students at Geelong Lutheran College:
- value themselves so that they are excited by their life journey and inquisitive about their world and its future;
- are alive to the social and inner needs of others and to injustices in our society; and
are valued as unique and exceptional individuals who make a unique contribution to the world around them.

At Geelong Lutheran College, each student’s education is dedicated to:

- Develop **WISDOM** through knowledge and learning grounded in Christian values.
- Empower students to **HONOUR** and respect themselves, each other and their community.
- Embrace each student’s unique talents and abilities to give them confidence and **PURPOSE** for life.

The teachers at the College are strongly committed to excellence in all domains and learning areas of the Australian Victorian Essential Learning Standards. We encourage opportunities for students to excel in all aspects of their learning and we are proud of the quality of our staff and the achievements of our students. The students at Geelong Lutheran College are ‘Growing in knowledge and faith through Christ-centred learning’.

Further details about the College can be found on our website at [www.glc.vic.edu.au](http://www.glc.vic.edu.au).
Characteristics of the Student Body

At the DEEWR Census in August the school population of 373 students comprised:

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>% Boys</th>
<th>% Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>26</td>
<td>69%</td>
<td>31%</td>
</tr>
<tr>
<td>Yr. 1</td>
<td>35</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>Yr. 2</td>
<td>29</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>Yr. 3</td>
<td>32</td>
<td>31%</td>
<td>69%</td>
</tr>
<tr>
<td>Yr. 4</td>
<td>19</td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>Yr. 5</td>
<td>36</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>Yr. 6</td>
<td>13</td>
<td>69%</td>
<td>31%</td>
</tr>
<tr>
<td>Yr. 7</td>
<td>43</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Yr. 8</td>
<td>44</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>Yr. 9</td>
<td>44</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>Yr. 10</td>
<td>29</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>Yr. 11</td>
<td>13</td>
<td>69%</td>
<td>31%</td>
</tr>
<tr>
<td>Yr. 12</td>
<td>10</td>
<td>40%</td>
<td>60%</td>
</tr>
</tbody>
</table>

At the DEEWR Census in August we had 4 indigenous students and 3 students in receipt of Special Needs funding.

- Level 1 Funding 1 Student
- Level 3 Funding 2 Students
- 1 of the above students was also in receipt of Occupational Therapy and Physiotherapy funding.
Demographics

The number of children enrolled at GLC at the August Census in 2014 was 373, 193 in the Primary School and 161 in the Secondary School (Year 7-12). Nine (9 or 26.47% of cohort) students from the Year 6 at St John’s chose to begin their secondary schooling at GLC in 2015, although there were some ex-St John’s children coming into Year 7 from Year 6 at GLC. Ideally we see St John’s as a future pathway for enrolment at the College but also recognise the strong local orientation of St John’s families and their subsequent unwillingness at this stage to send their children ‘out of town’ for their secondary education. We will continue to market GLC to St John’s families in the future.

There is growth occurring in student enrolment from Armstrong Creek and a total of 37.8% from the coastal areas of Geelong. 48.82% of our students, a large percentage, continue to come from city-south suburbs.

A large number of our families continue to use their family car to bring the students to school. There is some carpooling from time to time. The College uses its own 2 buses, one 49 seater and one 21 seater and utilizes a bus contractor for other bus runs before and after school.

