

Good Shepherd

Lutheran School | Para Vista

Active and connected, growing for LIFE

Principal's Report 2017

including 2017 Performance Report



LOVEOPTIMISMCREATIVITY

INTRODUCTION

WE not ME

A 'relationship' could be described as a structure or unit - WE, separate from the individual MEs who are parts of the structure. A marriage, for example, is made up of two individuals, plus their relationship. The marriage is functional when the WE is strong and both spouses think 'WE, not ME'. This WE is invisible, yet powerful as it controls the mood and attitudes of the relationship at any given moment.

I celebrate the WE that continues to grow across our Good Shepherd community. Never before in my 20 years of leadership in Lutheran schools, have I witnessed the connections, partnerships and support that is currently defining our community and shaping our culture.

Take a moment to consider all stakeholders in our community - members of congregation, students, teachers, parents, grandparents and friends. The number is into the thousands and that number keeps on rising. One might think that it is easy to feel lost in the crowd when we think of how many there are 'living' in this community. Does anybody see me as an individual? Does anybody care? The reality is that strong personal connections prevent us from being lost in the crowd,

Then by contrast, when you are part of tens of thousands of people at an event like the recent 'Power vs Crows Showdown', you can actually feel energized by the crowd. You are sharing a 'spirit' in common with many others. You are adding your spirit to the group spirit.

At Good Shepherd we are striving to ensure that every individual hears and experiences the message that, 'I am important to community and to God', and that the Good Shepherd community is greater than any individual. The bridge between these truths is in the relationships we build. The ones who can assure that we are important to God and to this world are the ones whose names and faces we know.

I pray that we might continue to get to know the people who share in this community and together live out our vision to be 'Active and Connected, growing for LIFE'.



PERFORMANCE REPORTING

As part of our funding agreement with the Australian Government, we are required to ensure that specific “School Performance Information” is made publicly available to the school community. This information has been provided to the school via this report which has been posted on our website at www.gspv.sa.edu.au and which is also available through the school office.

Contextual Information about the School

Good Shepherd Lutheran School is a Foundation to Year 6 primary school situated in the north-eastern suburbs of Adelaide. The school has an enrolment of approximately 400 students divided into 14 classes (grouped into 4 learning stages: Foundation, Years 1 and 2, Years 3 and 4, and Years 5 and 6)

Our school has a clear focus on proclaiming the good news of Jesus Christ and providing a quality educational program that seeks to prepare students for life. This is done in the context of a caring community. All students are valued as unique individuals who we challenge to fulfil their God given potential in life.

Our curriculum focuses strongly on Literacy and Numeracy while also providing rich experiences in all other areas. Our specialist areas include Visual and Creative Arts, Physical Education, and Language (German). We also have various processes in place to provide support to students along their learning journey.

We enjoy strong partnerships with our families who are involved in many aspects of school life. Our students and staff enjoy the benefits of working in an extremely well-resourced and safe environment.

Together with Endeavour College, Mawson Lakes, we aim to provide seamless Foundation to Year 12 Lutheran education for families in our area. Our graduating students have priority entry at Endeavour and approximately 75% take up this opportunity.

Professional Engagement

1. Staff Qualifications

In addition to the formal academic qualifications listed below, all staff undergo training in Mandatory Notification and First Aid to hold the necessary qualifications for teacher registration in South Australia.

| | |
|---------------------|--|
| Therese Abraham | Bachelor of Teaching (Early Childhood Education) |
| Christie Corbett | Bachelor of Teaching (Early Childhood Education) |
| Rodney Dissel | Bachelor of Teaching, GradDipTheEd |
| Danielle De Dezsery | Bachelor of Education |
| Claudia Deanshaw | Master of Teaching, B Media Arts, Dip Christian Ministry |
| Timothy English | Master of Teaching |
| Kim Florence | Bachelor of Education |

