Geelong Lutheran College

BY GRACE ALONE

WISDOM ♦ HONOUR ♦ PURPOSE

2015

Annual Report
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Acknowledgement:
  Mr Barry Krueger Curriculum Overview, Value Adding – Special Needs,
  Extension & Enrichment, Assessment, Extra & Co-Curricular
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  Ms Georgia Quirk Middle School
  Ms Jane Hollett Primary School
  Mr Jonny Hedt Pastoral Care/Wellbeing
  Ms Jessica Soenderlund Sustainability
WISDOM ♦ HONOUR ♦ PURPOSE

CONTEXTUAL INFORMATION

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 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 distinctive 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 Curriculum. 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.
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>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Yr. 1</td>
<td>35</td>
<td>72%</td>
<td>28%</td>
</tr>
<tr>
<td>Yr. 2</td>
<td>29</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>Yr. 3</td>
<td>32</td>
<td>62%</td>
<td>38%</td>
</tr>
<tr>
<td>Yr. 4</td>
<td>19</td>
<td>38%</td>
<td>62%</td>
</tr>
<tr>
<td>Yr. 5</td>
<td>36</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>Yr. 6</td>
<td>13</td>
<td>62%</td>
<td>38%</td>
</tr>
<tr>
<td>Yr. 7</td>
<td>43</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>Yr. 8</td>
<td>44</td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td>Yr. 9</td>
<td>44</td>
<td>63%</td>
<td>38%</td>
</tr>
<tr>
<td>Yr. 10</td>
<td>29</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>Yr. 11</td>
<td>13</td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>Yr. 12</td>
<td>10</td>
<td>75%</td>
<td>25%</td>
</tr>
</tbody>
</table>

At the DEEWR Census in August we had 6 indigenous students and 3 students in receipt of Special Needs funding.

Demographics

The number of children enrolled at GLC at the August Census in 2015 was 435, 229 in the Primary School and 206 in the Secondary School (Year 7-12). Seven (7 or 25% 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, St John’s is valued future pathway for enrolment at the College but realise there is a strong local orientation of St John’s families resulting in an 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 35.4% from the coastal areas of Geelong. 49.2% 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.
### Family Demographic 2015

<table>
<thead>
<tr>
<th>Region</th>
<th>Percentage</th>
<th>Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country N</strong></td>
<td>2.4%</td>
<td>Anakie, Bannockburn, Maude, Rokewood, Gnarwarre, Lethbridge, Batesford, Teesdale</td>
</tr>
<tr>
<td><strong>City Outer N</strong></td>
<td>1.9%</td>
<td>Norlane, Nth Geelong, Corio, Lovely Banks, Lara</td>
</tr>
<tr>
<td><strong>City Inner N</strong></td>
<td>2.1%</td>
<td>Geelong West, Hamlyn Heights, Herne Hill, Manifold Heights, Bell Park, Bell Post Hill, Drumcondra, Rippleside, St Helens,</td>
</tr>
<tr>
<td><strong>Country NW</strong></td>
<td>0.8%</td>
<td>Ceres, Inverleigh, Stonehaven</td>
</tr>
<tr>
<td><strong>City</strong></td>
<td>49.2%</td>
<td>Newtown, Fyansford, Geelong, Belmont, Highton, Wandana Heights, Waurn Ponds, Grovedale, Marshall</td>
</tr>
<tr>
<td><strong>City E</strong></td>
<td>5.6%</td>
<td>East Geelong, Sth Geelong, Wallington, Leopold, Moolap, Newcomb, St Albans Park, Whittington, Curlewis</td>
</tr>
<tr>
<td><strong>Coast E</strong></td>
<td>0.5%</td>
<td>Clifton Springs, Mannerim, Portarlington, Drysdale</td>
</tr>
<tr>
<td><strong>Country SW</strong></td>
<td>2.6%</td>
<td>Wurdiboluc, Deans Marsh, Freshwater Creek, Modewarre, Moriac, Winchelsea, Buckley</td>
</tr>
<tr>
<td><strong>Coast</strong></td>
<td>29.4%</td>
<td>Connewarre, Armstrong Creek, Mt Duneed, Torquay, Jan Juc, Bellbrae</td>
</tr>
<tr>
<td><strong>Coast SE</strong></td>
<td>3.4%</td>
<td>Barwon Heads, Ocean Grove, Point Lonsdale</td>
</tr>
<tr>
<td><strong>Coast SW</strong></td>
<td>2.1%</td>
<td>Wensleydale, Anglesea, Gherang</td>
</tr>
</tbody>
</table>
VALUE ADDING

Extension & Enrichment

We are committed to a “schools-within-schools” approach to P-12 schooling with the creation of small learning communities employing strategies which are developmentally appropriate to each age group and characterised by strong relationships.