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
<th>Suburbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country N</td>
<td>2.8%</td>
<td>Anakie, Bannockburn, Maude, Rokewood, Gnarwarre, Lethbridge, Batesford, Teesdale</td>
</tr>
<tr>
<td>City Outer N</td>
<td>2.0%</td>
<td>Norlane, Nth Geelong, Corio, Lovely Banks, Lara</td>
</tr>
<tr>
<td>City Inner N</td>
<td>2.0%</td>
<td>Geelong West, Hamlynn Heights, Herne Hill, Manifold Heights, Bell Park, Bell Post Hill, Drumcondra, Rippleside, St Helens,</td>
</tr>
<tr>
<td>Country NW</td>
<td>1.6%</td>
<td>Ceres, Inverleigh, Stonehaven</td>
</tr>
<tr>
<td>City</td>
<td>48.8%</td>
<td>Newtown, Fyansford, Geelong, Belmont, Highton, Wandana Heights, Waurn Ponds, Grovedale, Marshall</td>
</tr>
<tr>
<td>City E</td>
<td>5.1%</td>
<td>East Geelong, Sth Geelong, Wallington, Leopold, Moolap, Newcomb, St Albans Park, Whittington, Curlewis</td>
</tr>
<tr>
<td>Coast E</td>
<td>0.8%</td>
<td>Clifton Springs, Mannerim, Portarlington, Drysdale</td>
</tr>
<tr>
<td>Country SW</td>
<td>5.5%</td>
<td>Wurdiboluc, Deans Marsh, Freshwater Creek, Modewarre, Moriac, Winchelsea, Buckley</td>
</tr>
<tr>
<td>Coast</td>
<td>23.2%</td>
<td>Connewarre, Armstrong Creek, Mt Duneed, Torquay, Jan Juc, Bellbrae</td>
</tr>
<tr>
<td>Coast SE</td>
<td>6.3%</td>
<td>Barwon Heads, Ocean Grove, Point Lonsdale</td>
</tr>
<tr>
<td>Coast SW</td>
<td>2.0%</td>
<td>Wensleydale, Anglesea, Gherang</td>
</tr>
</tbody>
</table>
VALUE ADDING

Extension & Enrichment

The implementation of the peer support program has continued in 2014 and the creation of smaller learning communities is proving to be a success. We are committed to our “schools-within-schools” approach to P-12 schooling.

The Primary School focuses strongly on the development of key skills in Literacy and Numeracy to ensure students are well prepared or transition to secondary school. Throughout the Primary School children are given opportunities to support and develop their God-given gifts whilst being individually valued and nurtured. Through a multi-age classroom structure, teachers intentionally focus on meeting the needs of the individual by adapting the curriculum to fit the students through differentiated learning to ensure that each child is extended and enriched according to need.

Our Middle School students personal perspectives have been challenged through the myriad of opportunities presented them. They have thought critically and reflectively, thus enabling them to re-evaluate their understanding of the world around them, on a local and/or global scale. They have been empowered with this knowledge and understanding and acted to shape their environment whether in the classroom or in the wider community. In doing so they have contributed positively to the culture of our school community in all they have done.

An important goal of our Senior School is to provide our students with every opportunity to reach their potential. Formal exam periods continued this year to ensure they are prepared for the challenges that await them in the VCAA examinations. Acceleration programs into Year 11 and 12 subjects were held for the first time, where students have a number of lessons to prepare them for the rigour of their subjects in following year and provided student with homework to ensure they have a head start.

We no longer receive Targeted Programs funds from the Government via Independent Schools Victoria (ISV) as these funds are now included in recurrent grants.

However, under the Victorian Government Programs through ISV, a grant of $1,155 was made available for developing Resiliency. This was used to supplement relevant programs throughout the school.

Special Needs

During 2014 GLC received $8,036.42 under ISV’s Students with Disabilities Funding to assist us with 3 students with significant learning needs or difficulties in accessing their learning. The Government’s funding inequity towards students with disabilities in Independent schools continues and creates a good deal of pressure on recurrent funding to support students in need. This is the last year of Special Needs funding in this format. From 2015, Special Needs funding is to be included in recurrent grants according to data collected from schools under the new Nationally Consistent Collection of Data on School Students with Disability (NCCDSSD), we received $2,400 from the ISV to set the program up and to offset current costs for Students with Disabilities until the new funding model fully takes effect.

Sustainability

With thanks to the Victorian government, GLC has recently been awarded $10,000 towards enhancing our school’s energy efficiency rating. In conjunction with this grant, GLC is now participating in a Victorian government initiative known as ResourceSmart Schools. With the aim of implementing real-life sustainability
across the P-12 curriculum, the program has a long term commitment towards a 5 star sustainability rating looking at energy, waste, water and biodiversity. This opportunity aims to make stronger links with our local community whilst maintaining set environmental curricular expectations. As a whole school initiative, this program along with the energy efficiency grant intends on enhancing our philosophy of sustainable practice and will be continually monitored and maintained by teachers and students alike.