| | |
|------------------|---|
| Marina Genito | Diploma of Teaching, Bachelor of Education, GradDipTheEd, Cert in Professional Practice |
| Genevieve Hart | Bachelor of Education, BA, GradDipTheEd |
| Bronwyn Holliday | Diploma Teaching (Primary), GradDipTheEd, Grad Cert Computing in Education, Master of Ed. |
| Lauren Humphrys | B Soc Sc, Grad Dip Teaching/Learning |
| Rebecca Ingham | Bachelor of Education |
| Helane Jaensch | Diploma of Teaching - Early Childhood Education |
| Sarah Jones | Bachelor of Education (Junior Primary) |
| Bethany Kluge | Diploma Teaching (Junior Primary), Bachelor of Early Childhood Education, GradDipTheEd |
| Amy Lunnay | Bachelor of Education, Lutheran Accreditation ALC. |
| Janet Kuhlmann | Dip Teaching, GradDipTheEd |
| Leanne Oborn | Diploma of Teaching - Early Childhood Education |
| Sue Otto | Diploma of Teaching, GradDipTheEd, Grad DipSpecEd |
| Shane Poole | Bachelor of Ministry, Bachelor of Teaching |
| Nell Quirk | Bachelor of Education |
| Lisa Roennfeldt | Bachelor of Education, GradDipTheEd |
| Karen Schoff | Dip Teaching (Junior Primary), GradDipTheEd, Masters Ed. |
| Tanya Siebert | Bachelor of Education with honours, Master Ed |
| Mandy Taylor | Bachelor Early Childhood Education |
| Janiece Traeger | Diploma of Teaching (Primary), Advance Diploma of Teaching (Special Ed), Bachelor Education, Graduate Cert of Language & Literature, Reading Recovery Trained |
| Jason Wain | Bachelor of Education |
| David Wilksch | Bachelor of Teaching, GradDipTheEd |

2. Staff Participation in Professional Learning

Dylan William (Institute of Education, University of London) is quoted as saying: "If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve." Professional Learning at Good Shepherd Lutheran School is enacting our vision statement "Active and connected, growing for LIFE." Teachers as learners impact students outcomes as they inquire, grow and immerse themselves in a world of change and opportunity.

The Australian Professional Standards for teachers, developed by the Government organisation AITSL, make explicit the elements of high quality teaching. Teachers at Good Shepherd record a personal professional learning log, and are accountable to the professional standards for teaching.

The following learning principles underpin learning for all members of our community:

Professional learning at Good Shepherd can be divided into three key areas of:

- learning that supports the whole school development plan;
- learning that supports team development e.g. Stage and staff teams; and
- negotiated learning which supports the individual's personal growth according to individual interests, past learning and previous feedback.

In 2017 staff began their whole/team/individual discovery of the learning principles participating in a self-evaluation of the learning principles. Learning teams then focussed on one learning principle and set a yearlong goal/growth area and met regularly to give feedback and share their learning in this area. This led to highly focussed growth across each stage learning team.

The whole staff focus learning areas were:

- Differentiation including creative and critical thinking
- Inquiry learning
- ICT
- Restorative Practices

2017 was a full year as the Director of Learning and Resources updated and reviewed curriculum documents. The Curriculum and Innovation team had significant input into refining learning areas and the changing direction of some of these e.g. English – spelling review, handwriting review, genre writing review.

2017 marked the middle of a 3 year project for the educational leadership team (Principal, Deputy Principal & Director of Learning and Resources) in an exciting partnership between Ron Ritchhart, Principle Investigator for The Culture of Thinking Project, Project Zero, Harvard Graduate School of Education and author of *Making Thinking Visible* and *Creating Cultures of Thinking*. Embedding a 'culture of thinking' has been inspirational for our teaching team and students.

An appropriate action research question was developed by our leadership team for our school setting and context: *"What change would we see in student engagement and learning if visible thinking was a priority for our community?"* The action research project has been designed to focus on the types of skills and dispositions and habits that will enable students to be successful both now and into the future.

Director of Learning and Resources is participating in a parallel "Leading Thinking Skills Hub" action research project which gives leaders an opportunity to strengthen their leadership skills as they implement a teaching and learning priority in their school. Through the support of AISSA, support was given to lead a current change initiative that was linked to school priorities, and considered research and sustainability for the change process.