The Primary School focusses strongly on the development of key skills in Literacy and Numeracy to ensure students are well prepared for 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 smooths the transition between Primary and Senior Schooling with a focus on relationships, the personal development of students, inquiry learning, and utilising New Generation Learning Spaces for learner-centred collaborative approaches. At the same time, the academic rigour of the Middle School programs prepares students for their senior schooling, and it is accompanied with the progressive introduction of senior school pedagogies from year 9.

An important goal of our Senior School is to provide our students with every opportunity to reach their potential and to prepare them for their lives beyond school. Hence, VCE study and attendance expectations are introduced from Year 10, formal exam periods are introduced, students learn about careers and post-school destinations, they complete work experience/placements and do driver education.

A resiliency grant of $1,155 was made available by the ISV through the Victorian Government Programs and was used to increase students’ knowledge of resiliency strategies through a resiliency passport that was introduced across all sub-schools.

Special Needs

At the DEEWR Census in August three students were identified as Special Needs students. These students were those who met the criteria for funding under the previous regime.

However, a significantly greater number of students receive learning, medical or other supports in their schooling. These students were identified in the Nationally Consistent Collection of Data on School Students with Disability (NCCDSSD). Teachers at GLC modify programs through Independent Learning Programs and GLC employs integration aides well beyond the level of funding received from the Commonwealth and State governments. All teaching staff received professional development on differentiation within their unit meetings during 2015.

Sustainability

Geelong Lutheran College have made some milestones this year with sustainability. With thanks to the Victorian government, GLC was awarded $10,000 towards enhancing our schools energy efficiency and now can boast a more energy efficient school with changes made to lighting and air conditioner units. In conjunction with this grant, GLC is now an active participant in the Victorian ResourceSmart Schools program with a 1 star rating. With the aim of implementing real-life sustainability across the curriculum, the program has a long term commitment towards a 5 star sustainability rating. As a whole school initiative, this program...
along with the energy efficiency grant intends on enhancing our philosophy of sustainable practise and will be monitored and maintained by teachers and students alike for years to come.

Students have been actively involved in making Geelong Lutheran College a greener place. In particular our year 8’s have been involved in planting over 300 trees along the oval and have learnt about collecting local native tree seeds with our friends from Barwon water. A select number of year 8’s also had the opportunity to learn about seed propagation by attending a local nursery where native flora is grown for many schools in Geelong.

The Year 9’s had fun this year learning about Torquay Whites Beach ecosystem with the Great Ocean Road Coastal Committee (GORCC). They were able to remove pest plant species, plant endemic plant species and monitor their growth. The Year 9’s also learnt about rock pool ecosystems through ‘treasure hunts’ along the beach shore. Students then wrote a blog about their experience and delivered it to other schools and the GORCC community at an official forum presentation in November. This day also included activities such as a ‘beach litter artwork’ and reptile petting.

**Extra-Curricular & Co-Curricular**

Co- and extra-curricular activities in the **Primary School** included:

**Personal Development and Awareness**
- Australian Lutheran World Service Awareness Day, raising funds for Pages’s Academy in Kenya
- Workshops by external presenters on CyberSafety and Sex Education
- Buddies Program
- Level Camps – Melbourne, Sovereign Hill
- Leadership training at Year 5 & 6, Leadership opportunities at Year 6

**Sporting**
- Swimming lessons
- Interhouse cross-country, athletics sports, swimming sports;
- Interschool representation in cross-country, athletic sports and swimming;
- Interschool competitions in netball and basketball
- College netball teams in Yrs. 5 and 6

**Academic extension**
- Interhouse and interschool debating competitions
- Battle of the Books interschool competition
- German Poetry Competition
- National mathematics competition, robotics competition
- The Stephanie Alexander Kitchen Garden Project
- Class excursions including Serendip Sanctuary, Back Creek Farm, Geelong Botanical Gardens, Narana Creations, Government House, Shrine of Remembrance,

**Cultural extension**
- Prep-2 Choir, Year 3-6 Choir, PS Strings group, individual music tuition
- Primary School Concert; GLC Arts Soiree

Co- and extra-curricular activities in the **Middle and Senior Schools** included:

**Personal Development and Awareness**
- Australian Lutheran World Service Awareness Day
- Workshops by external presenters on CyberSafety, Sex Education, Driver Education
- Yr. 7 & 10 Peer Support Program
- Yr. 9 Rite Journey Program and camp at Cape Bridgewater
- Year 10 Formal

- Year Level Camps at Airey’s Inlet (Yr. 7), Anglesea (Yr. 8), CityCite in Melbourne (Yr. 9), Making the Leap (Yr. 10), Year 12 Focus Camp (Yr. 11), Melbourne Universities Camp (Yr. 12)
- GRIP Leadership training, School Leadership opportunities, School Forum
- Month long exchange of German students from Marburg cluster of schools, cultural immersion of Mesei High School term
students and Honjo Daiichi High School English Language students.

