School Details

School sector: Independent Co-educational

School’s contact details:
Postal Address: P.O. Box 184, Mt Ommaney Queensland 4074
Street Address: 49 Horizon Drive, Middle Park, Queensland 4074
Phone: (07) 3373 4400
Fax: (07) 3376 2858
Email: enquiries@goodnews.qld.edu.au
Web page: www.goodnews.qld.edu.au

Total enrolments:

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>443</td>
<td>422</td>
<td>428</td>
</tr>
<tr>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

Year levels offered:
Prep to Year 7

Further School Information:
The Good News Lutheran School website also provides information on the school including a Good News Community Calendar, Blogspot (the latest on what is happening in the school and in the classroom), and information about our programs, values and beliefs. It also provides links to our eSchool and eKids sites. Our Intranet site (eGate) provides additional information for students and parents including school news, policies, handbooks and curriculum resources.

My School website [http://www.myschool.edu.au](http://www.myschool.edu.au) also has further information regarding funding sources.
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Introduction

The Good News Lutheran Church Congregation established Good News Lutheran School. The school has been operating for the past 30 years as a private, co-educational institution, providing quality education couched in the principles of the Christian faith as espoused by the Lutheran Church of Australia.

The school currently provides educational opportunities in a double stream class environment for Prep through to Grade 7 but will move to Prep to Year 6 in 2015.

Good News opened in 1984, and catered for children attending Grade 1 through to Grade 7. In 1994 the school expanded its educational facilities and built a double stream Preschool Centre to allow a seamless education for children from Preschool through to Grade 7. In 2007, the Preschool formally moved to a Preparatory program.

In 1999 the school once more expanded its educational facilities with the establishment of a Computer Laboratory to meet the changing and challenging educational needs of the future. In 2001 the school undertook a $2.1 million building and redevelopment program that saw the construction and/or refurbishment of the Administration Building, Parent Centre, Learning Support Centre and Staff Areas, and the building of a new indoor Hall, Worship Centre, Resource Centre, toilets and canteen. This was followed in 2003 by a “Cool Schools Program” with the installation of air-conditioning, insulation and window tinting (as required) to all classrooms and teaching spaces.

A new and exciting Senior Playground (for Years 5, 6 & 7) was completed in 2004. This was in addition to the 3 existing age appropriate playgrounds for Prep, Years 1 & 2 and Years 3 & 4.

In 2006 the school undertook construction of an access ramp to Block ‘E’ and a passenger (goods) lift to Block ‘B’. These facilities have ensured disability access to all areas of the school.

2007 saw the beginning of our major refurbishment program with Block B being totally refurbished. Block ‘E’ was refurbished in 2008, including the construction of a new covered deck, new staff rooms and a new Utility Room.

As part of the Australian Government’s Building the Education Revolution funding in 2009, Good News Lutheran School refurbished Block C (Year 5 classrooms and staff lounge/meeting rooms) and undertook the construction of a new purpose-built Music Centre (with Music and Band Classrooms and Teaching Rooms) and a new multi-purpose Learning Centre for Literacy & Numeracy, Science/Art and eLearning. We also built a new Year 3 / 4 Playground. Construction for these projects was completed in 2010.

In 2011, with assistance from our Parents & Friends, the Prep playground was refurbished and 2 of our carparks were sealed.

A new, engaging and challenging Senior Playground was completed at the end of 2014.

The school has a proactive building and grounds maintenance program and is continually reviewing the long-term educational needs of students to ensure the provision of the best facilities to delivery a quality curriculum.
We continued to maintain grounds, gardens and buildings at a high standard.

School Ethos
At Good News Lutheran School we value every child as a unique gift of God with individual strengths and needs. Good News offers quality Christian education in a caring, accepting environment to develop each child spiritually, academically, physically, socially and emotionally. Good News aims to put in place, through its teaching programs, the building blocks that will nurture children to develop Christian understandings and appropriate values (such as compassion and respect), and further develop their individual identities within a community perspective.