Extra-Curricular & Co-Curricular

Extra-curricular activities in the **Primary School** included:

- Cross country, Athletics Sports, Swimming sports
- House Debating Competition
- German Poetry Competition
- National Mathematics competition
- ALWS Bore Hole fundraiser
- Christ Church Christmas Appeal
- Serendip Sanctuary, Back Creek Farm, Geelong Botanical Gardens, Narana
- Creations, Government House, Shrine of Remembrance,
- Battle of the Books
- Junior Great Books
- Convict Day
- Buddies Program
- Primary Concert
- Camps – Baanya Biami & Halls Gap

Extra-curricular activities in the **Middle School** included:

- A variety of sporting and recreational activities
- Health and fitness were enhanced and sporting teams trained to represent GLC at the local and regional WCSSA and GISSA competitions.
- Middle School Student Forum
- Year 7 Students:
  - Peer Support – essentially a peer mentoring program led by Year 10 students to aid in transition from Primary to Secondary schooling
  - Orientation Camp – Airey’s Inlet (Term 1)
- Year 8 Students:
  - Outdoor education camp - Anglesea (Term 2)
  - Sustainability
- Year 9 Students:
  - the week-long CityCite program located in Melbourne
  - the Coastal Guardians program

Extra-curricular activities in the **Senior School** included:

- Opportunities for leadership: Involvement in formal selection procedures, organising events such as the College disco, leading small group activities in Grade 6 transition programs with St Johns, casual dress days, food days, interhouse sporting competitions at lunch time and coaching of sport teams.
- Year 12 Graduation and Valedictory Dinner
- Year 10 Formal and Camp
- Programs for personal & social development: Driver education programs, Impact Seminars, drama performances, Interschool sport, peer Support, pizza and puzzle night, public speaking workshops, maths competitions & Career Bulletins, Connections Day.
Assessment

A variety of assessment tools and programs are used throughout the school including diagnostic and standardized tests, running records, Benchmarking, individual numeracy testing at the start of the year in the Primary school, teacher observation, STARS Books and the annual NAPLAN assessment. At senior Secondary level the students have been prepared for formal examinations in preparation for VCE, assignments and Common Assessment Tasks.

**Integrated Pastoral Care Program** *(by Johnny Hedt, Pastoral Care Coordinator)*

The year started with a whimper. Actually, three whimpers. Two other staff and I found ourselves packed into a room alongside the entire GLC library, several computers and countless boxes of odds and ends. My 2013 office had been fitted out for a greater purpose as the prep teachers’ office.

It was a cosy, makeshift arrangement with occasional difficulties (such as trying to hunt down my desk after someone, thinking it a spare piece of furniture, made off with it) and trying to find vacant space to meet with students.

This year, our school theme was Journeys which we explored through chapels, class devotions and other activities. At the heart of the Bible is God’s journey to forgive and redeem humanity through Jesus’ death and resurrection. Mankind’s journey is marked by sin and failure, but Jesus faithfully walks beside us and calls us back to repentance at his cross when we wander off.

There were several significant journeys for the college this year; we grew an extra 80 students, our first class of year 12s finished their schooling; our first primary concert was unforgettable (the students were fantastic but there was a dubious Captain America character attempting to tell jokes); a new administration building opened in Term 2 and relieved the cabin fever we all felt; and students and staff finally got to roam across vast open spaces when the oval opened in Term 4.

One of my highlights has been leading, with Mr Baker, the young men in Year 9 through a year-long program called The Rite Journey, in which we explored what it is to be a man in today’s society. There were many hilarious and thought provoking moments.

In addition, primary classes enriched our Thursday chapels with their leadership, Year 7A were involved in a CyberCats cyber-safety program, and secondary students participated in Wellbeing Week activities.