Professional learning of staff is coordinated by the Director of Learning and Resources in consultation with the Deputy Principal and the Principal. In 2017 staff were involved in the following professional learning activities:

Learning that supports the whole school development plan

- Several of our teachers attended 'Equip' Professional Learning days to support them in teaching Christian Studies.
- Ongoing training in Restorative Practices led by trained staff members.
- Ongoing training in the integration of Digital Technologies into all learning areas occurred throughout the year.

- Professional learning in the Inquiry and Personalised Learning approach to learning was undertaken as the Director for Learning and Resources attended a day with Kath Murdoch (internationally renowned Inquiry leader.)
- Various Learning Support workshops for the teaching team throughout the year, led by our Learning Support leaders.
- Ongoing professional discussions at team and whole teaching staff level on matters of curriculum: unit evaluation, moderation of student work, inquiry, integrated curriculum, Christian Studies.
- AISSA Cross School Moderation Project – AISSA Assessment and Moderation Project. In conjunction with Golden Grove Lutheran Primary School, we were involved in an intensive year long project. The project connected with leaders from the fields of Mathematics and English from ACARA. We had the opportunity to have professional learning with these experts throughout the year. From the year long project our Curriculum Team developed our own moderation protocol for English and Mathematics, based on the learning from the project. The project enabled us to:
 - o Be supported in developing in-school and cross-school professional teams centred on building teacher capacity with quality assessment and moderation practices. There was an expectation that we would collaboratively interrogate evidence to validate conclusions about student learning on two levels: within each school; across schools through the establishment of Communities of Practice.

The project scope:

- o Undertake moderation practice in the context of learning areas of English and mathematics (and Specialist teachers in their chosen field.)
- o Actively engage in cross school assessment focused on professional conversations focused on evidence
- o Develop deep understanding of achievement standards and learning progressions
- o Engage in moderation research theory
- o Develop a framework and protocols for high impact assessment and moderation
- o Develop an understanding of benchmarking against criteria
- o Design common assessment tasks
- o Annotate evidence and capture cognitive commentary against the agreed criteria and 5 point scale

By-products of the project:

- o Assessment tasks aligned to the Achievement Standards (Australian Curriculum)
- o Annotated work sample (A-E)
- o Annotated work samples chosen by AISSA and ACARA to demonstrate exemplary practice
- o Moderation resources
- o A deep understanding of the knowledge, skills and understanding within each Achievement Standard in the Australian Curriculum.

STEM Action research project (AISSA) – (Learning that supports team development e.g. Stage and staff teams)

- Professional learning discussions and development of curriculum at a Connected Schools level including ICT, Integrated Curriculum, Music, LOTE, Principal meetings, Deputy Meetings, Director of Learning meetings.
- Valuing Safe Communities training was undertaken by new staff members



- A school wide focus on Positive Education and Growth Mindset training for the staff.
- Australian Curriculum - various training opportunities through the Association of Independent Schools of South Australia (AISSA)
- Dyslexic Type Behaviours. Led by the learning support coordinators with a focus on spelling and phonics.
- 2017 saw Good Shepherd continue to integrate the learning management system EDUMATE. Professional learning occurred in the following areas: Admin team training; EDUMATE users group hub group sessions for the Administration team; curriculum module training (Director of Learning and Resources and key teachers); adding attachments and notes to a student profile (teachers and some LSO's.)
- Learning and Teaching @ GSLS. Understanding the new curriculum documents; Professional learning changes; reporting; learning spaces. Led by Director of Learning & Resources.
- Cultures of Thinking:
 - o Theory; practice; thinking routines; strategic plan. Led by the Leadership Team.
 - o Cultures of Thinking: Thinking routines - how are they going?
 - o 8 Cultural forces - what is happening now and where to next?
- Year 3 and new upper primary students Digital Rollout Night. Key headings included: Supporting parents and students in learning about the goals for digital learning at Good Shepherd in 2017. This includes:
 - o Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.
 - o Responsible use of digital devices at GSLS.
 - o Learning and digital devices
 - o Safety and security of digital devices
 - o Parent responsibilities and partnership with GSLS.
- For our teacher leaders: AISSA and Harvard University: Cultures of Thinking introductory workshop. In this one-day workshop the eight cultural forces that are the keys to shaping and understanding group culture were identified and explored. During the workshop, the following questions were explored:
 - o § What is a culture of thinking?
 - o § How can the cultural forces that exist in each classroom support and further develop a culture of thinking?
 - o § How can educators use thinking routines to structure, scaffold, and support students' thinking?
- Positive education: what is it? Unpacking the "P" in PERMA led by Principal and teacher leader of Positive Education
- Christian Studies: Various opportunities led by the Christian Studies lead teacher: clarifying general understanding of what Christian studies is within the classroom and a discussion re assessment and appropriate assessment tasks for students to be completing. Teachers planned with the CS lead teacher.
- Lutheran Education Australia: Australian Conference of Lutheran Educators: Theme - People, Planet, Purpose. Staff elected which day they would like to attend, with some LSO's choosing to attend a day. Other teachers had the opportunity to attend more than one day.
- Connected Schools Professional Learning Conference - Project Based Learning. This conference was run in conjunction with ACLE. It was planned