Good News, through its dedicated Staff, its encouragement of parental involvement and the provision of pastoral care and counselling, offers an environment in which each child can develop to their greatest potential.

The school’s active worship life and Christian studies programs support children’s Spiritual development and provide the foundation for building our values education program.

Strategic Focus

Painting a picture is bringing the future into the present, so that we can do something about it now.

The most effective way to make our dreams come true is to visualise the future, and articulate it so that we and others can embrace it. Our Strategic Plan is just that. It serves as a vivid mental image of how we plan for the future of Good News Lutheran School to look, act and feel by the end of 2015.

Our Mission
To nurture an inclusive and Christ-centred educational community of life-long learners and positive contributors, supported to grow their unique, God-given potential.

Our Vision
A caring Christ-centred community, widely recognised for educational innovation, leadership and excellence, underpinned by service and the values of identity, compassion and respect for all.

Our Motto
“Life in all its fullness”.

To achieve this, a holistic approach is required where every stakeholder in the school plays their role to enable the vision.
Good News Lutheran School – 2014 Annual School Report

Our Success
Good News Lutheran School is successful when our students:
• achieve their individual and collective potential
• love and embrace learning
• have a relationship with Christ
• are emotionally and socially responsible people
• demonstrate a high work ethic
• are personally responsible for their actions, and
• become global citizens who live Christian values and are resilient to any conflict to these values.

Greater Good
Good News Lutheran School seeks for students to:
• make a positive Christian contribution to the world
• adapt and change with the world, and
• become personally fulfilled servant leaders.

How Good News Lutheran School looks, acts and feels to others.
Good News Lutheran School is a community that is recognised internally and externally for its deeply ingrained patterns of behaviours and practices. It is seen to be:

- Caring
  - Identity
  - Recognition
  - Pastoral Care
  - Empathy
  - Support

- Christ-centred
  - Service
  - Humility
  - Compassion
  - Integrity
  - Honest

- Community Focussed
  - Relationships
  - Respect
  - Positive contributors
  - Service Learning
  - Inclusive

- Educationally Innovative
  - Catering for individuals
  - Learning approaches
  - Digital Literacy

- Delivering Excellence
  - Professional
  - High standards
  - Talented staff
  - Life-long learners
  - Open and transparent
  - Consistency
Key Strategic Drivers

The drivers that will ensure Good News Lutheran School lives its mission and achieves its vision in accordance with its values in a caring, Christ centred community, are:

Good News Lutheran School’s Value Factors

Staff members, directors, Chaplain and school stakeholders focus on using their leadership skills to achieve the following priorities:
Australian Curriculum

During 2014, teachers at Good News continued implementing English, Mathematics, Science and History from the Australian Curriculum (AC) and also began implementing Geography. During this time, teachers continued to develop inquiry based units engaging with the year level achievement standards, content statements, cross-curricular perspectives and the general capabilities for each of the Learning Areas. During the engagement and implementation phases of the Geography Curriculum, teachers began integrating across other learning areas where opportunities arose.

To underpin the continued implementation of the Australian Curriculum, there was a large focus on unit design and teacher pedagogical practices. Teachers focused on designing units using the Backward by Design principles.

Year level Mathematics and English from Year 2-7 is still delivered through a smaller group instruction model that caters for students who need intervention as well as extension, in both of these subject areas. Extension Science classes were also held during Semester Two, 2014.

After a review was conducted of the social and emotional well-being programs and the values program at Good News, Kids Matter was implemented with the aim of improving student mental health and emotional well being, in line with the Health and Physical Education – Australian Curriculum.

Assessment and reporting at Good News is done in line with the standard for each AC subject area. These standards need to be achieved by the end of the year. Student learning is assessed using a wide range of assessment modes and is formally reported using a 5 point scale, biannually. Two parent/teacher interviews are conducted each year.
Distinctive Curriculum Offerings

Christian Studies Program
The Christian Studies Curriculum Framework (CSCF) is the Christian Education program used in Lutheran schools throughout Australia. Classes complete units of study in the strands of Christian Church, Christian Beliefs, Christian Living, and Christianity in the World.