<table>
<thead>
<tr>
<th>TERM ONE</th>
<th>TERM TWO</th>
<th>TERM THREE</th>
<th>TERM FOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIMARY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student Profile Meeting</td>
<td>• Full Report</td>
<td>• Full Report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• STARS Books</td>
<td>• STARS Books</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Interviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• NAPLAN Yrs. 3 &amp; 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SECONDARY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term One</td>
<td>Term Two</td>
<td>Term Three</td>
<td>Term Four</td>
</tr>
<tr>
<td>• Interim Report</td>
<td>• Interview near start of Term</td>
<td>• Interim Report</td>
<td>• Interview near start of Term</td>
</tr>
<tr>
<td></td>
<td>• Full Report</td>
<td>• Full Report</td>
<td>• Full Report</td>
</tr>
<tr>
<td></td>
<td>• NAPLAN Yrs. 7 &amp; 9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ongoing individual meetings with parents as needed or requested
Australian Lutheran World Service Regional Awareness Day focussed on development work in Cambodia and brought 130 students from three Lutheran schools to the college.

Throughout the year it became apparent that my role as a sole Pastoral Care Coordinator working across both St John’s Lutheran School and GLC was unsustainable due to GLC’s growth. After much thought, discussion and prayer, the leadership team moved me across to GLC full time in Term 4, and employed a new Wellbeing Coordinator at St Johns in a 0.5 FTE position. I am now collaborating with the Coordinator from St John’s to ensure a consistent approach across both schools, and I am looking forward to building on the solid platform of ministry and mission and student wellbeing that already exists.

While I leave behind good friends and a wonderful community at St John’s, the move enables me to move from a holding pattern to a proactive model of wellbeing care and establish a best-practice collection of strategies and skills that students can add to their social and emotional toolkits as they grow and develop in wisdom, honour and purpose. The change will also improve the continuity of care for students and families at both schools. It also allows me increased opportunities to bump into my son Malachi, who started in Prep R at GLC this year.

In closing, I’d like to thank Pastor Tom Pietsch, Pastor Lester Priebenow and Pastor Mark Blackwell for their support of the college and St John’s through chapels, pastoral care and wisdom in the Ministry and Mission Team.
Teacher Standards & Qualifications

All teachers hold a tertiary qualification at degree level or higher. Of the 37 teachers (Head Count) employed at the College, there is 1 Doctorate, 3 Masters Degrees, 46 Bachelor Degrees, 7 qualifications in Lutheran Education and in total, 9 qualifications in Theology which includes Masters, Bachelor, Graduate Diploma, Diploma and Certificate (Lutheran Strand at ACU).

All teachers at Geelong Lutheran College are appropriately qualified and hold registration with the Victorian Institute of Teaching.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor</td>
<td>46</td>
</tr>
<tr>
<td>Diploma</td>
<td>10</td>
</tr>
<tr>
<td>Grad Diploma</td>
<td>16</td>
</tr>
<tr>
<td>Grad Dip of Theology</td>
<td>6</td>
</tr>
<tr>
<td>Lutheran Certificate</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>3</td>
</tr>
<tr>
<td>Grad Certificate</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total Teachers       | 37 |
| Total Qualifications | 91 |

Expenditure & Teacher Participation in Professional Learning

All staff members were trained in LEA’s Valuing Safe Communities to ensure compliance with the Lutheran Church of Australia (LCA) requirements for workers within the Church. New employees to the school are
trained as part of staff induction. The staff was also trained or updated in First Aid, Anaphylaxis Management and Asthma.

During the initial staff meeting at the beginning of the year, staff members were briefed on OH&S requirements. This is revisited regularly throughout the year during staff meetings as a standing item on each staff meeting agenda. Almost half of the cost incurred for professional development is used to pay relieving teachers. The bulk of PD time and money is spent on Compliance, followed by Leadership, English, Technology and Christian Studies. Non-Teaching PD also focused heavily on Compliance followed by Special Needs and Welfare. Dollar amounts do not include salary relief during PD sessions or when staff members attend PD sessions on regular work days.