and delivered by the learning leaders of each of the Connected Schools. AISSA staff were the guest presenters.

- Positive Schools Conference 2017 - Exploring School Initiatives, Programs and Classroom Strategies That Work. Our Deputy, and 2 key Positive Education lead teachers in the school attended this conference in Melbourne.

Learning that supports team development e.g. Stage and staff teams

- Classroom teachers met regularly as Stage teams to support one another and to discuss teaching practice specific to their areas.
- Lutheran Schools Officers (LSOs) were given regular opportunity to attend special training days provided for them through 'Learning4all' workshops, engagement in teacher professional learning, and staff led in-house training.
- Curriculum conversations on a regular basis between new teachers and the Director of Learning.
- Ongoing professional discussions at team and whole teaching staff level on matters of curriculum: unit evaluation, moderation of student work, inquiry, integrated curriculum, and Christian Studies.
- Ongoing Digital Technology focus: in professional stage teams, review apps and plan for 2018.
- Connected Schools Professional Learning Conference - Project based Learning. This conference was run in conjunction with ACLE. It was planned and delivered by the learning leaders of each of the Connected Schools. AISSA staff were the guest presenters.

AISSA Cross School Moderation Project - (See: **Learning that supports the whole school development plan.)**

- STEM Action research project (AISSA) - Technologies as an Australian Curriculum subject, led by Monica Williams, Senior Consultant from the AISSA. A yearlong project into 2018, with the AISSA consultant working with our teaching teams to better develop an understanding of the content of the Technologies curriculum. Teachers and teams developed units of work. The project will culminate in teachers sharing their learning in a celebration format with their peers.

Negotiated learning which supports the individual's personal growth according to individual interests, past learning and previous feedback.

- Key staff attended a series of Curriculum Leadership sessions run by AISSA.
- Professional Learning Plan (PLP) meetings with the Director of Learning and follow up throughout the year.
- Planning meetings with the Director of Learning.
- As required in support of Professional Learning Plans, teachers Watching Others Work (WOW) within our school setting.
- The introduction of the Snapshot Observation Tool, focussing on the 8 Cultural Forces, as a way to self-evaluate our own growth and development.
- Principal and Director of Learning participated at a sector level on various AISSA teams.
- Director of Learning shared and lead professional learning sessions for leadership teams at a sector level through the AISSA.



- Christian Studies Key teacher participated in ongoing professional learning through LSA.
- Individual teachers given opportunity to share their growth from professional learning opportunities undertaken outside the school.
- Sharing learning and best practice in flexible learning spaces. How do we best meet the needs of learners in our classrooms? Personal journeys of classroom teachers at Good Shepherd Lutheran School.
- Beginning Years teacher conference through Lutheran Schools SA.
- German Teacher's State Conference (with our languages teacher presenting and leading a session for attendees.)