Each unit builds on the previous year’s work, so that students gradually increase their knowledge of God and his Word and deepen their understanding of their relationship with Jesus.

Worship is a most important element of school life at Good News. A weekly Chapel service brings students together to glorify God. On other days, classes begin with a short morning devotion. Many students assist in worship through participation in music groups, Bible readings and prayers, or by leading class devotions.

Literacy & Numeracy Groupings
The teaching and learning of Literacy and Numeracy is considered an extremely high priority at Good News Lutheran School. The small group ‘learning teams’ delivery model used within our school from Years 2 – 7, reflects this. Our school timetable is structured so that Literacy and Numeracy blocks, each of 1 hour, are scheduled daily at the same time across year levels. During the Literacy and Numeracy Blocks, students are placed into smaller groups (learning teams) to enable the curriculum to be delivered to students in groups that are ideally no larger than 15-20 in size and which target the ability levels and emotional needs of the students.

In our double stream school, across each year level, there are four learning teams for both Literacy and Numeracy. Teachers are allocated to these learning teams and are responsible for the planning, teaching, assessment and reporting of the students’ work and progress within their Literacy and Numeracy teams.

To ensure consistency of teacher judgement, the teachers of the Literacy and Numeracy teams, in each year level, plan together and structure common assessment tasks which are used to enhance learning and also to report on student progress. These common assessment tasks also allow for movement between the learning teams, when needed.

Learning Support Program
Good News offers intensive assistance for students who require extra support to maximize learning. A Literacy and Numeracy support program is available for Junior Primary students. Students in Years 4 to 7 can also access literacy and numeracy support in small groups on a daily basis through a dedicated learning support program delivered by specialist staff. The school is proactive in identifying students who are in need of support through tracking annual standardised testing programs, the National Year 3, 5 & 7 testing program, student portfolios and the tracking of outcomes.

In addition, students can access the services of Occupational Therapists, Speech Pathologists and consultant psychologists.

Students with special needs are provided with intensive on-going support with their Individual Education Plans.
Gifted Program

A significant number of our students may be described as gifted - being outstanding in a particular field, or having a high level of ability across a range of disciplines. We recognise each student as an individual and valued child of God. Our responsibility, then, is to respond to the individual needs of each pupil.

Students gifted in Mathematics and English participate in extension classes, allowing them to study beyond their own year level, and some of our students are mentored as they work on individual programs, in order to meet their particular needs.

Our students are also encouraged to participate in outside competitions (e.g. UNSW Science, Maths, English & ICT Competitions, Young ICT Explorers, BEBRAS etc).

A variety of extra-curricular activities are also available to support and extend students gifted in a range of disciplines (e.g. Chess, Science and Music).

ESL - English as a Second Language

Students at Good News Lutheran School have the opportunity to work and play with children from a wide range of cultural backgrounds. We recognize the value of welcoming and sharing with families from all ethnic, linguistic and cultural groups. To assist students whose language background is other than English, a support program is available to help develop literacy skills, and to enable each child to participate fully in school life. An intensive daily support program is provided for children who have recently arrived in Australia, in order to help them settle in to their new environment. ESL students are supported by modified programs when appropriate. Good News utilizes the services of an ESL consultant when necessary.

eLearning

Students at Good News build digital literacy while using ICT to enhance their knowledge of other subjects, such as Science and History.

Good News has a full-time eLearning Integration Teacher to manage the development of digital literacy for students from Prep - Year 7. All students have a fully integrated approach with digital literacy built within the context of other subjects under the guidance of both classroom teachers and the eLearning Integration Teacher.

Digital literacy progress is tracked and reported on each semester for all students against the criteria set out in the Good News Digital Literacy framework.

For more information about our Digital Literacy program, visit www.eSchool.net.au.