Workforce Composition
The workforce composition at Geelong Lutheran College consists of:

- 0.8 Principal
- 1.0 Head of School
- 11.9 Primary Teachers
- 19.8 Secondary Teachers
- 0.5 Pastoral Care
- 9.3 School Service Officers

43.3 Total:

There is one indigenous employee at Geelong Lutheran College.

Student Attendance at School
Primary: The State Mean for attendance at school was 93.3% with GLC Primary students attending school 95.21% of the time which is slightly above the State Mean. All classes in Primary were above the State Mean.

Secondary: The State Mean for attendance at school was 90.82% with GLC students attending at 92.69%, which is slightly above the State Mean.

The College takes attendance seriously and as such expects that parents notify the school of a child’s absence and present a written notification of the reason for absence on return to school. Parents/care givers are contacted by phone if the school is not informed of a child’s absence. Unexplained absences are followed up by communication with parents/care-givers to explore ways in which the issues can be resolved. Parents are informed of overall attendance through school reports.
These figures may vary from that on the My School website as that figure is determined by a time limited audit.

Senior Secondary Outcomes
Of the cohort of 12 Year 12 students, 9 attempted VCE and 8 of them gained a VCE certificate, securing an 88.9% VCE pass rate. The three students who did not complete the certificate 2 studied VCAL subjects and 1 withdrew due to ill health. The 5 students who applied for University places were awarded a first round offer, with 4 out of the 5 students receiving their first preference of university.

Year 12 results were reported directly to all parents by letter. A summary of this information is provided below:
- In 2014, the average study score was 31.
- Average ATAR was 71.43.

As a school we were very proud of all Year 12 students for their motivation, hard work and leadership provided within the school. Many achieved a higher result than they anticipated.

Thanks also go to the teaching staff who professionally guided and supported their students.

During 2014, 12 students studied a Vocational Education Training course in areas of the Arts, Creative Industries, Community Services, Media, Primary Industry, Tourism & Hospitality, Business & Clerical and Science/Technical.

Student Outcomes
Percentage of Students Achieving at or Above the National Minimum Standards

Each year, all students in Years 3, 5, 7 & 9 are required to sit the NAPLAN (National Assessment Program in Literacy and Numeracy) in Reading, Language Conventions – Writing, Spelling, Grammar & Punctuation and Numeracy to establish the proportion of students achieving the national benchmarks. Low enrolment numbers have a profound affect on percentage scores and will cause annual variations. Of the small number of students who have achieved below one of the benchmarks, the majority are dealing with identified learning difficulties.

The NAPLAN tests are part of a suite of diagnostic tools that are used to inform teacher observations and assessments.

Year 3 students performed well in 2014 with 100% of students ‘At or Above’ the NMS in Reading and Grammar & Punctuation however 1 student was below the NMS for Writing, Spelling and Numeracy.

Year 5 students also performed well in 2014 with 100% of students ‘At or Above’ the NMS in Writing, Grammar & Punctuation and Numeracy; however 1 student was below the NMS in Reading, and 2 below in Spelling.
**Year 7** performance in 2014 saw 100% of students ‘At or Above’ the NMS in Reading, Grammar & Punctuation and Structure with 1 student below the NMS in Writing, and 3 Students below in Spelling.

**Year 9** performance in 2014 saw 100% of students ‘At or Above’ the NMS in Reading, Writing, Spelling and Grammar & Punctuation, with 1 student below in Structure.

The small number of students who have achieved below the NMS benchmarks are dealing with identified learning difficulties.

**Parent, Student and Teacher Satisfaction**

This information summarises the views held by staff and a selection of students and parents at our school during May 2013 when the survey was conducted.

The three summary indices are on a scale of 0-100: staff school climate index, student teaching and learning index; and, a parent satisfaction index.

These are the schools actual scores that have been standardised to a 0-100 scale, in other words they do not represent where the school sits in relation to other Lutheran Education Australia schools, or a percentage of respondents.