3. Workforce Composition including Indigenous composition

Good Shepherd Lutheran school staff is structured to support leadership growth and value the input of each staff member. The school has a leadership development team made up of the Principal, Director of Business and Finance (formally Business Manager), Director of Wellbeing and Education Administration (formally Deputy Principal), and the Director of Learning Innovation (formally Director of Learning and Resources). In addition to this we run 4 stages of learning: Stage 1 (Foundation) - 3 teachers; Stage 2 (Year 1 & 2) - 5 teachers; Stage 3 (Year 3 & 4) - 4 teachers; Stage 4 (Year 5 & 6) - 4 teachers. Each of these stages has their own leader.

The school employs specialist teachers in the areas of Language, Creative Arts, Visual Arts, and Physical Education, providing a vibrant program in each of these areas. In addition to this we run a dedicated Learning Support team to support students with particular learning needs.

Good Shepherd employed no Indigenous staff in 2017.

Key Student Outcomes

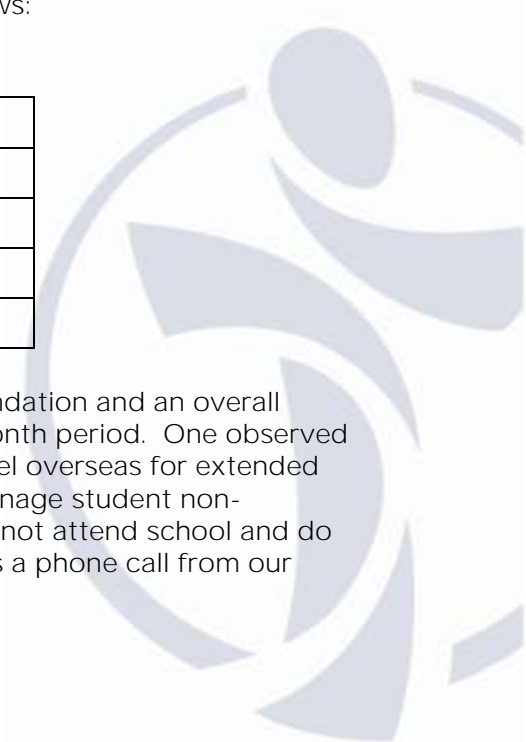
1. Student Attendance

The average student attendance rate for our school in 2017 was 93.42%

The average student attendance for each year level is as follows:

| Year Level | Average | Year Level | Average |
|------------|---------|------------|---------|
| Reception | 99.79% | Year 4 | 92.37% |
| Year 1 | 91.70% | Year 5 | 93.07% |
| Year 2 | 92.25% | Year 6 | 91.64% |
| Year 3 | 93.17% | | |

These attendance rates show significant improvement at Foundation and an overall decline across other stages comparative to the previous 12 month period. One observed reason for this relates to families from other cultures who travel overseas for extended periods to reconnect with family. Processes are in place to manage student non-attendance. These include daily follow-up of students who do not attend school and do not provide an acceptable explanation. This follow-up involves a phone call from our



front office and may on occasions also involve a meeting with the classroom teacher, Principal or Director of Wellbeing. Records of student attendance are kept and may be discussed at Parent Teacher Interviews if concerning patterns are emerging.

2. Benchmark Results

In 2017, all Australian students participated in annual testing of the reading, writing, spelling and numeracy skills at year 3, 5, 7 and 9.

One of the major purposes of the NAPLAN assessment is to give parents and care-givers information about the progress of their children in relation to nationally agreed benchmarks. These benchmarks represent the minimum standard of literacy and numeracy skills expected of students in Australian schools at these year levels. The table below outlines the percentage of students who scored above the benchmark. Good Shepherd strives to have every child participate in this testing regardless of their individual capacity to achieve. The testing is included in the program and presented to students as merely another classroom activity, no more or less important than any other. Stress levels are minimised and an inclusive approach values all children's efforts regardless of learning needs. As Good Shepherd grows in its multi-cultural make-up we relish the opportunity to support students from non-English speaking backgrounds to develop mastery of literacy and numeracy skills.

| | | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|--------|------|---------|---------|----------|-----------------------|----------|
| Year 3 | 2017 | 100% | 100% | 100% | 96% | 96% |
| | 2016 | 100% | 100% | 100% | 96% | 98% |
| | 2015 | 96% | 96% | 96% | 93% | 96% |
| Year 5 | 2017 | 98% | 93% | 98% | 98% | 100% |
| | 2016 | 95% | 95% | 93% | 93% | 93% |
| | 2015 | 98% | 98% | 98% | 100% | 100% |

3. Value Added

At Good Shepherd we seek to add value to the education experience of our students and the experience of the wider school community. Value is added by extending upon statutory curriculum requirements imposed on schools, by our ethos, culture and environment, and through the experiences provided by the school.

In 2017 this included:

Curriculum Related Activities

- Learning Support Programs for students. This included accessing individual support for students with special needs along with access to a number of other programs. Some of these include Reading Recovery, Multi-lit, Sound Ways, and Rainbow Reading.
- Programs for Gifted students. Students identified with special needs in this area are generally supported with extension and challenging activities in their classes. Differentiated learning has been a focus with significant support in professional learning and resources offered for teaching staff.

Other activities offered to these learners, included Connected Schools Enrichment Days – Physical Education, Science, Visual Arts, Mathematics. Clubs - Chess, Oliphant Science Awards, Science Club, Coding Club.

- Social and Emotional Learning support staff member employed 2 days a week
- Literacy Pro - Lexiles
- Scholastic Book Club
- Premier's Reading Challenge
- Book Week Activities including a 'Book Parade' and various Buddy time and in stage team activities.
- Book Share (A library and literature familiarisation program for Foundation students).
- Various visiting speakers
- Student Involvement in University of NSW Competitions (ICAS): Digital Technologies, Science, Mathematics, Spelling, Writing, English
- School Entry Assessments (Reception and Year One)
- Writing moderation within year levels based on the ESL Scope and Scales, scaling students R-7/NAPLAN marking guide/Australian Curriculum – English.
- Swimming Program at State Swim
- Tri Skills program
- Ace Tennis program
- AFL football clinics
- Year 10 students from Endeavour College coach our students in various skills associated with sports
- Junior School Musical
- Providing a regulated and planned weekly timetable for daily playtimes of 'Creative Play' based activities in the yard.

Excursions/Camps/Incursions

During 2017 our students attended a number of excursions and school camps.

- Stage 4 Camp Experience – passion project: In 2016 we redesigned the Stage 4 Camp, presenting students with a 'Personalised Experience' that tapped into the children's areas of interest as shared through conversation and survey data. Students nominated their 3 day experience from the following: Fishing trip; World's End conservation camping; My Kitchen Rules cooking; From script to screen; Zoos and Walk; Farm life; Coding/Technology and Sport (So you think you can play); Artist's Retreat
- Stage 3 camp to Glenhaven Adventure Camp
- Stage 2 Camp-in, Mengkiwodli;
- Stage 1 pyjama parties

Excursions included visits to

- German Film Festival at Arndale
- Endeavour College Drama production
- Art Gallery and Museum
- Highbury Aqueduc
- War on Waste – audit of rubbish in our local community. Part of the project on Sustainability.
- Fish poo and You – Aquaponics in action
- Highercombe Museum
- Birdwood Motor Museum
- Endeavour Art Exhibition/Showcase
- Road Safety Centre
- Morialta Nature Playground
- Aquatics Centre



- Gorge Wildlife park

Incursions included various guest speakers as primary sources for inquiry units of learning for all stages,

- Positive Education Day (SEED Day)
- Museum of Childhood/Toys
- Splash Theatre with a Book Week performance
- Life Ed Van
- Katie Wyatt - Artist in residence
- Connected Schools Art Workshop led by Endeavour College students
- ACE Tennis
- Tri-Skills
- Endeavour College year 10 band
- Science Forces show