Sporting

- Interhouse cross-country, athletics sports, swimming sports;
- Interschool representation in cross-country, athletic sports and swimming;
- Interschool Sports days (Western Christian Schools Sporting Association)
- College netball teams

Academic extension

- Interschool debating competition

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.

<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 SCHOOL</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>• Literacy and Numeracy testing</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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MIDDLE/SECONDARY SCHOOL</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Term One</td>
<td>Term Two</td>
<td>Term Three</td>
<td>Term Four</td>
</tr>
<tr>
<td>• PAT Math testing</td>
<td>• Interview near start of Term</td>
<td>• Interim Report</td>
<td>• Interview near start of Term</td>
</tr>
<tr>
<td>• Interim Report</td>
<td>• Full Report</td>
<td>• Interviews for VCE students</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

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

As my first year of full time Pastoral Care at Geelong Lutheran College draws to a close, I look back with satisfaction, close my eyes in the present with exhaustion, and smile at the future with hope and confidence that the world is in good hands.

Pastoral Care involves wearing two hats; the first of chaplaincy and sharing with the school community the good news about Jesus; the second that of student support and nurturing student wellbeing.

Schools aren’t perfect because they’re full of real people. Christian schools are no different. Just as infants learn to walk by falling over and getting up again more than 2000 times, so students need practice and support in learning to socialise and to think about themselves in a healthy way.
Much of my day-to-day work this year involved helping students to reflect on their own and others’ actions, to creatively strive for solutions to their problems, to grow in awareness by thinking about situations differently, to identify new interpersonal skills to learn, and to restore their relationships with each other.

To proactively educate students about self-awareness and social management, we taught them strategies and models for Self-Regulation and Self Talk in the classrooms. When students understand their emotions and have strategies to regulate, they can adjust their emotional state to the task at hand. Likewise, self-talk can be helpful, such as “I can try” statements, or unhelpful; “I can’t do it”, and these thoughts can drive behaviour. We will further explore and develop these themes and others across the school in 2016.

Many families enrol their children at GLC to learn Christian values. It’s important to dig deeper and recognise that the real power of these values comes from having a relationship with Christ himself. Christianity is not a set of rules or guidelines about living but a relationship with God the creator, Jesus the saviour, and Holy Spirit who renews all things. In our daily living, and for our students here, we aren’t called to do anything that God hasn’t already done for us. We can forgive others, because God forgives us. We can love others, because God loves us. We can let the worst in others bring out the best in us; Jesus, as the soldiers crucified him, prayed “Father, forgive them – they don’t know what they’re doing.”

Some of my highlights for the year included:

- Spending time with the enthusiastic Student Forum organising competitions and Martin Luther Day
- Being part of the growth and maturing of the Year 9 boys in the Rite Journey Program.
- Witnessing the transformation of several groups of girls as they discussed their concerns, strived to understand each other, and actively identified new skills to work on – then did it.
- Seeing the incredible resilience of several students who have thrived despite difficult circumstances
- Sitting back as a dad and watching my two sons perform in the Primary School Concert.
- Praying regularly with a group of parents for the needs of the school.
Teacher Standards & Qualifications

All teachers hold a tertiary qualification at degree level or higher. Of the 38 teachers (Head Count) employed at the College, there is 1 Doctorate, 4 Masters Degrees, 43 Bachelor Degrees and 6 qualifications in Lutheran Education.

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

Doctorate  1
Masters     4
Bachelor    43
Diploma     13
Graduate Diploma  15
Graduate Dip Theol.  5
Lutheran Strand ACU  1
Certificate  3
Graduate Certificate  3

Total Teachers 38
Total Qualifications 88

Expenditure & Teacher Participation in Professional Learning

All staff members are 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. 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
- 14.3 Primary Teachers
- 20.2 Secondary Teachers
- 1.0 Pastoral Care
- 10.1 School Service Officers

**Total:** 47.4

There is one indigenous employee at Geelong Lutheran College.

**Student Attendance at School**

**Primary:** The Benchmark for attendance at school is 93.3% with GLC Primary students attending school 96.85% of the time which is slightly above the Benchmark. All classes in Primary were above.