**Staff Climate**

The Staff Climate aggregate indicator assesses the core components of school climate that are known to underpin the quality of teaching and learning, student engagement in learning, and student wellbeing in schools. This aggregate indicator is calculated using the following seven modules of the Better Schools Staff Survey: Supportive Leadership, Role Clarity, Teamwork, Empowerment, Ownership, Appraisal & Recognition, and Professional Growth.

The GLC staff survey indicates that staff are enthusiastic and passionate about the school, are self-motivated to do well and are positive about student management and behaviour.

**Staff Teaching Climate**

The Teaching Climate aggregate indicator assesses the school’s team-based practices and teaching and learning environment, including how staff work together on student management and curriculum processes in the school and also the way staff create an effective teaching and learning environment for students. It is calculated using the following eight modules of the Better Schools Staff Survey: Student Management, Curriculum Processes, Student Motivation, Respect for Students, Parent Partnerships, Teacher Confidence, Engaging Practice, and Quality Teaching.
The Staff Teaching Climate at GLC over the last 2 years has remained relatively static considering the addition of a significant number of new staff, students and parents each year, and sits within the healthy range for Australian schools.

**Student Engagement**

The Student Engagement aggregate indicator assesses student wellbeing, the quality of teacher-student relationships and student engagement in learning. It is calculated using the following three components of the Better Schools Student Survey: Emotional Wellbeing (Student Morale, Student Distress and Connectedness to School); Teacher Relationships (Teacher Empathy, Purposeful Teaching and Stimulating Learning); and Engagement in Learning (Learning Confidence, Student Motivation and Connectedness to Peers).

Students at GLC love the school and they feel connected to it. They feel understood by teachers, are motivated to learn and classroom behaviour is positive.

**Community Engagement**

The Community Engagement aggregate indicator focuses on parent involvement in the school and their child’s education. It is calculated using the following four modules of the Better Schools Parent Survey: Approachability, Parent Input, Reporting and School Improvement.

Parents at GLC are confident that the teachers at the school are approachable and feel that the teachers are committed and passionate and report effectively to parents. Parents are confident their children have good relationships at school and that behaviour is managed well.

**Staff Absence**

Generally staff absence has been steadily increasing as the school has grown. In 2014 both teacher and School Officer absences were high. 2014 saw an increase in absence over the year due to a large number of short term illness days. School Officer absences were impacted by a single staff member’s extended absence.

**Post School Destinations**

10 students completed Year 12 in 2014, of these:

- 5 gained university offers
- 2 gained TAFE offers
- 1 gained an apprenticeship
- 1 is working full time
- 1 has taken a year off from further study and participating in short courses
STATEMENT OF FINANCIAL PERFORMANCE
FOR THE YEAR ENDED 31 DECEMBER, 2014

INCOME SOURCES

- Net Tuition Fees: $2,022,430, 32.81%
- Operating Grants: $3,339,794, 54.19%
- Capital Grants: $714,675, 11.60%
- Donations - Capital and Other: $11,900, 0.19%
- Interest and Other Income: $44,736, 0.73%
- Income from Related Entities: $29,694, 0.48%

Total Income: $6,163,229
<table>
<thead>
<tr>
<th><strong>SCHOOL CONTACT INFORMATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Address</strong></td>
</tr>
<tr>
<td><strong>Principal</strong></td>
</tr>
<tr>
<td><strong>Head of School</strong></td>
</tr>
<tr>
<td><strong>Senior School Coordinator</strong></td>
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<tr>
<td><strong>Middle School Coordinator</strong></td>
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<tr>
<td><strong>Primary School Coordinator</strong></td>
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<tr>
<td><strong>School Council Chairman</strong></td>
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<tr>
<td><strong>Business Manager</strong></td>
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<tr>
<td><strong>Telephone</strong></td>
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<tr>
<td><strong>Email</strong></td>
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<tr>
<td><strong>Web site</strong></td>
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</tbody>
</table>