Co-Curricula Activities

- Leadership Training for senior students
- Mentoring program for Year Six
- Chess Competition
- Music Night for students learning instruments at school
- Various School Sporting Teams including: cricket, netball, basketball and football
- Student involvement in a range of SAPSASA teams and Knock Out Competitions
- Year 4 - 6 involvement in National Lutheran Schools Week worship service
- Senior Music Ensemble
- School Garden
- Groovy Gardeners Club
- Connected Schools Athletics Carnival

School and Parent Community Links

- Before and After School Care
- Vacation Care
- Easter Chapel
- Reception children home visits by Stage 1 teachers
- Parent Information Nights for each class at the start of the year
- Reading and Writing information sessions.
- Parent Teacher Interviews (end of Term One)
- Transition visits for Reception students
- Class newsletters
- Digital platforms for sharing information with parents e.g. blogs, Seesaw, Google Classroom
- "ALOHA" social event at the start of the year
- P&F disco night
- Special 'Back to School Service' at Good Shepherd church.
- Morning teas after Chapel
- Class Carers program
- School assemblies
- Volunteer training sessions (for parent helpers).
- Shed Men group
- Mother's and Father's day stalls
- Reception children receiving a Bible from the Good Shepherd Congregation
- Volunteers 'Thank You' afternoon tea
- 'Dads and primary age children' camp weekend
- Staff vs Year 6's netball match
- Stage 1's Teddy Bear's Picnic



- Mum's and parent dinners
- "Amazing Me" evening for parents/children
- SEED Day professional learning workshops for parents (Positive Education)
- Learning Conversations (Parent Teacher Interviews)
- Grandfriend's Day

Community Outreach

- Service project - Australian Lutheran World Service
- Service project - Lutheran Community Care (LCC) bake sale fundraising run by students
- Service project - LCC food hampers
- Service project - Operation Christmas Child, shoe boxes
- Service project - Australian Lutheran World Service
- Service project - Maranatha Health (Uganda)
- Service project - Salvation Army
- Care packages for the Australian Defence Force serving in the Middle East.
- Ring Pulls - The Rotary Club of Barossa Valley has been collecting ring pulls from canned drinks for more than 5 years. In this time we have collected over 15 tonnes of aluminium ring pulls. The ring pulls are sold to aluminium recyclers and the money raised is used to help provide prosthetic limbs for land mine victims in Cambodia.
- Clean Up Australia Day for Schools

Spiritual Dimension

- Weekly Chapel services
- Daily devotions in class
- Lifelong Learning Values
- School Pastor
- Visits from Youth Team from Good Shepherd Church
- Counselling through Pastoral Care Coordinator
- Spiritual Leadership workshop for students through LSA Office
- Easter Chapel
- SEED Day worship and mindfulness activities
- Staff daily devotion and prayer groups

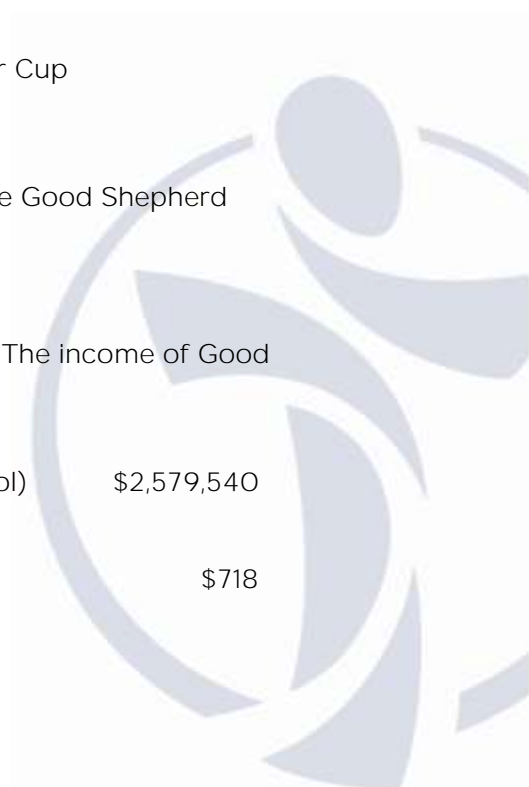
Special Occasions

- Junior School Musical
- Connected Schools Sports Day - The Endeavour Cup
- End of Year Service and Graduation Ceremony
- Year Six Graduation Dinner/evening
- Final School Assembly
- Reception students receiving their bible from the Good Shepherd congregation