Excursions, Incursions and Camps

Camps, excursions and incursions enhance classroom learning. All year levels enjoy a variety of excursions / incursions, and students in Years 4 to 7 take part in a school camp program. The Outdoor Education program provides an opportunity for children to learn about environmental science in context and skills of social interaction, as well as bush craft, hiking, orienteering, surfing, initiative activities and confidence building. Students grow in self-esteem as they learn to face the kinds of challenges that the classroom alone cannot provide.
Extra-curricular Activities

Sport Activities
Good News provides a wide range of co-curricular activities as an integral part of the education experience. These activities cater for students’ diverse abilities and offer them the chance to form life-long interests outside the academic field.

Our skills-based physical education program allows students to explore a range of activities including dance, gymnastics, swimming, athletics and team sports. Activities are designed to meet children’s developmental levels and a perceptual motor program is offered to promote the development of physical coordination.

Outside their regular P.E. lessons, students are encouraged to participate in a variety of team sports. Our students compete at Inter-house and Inter-school games, as well as at regional, state and national levels.

Musical Activities
Involvement in and appreciation of music enhances the quality of life for each student. All students study music in weekly lessons with a specialist music teacher, and opportunities abound for children with a special interest to join choirs, have tuition on a range of instruments, play in one of the school bands, perform at school and community functions and participate in competitions.

Many Good News students have been selected to sing with elite groups including the Australian Girls Choir. Past students have been chosen to tour around Europe with the Australian Youth Choir. Our choral programme is very active, with the Junior, Middle, Senior and Chamber choirs performing at various competitions and at many school-based functions. We also endeavour to produce a school musical / concert each year.

Visiting instrumental teachers enable students at Good News to develop voice, keyboard, string, woodwind, brass and percussion skills on a variety of instruments. Lessons are taught to individuals and groups before, during and after school hours.

Our school offers opportunities for students to participate in one of our two bands – White Band and Concert Band – or ensembles – Recorder, Dolce Strings, Vivace Strings and the Performance Extension Group. The bands are very active during the school year; taking part in competitions and performing at functions such as Evenings of Music and the Book Fair.

Staff Profile

Staff Attendance Rate
Out of 193 School Days in 2014 the average staff attendance rate was 188 days/teacher.

Staff Retention
Our staff retention rate for 2014 was 100%.

Professional Development
All teaching staff (and indeed all staff) are encouraged to access in-service and outside professional learning activities each year.
Good News Lutheran School is committed to developing its teachers and staff, to meet the challenges and demands of a changing educational landscape.

The total amount expended on teacher professional development in 2014 was $18,853. The average expenditure per teacher on professional learning in 2014 was $712 per teacher (FTE).

Significant in-house training and professional development was also undertaken.

### Staff Qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Percentage of classroom teachers and school leaders at the school who hold this qualification (highest qualification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
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<tr>
<td>Masters</td>
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<tr>
<td>Bachelor Degree</td>
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<tr>
<td>Diploma</td>
<td>16%</td>
</tr>
<tr>
<td>Certificate</td>
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</tr>
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</table>

### Staff Development Priorities 2014

- Implementation of the Australian Curriculum in the subject area of Geography - all class teaching staff.
- Engaging in the Australian Curriculum subject area of HPE in readiness for implementation – Curriculum Coordinator and HPE teacher.
- Skilling teachers to plan inquiry based units in the Australian Curriculum areas, and embedding critical and creative thinking skills within those units – all teaching staff.
- Skilling staff in computer monitoring and student cybersafety education – all staff
- Engaging in the Australian Curriculum subject area of Technology – all teaching staff.
- Understanding ASD students and how to enhance the general wellbeing of these students- all staff.