**Secondary:** The Benchmark for attendance at school was 90.82% with GLC students attending at 91.16%, which is slightly above the Benchmark.

The College takes attendance seriously and as such expects that parents notify the school of a child’s absence and present written notification of the reason for absence on return to school. Parents/care givers are contacted if the school is not informed of a student’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 over a time limited audit.
Senior Secondary Outcomes

Of the cohort of 12 Year 12 students, 9 attempted VCE and 9 gained their VCE certificate, securing a 100% VCE pass rate. The three students who did not complete the certificate studied VCAL subjects. Of the 8 students who applied for University places 5 were awarded a university offer, with 2 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 2015, the average study score was 29.
- Average ATAR was 56.25.

As a school we were very proud of all Year 12 students for their motivation, hard work and leadership provided within the school.

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

During 2015, 20 students studied a Vocational Education Training course in areas of the Arts, Building & Construction, Community Services, Media, Primary Industry, Sales & Personal Service 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. 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 2015 with 100% of students ‘At or Above’ the NMS in Reading, Writing, Spelling and Grammar & Punctuation however 1 student was below the NMS for Numeracy.

Year 5 students also performed well in 2015 with 100% of students ‘At or Above’ the NMS in Reading, Grammar & Punctuation and Numeracy; however 1 student was below the NMS in Writing and Spelling.
**Year 7** performance in 2015 saw 100% of students ‘At or Above’ the NMS in Reading, Writing, Spelling and Structure with 1 student below the NMS in Grammar & Punctuation.

**Year 9** performance in 2015 saw 100% of students ‘At or Above’ the NMS in Reading, Grammar & Punctuation and Structure, with 1 student below in Writing and Spelling.

The small number of students who have achieved below the NMS benchmarks present 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 2015 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.
Although the Staff Teaching Climate at GLC dropped a little in 2015, it is a solid performance considering the school is in a continual growth phase as it adds a significant number of new staff, students and parents each year. It 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**

Teacher absence for 2015 was well below the GLC 5 Yr. progressive Average of 7.11 days/teacher with average days absent/teacher at 5.28 days. School Officer absence was also lower than the 5Yr Progressive Average of 10.42 at 7.98 days/Officer. This was mostly due to an extended absence of one staff member through illness.

**Post School Destinations**

12 students completed Year 12 in 2015, of these:

- 5 gained university offers
- 5 Unknown
- 1 is working full time
- 1 has taken a Gap year
School Income

STATEMENT OF FINANCIAL PERFORMANCE
FOR THE YEAR ENDED 31 DECEMBER, 2015

INCOME SOURCES

<table>
<thead>
<tr>
<th>Source</th>
<th>2015</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Tuition Fees</td>
<td>$2,318,714</td>
<td>33.99%</td>
</tr>
<tr>
<td>Operating Grants</td>
<td>$4,032,843</td>
<td>59.12%</td>
</tr>
<tr>
<td>Capital Grants</td>
<td>$375,305</td>
<td>5.50%</td>
</tr>
<tr>
<td>Donations - Capital and Other</td>
<td>$25,560</td>
<td>0.37%</td>
</tr>
<tr>
<td>Interest and Other Income</td>
<td>$58,284</td>
<td>0.85%</td>
</tr>
<tr>
<td>Income from Related Entities</td>
<td>$10,303</td>
<td>0.15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$6,821,009</strong></td>
<td></td>
</tr>
</tbody>
</table>

Income Sources 2015

- Net Tuition Fees
- Operating Grants
- Capital Grants
- Donations - Capital and Other
- Interest and Other Income
- Income from Related Entities
SCHOOL CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Address</th>
<th>2-38 Burvilles Rd Armstrong Creek. Vic. 3217</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Gary Jewson</td>
</tr>
<tr>
<td>Head of School</td>
<td>Barry Krueger</td>
</tr>
<tr>
<td>Senior School Coordinator</td>
<td>Sharlene Tattersall</td>
</tr>
<tr>
<td>Middle School Coordinator</td>
<td>Georgia Quirk</td>
</tr>
<tr>
<td>Primary School Coordinator</td>
<td>Jane Hollett</td>
</tr>
<tr>
<td>School Council Chairman</td>
<td>Andrew Eichler</td>
</tr>
<tr>
<td>Business Manager</td>
<td>Andrew Dowd</td>
</tr>
<tr>
<td>Telephone</td>
<td>(03) 5264 1038</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:admin@glc.vic.edu.au">admin@glc.vic.edu.au</a></td>
</tr>
<tr>
<td>Web site</td>
<td><a href="http://www.glc.vic.edu.au">www.glc.vic.edu.au</a></td>
</tr>
</tbody>
</table>