School Income Broken down by Funding Source

The school receives funding from a number of different sources. The income of Good Shepherd can be summarised as follows:

| | |
|---|-------------|
| Commonwealth Government | |
| For recurrent purposes (daily running of the school) including per capita funding and special grants. | \$2,579,540 |
| For building and capital purchases | \$718 |



| | |
|---|-------------|
| State Government Funding Includes per capita and special needs funding | \$581,464 |
| Student Fees | \$1,329,248 |
| Sundry Income | \$199,133 |

Satisfaction

Throughout the year our improvement agenda was data driven, as we continued to respond to the 2016 Quality Schools Project data from students, staff and parents. Our revised School Improvement Plan is publically available via the school's website.

Community feedback relating specifically to student learning and wellbeing was a significant driver in the development of facilities and resources throughout 2017.

Parent Satisfaction

Feedback from parents occurred through a number of sources, some formal and some informal. Parents were regularly encouraged to express concerns and provide feedback to the school about school related issues.

- Use of an 'Exit Survey' given to families when they leave the school. This survey provides a clear indication of their satisfaction about the school.
- In a number of less formal ways we also provide opportunities to gauge parent satisfaction through: Learning Conversations, Parent Information Nights, Parents and Friends Association, specific feedback to teachers and class carers.
- The staff of Good Shepherd also try to maintain an 'open door' policy allowing parents to speak about concerns as soon as possible when they arise. Involvement in 'Restorative Practices' empowers parents as contributors to the problem solving process and in celebration of goals achieved.
- In our Newsletter we also regularly encourage parents to raise concerns or questions about anything that is happening in the school. A school email address is in place, for the specific purpose of receiving comments and suggestions about any aspect of the school.

Staff Satisfaction

Staff are provided with a variety of opportunities to provide feedback about the school and to also share in decision making:

- Consultation Committee. This committee is set up with regular time allocated for staff to provide feedback and raise school related issues that can be considered by management.
- Staff representation at Leadership Team meetings. If staff have specific issues or concerns these can be raised by representatives at Leadership Team meetings.
- Conversations with senior management. These are scheduled and provide staff with the opportunity to provide feedback about the school in general and also in relation to their specific role within the staff structure.
- Staff meetings also provide opportunity for staff to raise issues and concerns while also evaluating and giving feedback about specific school related issues.
- Leadership staff are accessible to staff so that they can discuss concerns and provide feedback about school related matters as they arise.

Student Satisfaction

In addition to the ongoing Quality Schools Project goals, indicators of student's satisfaction were derived from feedback from parents, students meetings, class meetings, class and individual approaches to the Principal regarding school related issues, issues that arise from time to time in counselling sessions with the Pastoral Care Coordinator and teacher observations.

School leaders meet regularly with the School Captains and Vice Captains to discuss issues of general wellbeing within the school student body. These discussions are very useful in helping staff gain a sense of how the senior students feel about the general climate within the school.

Closing

I celebrate that our students continue to benefit from a high functioning, highly professional and extremely well-connected community. I give thanks that gratitude, trust and integrity are characteristics of Good Shepherd Lutheran School.

My passion is to continue to lead our school along its 'good to great' journey and I acknowledge that this is a journey without end. We're not 'great'; thinking so would suggest all has been achieved and every relationship and interaction is without fault. Rather, we must be humble, acknowledge our vulnerabilities and continue to be active and connected as together we grow for LIFE.

We look forward with great anticipation to the 2018 Quality Schools Project. The second iteration of the 360^o survey tool will provide us with rich comparative data to further our improvement journey.

I thank God for keeping us alive to the wonders of each day. My commitment is that we will keep dreaming big for Jesus sake. And even on the days that challenge and temp, that we will practice deep gratitude for the blessings we have received. All glory be to God.

Respectfully submitted,



David Wilksch
Principal