### Major Professional Learning Activities 2014

- AC Technology Introduction: 31 staff
- AC Digital Technologies Syllabus: 1 staff
- An Introduction to C2C: 2 staff
- ASD Student well-being: 29 staff
- Brisbane HPE Conference: 1 staff
- Christian Studies Coaching: 1 staff
- Computer monitoring and student cybersafety: 39 staff
- Cross Site Moderation Day: 33 staff
- CS Equip Module 3: 3 staff
- CS Equip Module 4: 3 staff
- CS Equip Module 5: 3 staff
- Cybersmart Teacher Outreach: 17 staff
- Development Series on Differentiating the Curriculum
for Gifted Students 3 staff
- Differentiating the Curriculum for Gifted Students 4 staff
- Edmodo 27 staff
- EduTech 2 staff
- Engaging with the Australian Curriculum Languages - Primary 1 staff
- GNLS Better Schools Survey & Review staff ethos & protocols for 2014 48 staff
- Hearing Impairment for Class Teachers with Students with Hearing Impairment in their class 3 staff
- Helping your Pre-prep - Year 2 child become confident & capable 1 staff
- Homework at GNLS 19 staff
- ICT Session - Edmodo 21 staff
- Inquiry Learning 31 staff
- INTASE Education Leaders Conference 1 staff
- Kids Matter 45 staff
- Kids Matter Action Team 6 staff
- Kids Matter Occupational Therapy 1 staff
- LEQ Curriculum Leaders Network Meeting 1 staff
- Nationally Consistent Collection of Data on students with Disability 2 staff
- National Lutheran Principals Conference 1 staff
- Notability App iPad PD 20 staff
- Observation Week PD 18 staff
- Pathways Spiritual 14 staff
- Principals and School Leaders Briefing & Support for Curriculum Leaders 3 staff
- Refresher CPR 46 staff
- Scootle Community 4 staff
- Sensory Processing in the Classroom 26 staff
- Sensory Processing for Parents & Teachers 1 staff
- Service Learning & Aust Curriculum Update 27 staff
- Service Learning Study Tour 2 staff
- Sharing of Learning Task Digital Technology 9 staff
- Special Needs & School Counsellors Annual Conference 1 staff
- Student wellbeing & BMP Discussion 32 staff
- Teaching Strategies for Successful Education - Autism Spectrum Disorder 1 staff
- Understanding/Assisting children with Dyslexia 1 staff
- Using Explain Everything to create portfolios 15 staff
- Using QR codes 18 staff
- Virtual Music Education Conference 1 staff
- Victoria Carlton’s approach to Jolly Phonics 3 staff
- Where to from here - The National Curriculum 1 staff
- Women Teaching Boys workshop 2 staff
Academic Results

Student Attendance
Average Student Attendance Rate for 2014 was 94.7%.
(Note: As in previous years, we had a number of students away due to extended family travel).

Management of Student Non-Attendance
The Good News Parent Handbook (p. 33) states that parents must phone the absentee line in the morning before 8:30am to advise if their child/ren will not be attending school that day. Teachers mark the class roll electronically by 9:00am each morning and this data is collated for legal purposes. The roll is also marked in the afternoon.
Good News students in Years 3, 5, and 7 sat a series of national tests in 2014 in aspects of literacy and numeracy. The National Assessment Program Literacy and Numeracy (NAPLAN) testing program has been designed by a national body and is one particular ‘point in time’ test. Schools also use a number of other assessment strategies to determine and measure student achievements.

Good News students have done exceedingly well, with many results in what could be called the ‘outstanding’ range. That is to say, Good News has a significant number of students who scored at the top end scale. Generally speaking, Good News students, right across the spectrum, are progressing at a very high standard when compared to their peers across Australia.

Like all schools who take a cross section of students into their learning programs, we have some students who fall below the benchmark. In 2014, Good News had 0 children in Year 3, 3 children in Year 5 and 4 children in Year 7 who scored below a national benchmark. However, no student fell below the benchmark in all five literacy and numeracy aspects. For some children, learning doesn’t come easily and they have to expend a great deal of effort to achieve their results. To have all of these children achieving at or above the benchmark in at least one area is a great credit to these children, who are well supported by their parents and their dedicated teachers.

An interesting trend that the results indicate is that the longer our students are exposed to our programs the better their results, such that there are greater gains between Years 3-5 and Years 5-7 compared to both schools with the same starting scores and schools with ICSEA scores.

Note:
In all aspects of assessment – Reading, Writing, Spelling, Grammar & Punctuation and Numeracy - in all year levels assessed, GNLS results were higher than National and State results.
# NAPLAN Key Outcomes

## Benchmark Data – 2014

### READING

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (Good News)</th>
<th>Average Score (Qld)</th>
<th>Average Score (Aust)</th>
<th>% Above Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>486</td>
<td>410</td>
<td>419</td>
<td>100%</td>
</tr>
<tr>
<td>Year 5</td>
<td>543</td>
<td>496</td>
<td>501</td>
<td>100%</td>
</tr>
<tr>
<td>Year 7</td>
<td>588</td>
<td>542</td>
<td>546</td>
<td>96%</td>
</tr>
</tbody>
</table>

### WRITING

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (Good News)</th>
<th>Average Score (Qld)</th>
<th>Average Score (Aust)</th>
<th>% Above Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>442</td>
<td>390</td>
<td>402</td>
<td>100%</td>
</tr>
<tr>
<td>Year 5</td>
<td>501</td>
<td>457</td>
<td>468</td>
<td>98%</td>
</tr>
<tr>
<td>Year 7</td>
<td>550</td>
<td>505</td>
<td>512</td>
<td>98%</td>
</tr>
</tbody>
</table>

### SPELLING

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (Good News)</th>
<th>Average Score (Qld)</th>
<th>Average Score (Aust)</th>
<th>% Above Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>545</td>
<td>400</td>
<td>412</td>
<td>100%</td>
</tr>
<tr>
<td>Year 5</td>
<td>519</td>
<td>489</td>
<td>498</td>
<td>100%</td>
</tr>
<tr>
<td>Year 7</td>
<td>561</td>
<td>537</td>
<td>545</td>
<td>98%</td>
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</table>

### GRAMMAR & PUNCTUATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (Good News)</th>
<th>Average Score (Qld)</th>
<th>Average Score (Aust)</th>
<th>% Above Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>512</td>
<td>421</td>
<td>426</td>
<td>100%</td>
</tr>
<tr>
<td>Year 5</td>
<td>563</td>
<td>500</td>
<td>504</td>
<td>98%</td>
</tr>
<tr>
<td>Year 7</td>
<td>591</td>
<td>541</td>
<td>544</td>
<td>100%</td>
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</tbody>
</table>

### NUMERACY

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (Good News)</th>
<th>Average Score (Qld)</th>
<th>Average Score (Aust)</th>
<th>% Above Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>465</td>
<td>393</td>
<td>401</td>
<td>100%</td>
</tr>
<tr>
<td>Year 5</td>
<td>545</td>
<td>481</td>
<td>487</td>
<td>98%</td>
</tr>
<tr>
<td>Year 7</td>
<td>609</td>
<td>544</td>
<td>546</td>
<td>100%</td>
</tr>
</tbody>
</table>
University of NSW Maths & English Competition

The graphs below show Good News students’ results over the period 2010 to 2014 in University of NSW Maths and English Competitions.

These results show how support programs in Literacy, Numeracy, ESL, and our Gifted and Talented programs have achieved positive outcomes in the number of students achieving High Distinctions or Distinctions and Credits. Good News also has similar results in Computer, Science, Writing and Spelling in the University of NSW Competition.

Note: HD’s = High Distinctions, D’s = Distinctions, C’s = Credits, M’s = Merit, P’s = Pass

UNSW Maths Results

UNSW English Results
Pastoral Care

Pastoral Care
A sign of the strength of a Christian community is the way in which its members support and care for one another. Therefore, all staff at Good News view the pastoral care of students, families and each other as an important aspect of their role at the school. Additionally, programs such as our Buddy system, which involves pairing a younger child with a senior student, foster a sense of belonging and affirms each child’s identity as a valued individual at Good News.

We expect all members of the Good News community to treat each other with respect and compassion, responding sensitively and appropriately to those in need. When words or actions cause pain to others, we seek to react in a spirit of forgiveness and reconciliation. A strong link ties the Good News school and church, evident in the involvement of congregational members in the life of the school, and in the participation of many members of the school family in church activities.

Counselling Services
The school offers counselling and pastoral care to all members of the Good News community - students, staff and families - through the Church Pastor, Community Chaplain, a part-time Counsellor, the Pastoral Care Committee and through relationships developed with school staff.

Good News also employs the services (often in partnership with parents) of a professional psychologist to work with children who may need additional support with integration into the social life of the school.

School Policies
The school website has a ‘policy web’ section that includes all the school’s key policies including Workplace Health and Safety, ICT, Child Protection, support of the National Report on Schooling in Australia, Lutheran Church of Australia policies and staff policies.

Anti Harassment Policy
The school has an active Anti-Harassment and Bullying Policy where we undertake class, teacher and parent surveys to monitor bullying issues and concerns. We also encourage students to deal assertively (not aggressively) with incidents of harassment and bullying directed towards them or others. If their requests for its cessation are ignored, they are encouraged to report the behaviour immediately to a member of staff. In every instance, action is taken to eliminate the harassment and bullying, with our primary focus on protection of the person being bullied.

Bullying and harassment are contrary to the Christian ethos at Good News Lutheran School, which emphasises care and respect of all members of the School community (students, staff, parents and friends).

The School takes harassment and bullying very seriously and commits itself to programs and procedures designed to minimise their occurrence and deal effectively with them, when they arise.
Activities and sessions that focus on harassment and bullying form a component of the Pastoral Care program in every class and is revisited on a regular basis. Students are helped to define and understand harassment and bullying, and are empowered with strategies for dealing with it. They are also led to reflect on their own behaviour and responsibilities in relation to the respect and care of others.

**Safe Place**

The Lutheran Church of Australia and its system of schools wants the communities we serve to know we are serious about providing safe places of learning in our schools. The church provides a referral service for any person to use should they believe sexual misconduct has occurred in any of its churches or schools.

**School-based Contact Person**

For further information on the school and its policies please contact Mr Adam Richardson, Principal, Good News Lutheran School or Michael Cassimaty, Business Manager, Good News Lutheran School on 3373 4400.

**Parental Involvement**

Good News has an open door policy with parents and strongly encourages parents to be partners in the daily life of the school. The school fosters good relationships with parents by providing dedicated areas for parents to meet within the school (Parent Centre with coffee and tea facilities / shaded seating areas close to classrooms). Parents are encouraged to be actively involved in worship, camps, excursions, sport, music events and in the classroom learning programs.

Good News has a policy where we consult with parents regarding students’ needs and we value parents’ input. We regularly survey parents for their opinion on school and staff performance and ensure we implement changes that will lead to positive outcomes.

The Good News Lutheran School Council has parent representation on Council.

**Parents and Friends**

The Good News Lutheran School Parents and Friends’ focus is to nurture an alliance between the community and school. The P&F aims to enrich the learning environment of our school population by raising funds to enhance the school's facilities and resources, as well as coordinating special events and connections for families.

Four General Meetings are normally held throughout the year with Executive Meetings in support of activities as required. On occasion, invited guest speakers present valuable information on school, parenting and community issues. Notice of meetings and events are available in the school newsletter and on the community calendar. Members may also elect to receive news and notifications via e-mail.

Over recent years, the P&F has provided funds for school air conditioning, stage lighting, sports equipment, seating, major band instruments and accessories, purpose-built playgrounds, water coolers, furniture, carparks and extensive shade covering for facilities. Each year, the school and P&F work together to determine suitable projects to be funded. The P&F hosts fundraising and social events within the school community to help meet the costs of those priorities.
Services provided by the Good News P&F include assistance in the tuck shop, second hand uniform sales, a welcome barbeque, and a number of very enjoyable social events such as the Book Fair and movie nights.

The P&F has an active and enthusiastic committee and enjoys the support of many members on individual activities and projects. Members of the GNLS community are encouraged to participate and be involved wherever possible. All activities and fundraising are directly and entirely for the benefit of all of our children, families and wider charities.

**Community Satisfaction**

<table>
<thead>
<tr>
<th>School Council Policy – Building Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>• We will seek to serve and be responsive to the needs of the community through the educational programs at Good News.</td>
</tr>
<tr>
<td>• Individuals are treated with and treat others with respect and compassion.</td>
</tr>
<tr>
<td>• Caring is responsive and proactive within the constraints of loving sensitivity.</td>
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</tbody>
</table>

**Students**

*Students are challenged and informed by the Christian faith to develop life skills and congruent values.*

**Values Program**

The Values Program for students continues to be a developing vehicle for the transmission of life skills and congruent values. The Values Program remains an important supportive element for our total educational program.

**Pastoral Care**

The pastoral care program is largely undertaken by the teaching and support staff on a class by class basis. Wherever possible, we involve children in the care and support of fellow class members.

**Staff**

Staff are respected and supported so that they in turn respect and support others in the community.

This is a pivotal part of Building Community and one that we take seriously. Therefore, we invest energy and resources accordingly.

Aspects from the benchmarking for Good News Lutheran School highlights the level of involvement and ‘satisfaction’ with the involvement of staff in Community Building. Critical to Building Community is support and understanding, which staff generously display to one another.

School Council continues to offer genuine care and support to staff members and this establishes strong partnerships.
In addition, a large number of parents offer support and encouragement to our staff through assistance, cards and prayers. Similarly, the school prays for and proactively supports families in need.

Parents

Parents are involved and respected as partners in their children’s education.

Care is taken to involve parents as partners in their child’s education. An open door policy operates, where parents are welcome to visit classrooms and meet with teachers and administration staff. In addition, we offer a number of opportunities for teachers and parents to formally connect about their child’s educational issues. The Parents and Friends, in conjunction with the School, organise information sessions for parents throughout the year, from time to time.

Points That Underpin The Building Of Community At Good News

- Our Values Program identifies IDENTITY, COMPASSION and RESPECT. This means that we will value and treat with respect our staff; our students, our parents and those with whom we come in contact within the community.

- We endeavour to call all people by their first name, as appropriate.

- We treat our campus as a shared living space during work time (that is, we have fewer rather than many rules and we rely strongly on respecting each other and their space… as a large family would).

- The village nature of our school aids our community building because our children and parents meet outside of the school as well as inside of the school for sports, recreation, church activities and the like.

Parent Surveys

BETTER SCHOOLS SURVEY

May of 2013 saw the undertaking of the final staff, parent and student surveys for the Better Schools Project commissioned by Lutheran Education Australia. This was part of a 5-year (2009-2013) school improvement initiative in which standardised scores were obtained for Parent Satisfaction, Student Teaching and Learning, and Staff School Climate.

Almost every area for students to respond to saw an increase over the 2011 results. This included areas such as Student Morale, Teacher Empathy, Purposeful Teaching, Student Safety and Classroom Behaviour. Good News placed in the top 25% of schools for students’ Connectedness to School, Connectedness to Peers and Student Safety.
Staff responses saw improvement for Supportive Leadership, Role Clarity, Empowerment, Student Management, Curriculum Processes, Respect for Students, Parent Partnerships and Quality Teaching.

Parental Satisfaction achieved an average score of 70%, with scores ranging between 60% (Homework) and 85% (Learning Focus). The relative strengths were in the areas of School Improvement, Learning Focus, Stimulating Learning, Teacher Morale, Social Skills Development and Classroom Behaviour.

**KIDS MATTER SURVEY**

Kids Matter is an Australian Government supported mental health and wellbeing framework for primary schools.

Across the Kids Matter “Creating a Sense of Community” survey taken in 2014, Good News received an Average Score of 4.05 out of 5 (Total Score = 80.99%).

Areas of highlight include:

The percentage of parents who agree or strongly agree that:

- they feel welcome when visiting the school. (95.55%)
- the school respects and values them. (95.46%)
- the school provides a safe and caring environment for their child. (97.78%)
- the teachers care about their child. (91.12%)
- they feel comfortable speaking to their child’s teacher about their child. (88.89%)
- they are satisfied with the level of communication from the school. (88.91%)
- they are satisfied with their child’s social, emotional and behavioural progress. (91.11%)
- the school sets clear, high expectations for student behaviour. (95.55%)
- they know how to help their child do well in school. (86.67%)