

ANNUAL REPORT

2019



GOOD SHEPHERD
CHRISTIAN SCHOOL
Nurturing Firm Foundations

Principal's Foreword:

It is with pleasure that I present the Annual Report to our school community. The following report provides information and data on a range of key indicators within the school and serves a dual role in meeting State and Federal legislation regarding statutory requirements, as well as providing the wider school community with a snapshot of our school achievements in 2018.

The school was established in 1983 as a result of a vision from Pastor Hunter and as a ministry of Good Shepherd Baptist Church to provide quality Christian education to the wider community of Albany Creek and surrounding suburbs. The school officially started in 1983 with approximately 45 students and has steadily grown in both size and influence since that time and has earned a reputation as a quality education provider within the wider community. The governance of Good Shepherd Christian School is seamlessly aligned with our church, with the Senior Pastor holding the position of Chairman of the Board and each Board representative being required to be a member of Good Shepherd Baptist Church.

At Good Shepherd Christian School, we promote a vision to provide education which inspires character and leadership, and we strive to lead the students along a pathway of values-based experiences in their learning. This approach has been instrumental in creating a rich learning environment where values, character traits and leadership attributes are promoted amongst students and staff. The school mission statement of providing quality Christian education through partnership with local churches, parents, teachers and students which recognises the Lordship of Christ and the integrity of the Scriptures and prepare students for life in the world and eternity is applied to all facets of the school. Good Shepherd Christian School is proud of its well-equipped classrooms, technological resources, landscaped grounds and integrated curriculum across three sub-schools; Primary, Middle and Senior School.

The school seeks to develop the whole child; physically, spiritually, emotionally, academically and socially. Successful sporting programs and a range of subject are available for all students across the sub-schools.

We are thankful for the achievements, celebrations and accomplishments that made 2018 such a successful year within the life of the school and are pleased to share some of these with you through this report.

Rhonda Davis



Principal

Good Shepherd Christian School Annual Report 2019 (based on 2018 data)

Descriptive Information

School Sector:

Independent

School's Address:

185 Old Northern Road, Albany Creek, Queensland 4035

Phone: (07) 3264 2655 Fax: (07) 3264 5189

Total Enrolments:

109

Year Levels Offered:

Kindergarten to Year 12

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

Total enrolments	109
Girls	49
Boys	59
Full-time equivalent enrolments	108
Indigenous students	1%
Language background other than English	1%

Distinctive Curriculum Offerings and Extra-curricular Activities:

Good Shepherd Christian School provides a range of curriculum offerings from Kindergarten to Year 12 in accordance with the requirements specified by State and Commonwealth requirements.

Our Kindergarten curriculum aligns with the Early Years Framework and National Quality Framework. The Prep to Year 10 curriculum is organised around the Australian Curriculum and Years 11-12 courses are offered in accordance with the Queensland Curriculum and Assessment Authority syllabi.

The school offers of extra-curricular activities such as Music, Christian Living, Scripture Program, Leadership and Sport.

The School Executive, Senior Leadership and Heads of Department regularly review and analyse the learning outcomes and academic achievements of all students against State and National benchmarks, to ensure that our standards of learning are developing commensurate with comparable ages and cohorts of students. The school also provides annual analysis with summarised five-year trend data on NAPLAN results to assist with remediation and improved standards of achievement throughout the school.

Enrichment Program:

The philosophy and aims of learning intervention support students with learning difficulties and disability. Our aim is to involve everyone in the school community to work together in supporting each student and helping them to reach their individual potential. Inclusive practices are promoted for all students at GSCS.

School based management requires flexibility and responsiveness to the educational needs of every student. By identifying the educational needs and support requirements for a whole range of students in a school, management then assists in the promotion of best practice in the teaching of students with learning challenges.

Staff at GSCS were offered ongoing professional development in best practices for inclusion, planning for all learners and differentiation.

Social Climate:

Good Shepherd Christian School is renowned for a vibrant, engaging and highly relational school culture. This unique culture has been intentionally nurtured by the school board and the GSCS pastoral team since its inception. GSCS pastoral team supports families both in and out of school, particularly focusing on families who require additional support.

Good Shepherd Christian School has an anti-bullying and harassment policy which seeks to develop a positive school culture through spiritual and character development, leadership training, and behavioural boundaries.

Parental Involvement:

Good Shepherd Christian School recognises that parental involvement in a students' education increases student academic achievement. Parents are welcomed into the school for all events and open two-way communication is encouraged between parents, teachers and the school management team. Each student is assigned a Pastoral Care teacher. The Pastoral Care teacher contacts parents on a regular basis to update them on overall social, personal and academic progress of their children. Parents meet formally with teachers twice a year at Student-Parent-Teacher learning conversations; however, they are encouraged to discuss their child's progress with teachers on an ongoing basis via formal and informal meetings, email and student diary entries. Parents are also formally involved in the P&C Association which is an active group promoting and fundraising for the school.

Other activities parents have been involved in are as follows:

- Library assistance
- Coaching of sport
- Reading and assistance in classrooms
- Events assistance
- Fundraising events
- Sporting events
- Camping events

Parent, Teacher and Student Satisfaction with the School

The school used both formal and informal surveys and feedback from staff, students and teachers regarding their satisfaction with the school to assist in the schools development of a strategic planning and school improvement planning. The following table highlights overall satisfaction across five key areas:

Satisfaction Data	Satisfied/Highly Satisfied (1-5) Results
Mission and Values	5
Student Outcomes	4
Student Welfare	5
School Leadership	5
Communication	4

Contact Person for Further Information:

Title: Principal

School Income Broken Down by Funding Source

For a detailed analysis of School Income please refer to *My School* website, www.myschool.edu.au

Staffing Information

Staff Composition, Including Indigenous Staff:

	Full Time	Indigenous %	Part-Time	Indigenous %
Teaching Staff				
Male	1	0	1	0
Female	6	0	8	0
Non-Teaching Staff				
Male	0	1	1	100%
Female	2	0	8	0
Total	9	1	18	3%

Qualifications of all Teachers:

Qualification	Based on the highest qualification held, number of classroom teachers and school leaders who hold this qualification.
Doctorate or higher	0
Masters	1
Bachelor's degree	12
Diploma	1
Certificate	0

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activities	Number of teachers participating in activity
First Aid & CPR	100%
Leadership	100%
Curriculum & Pedagogy	100%
Christian Education	100%
Learning Difficulties and Disabilities	50%
Total number of teachers participating in at least one activity in the program year	14

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher (FTE)
14	\$2772.92	\$200
The proportion of the teaching staff involved in professional development activities during 2018		100%
The major professional development initiatives were as follows: Professional learning was facilitated through Good Shepherd Christian School, Independent Schools Queensland (ISQ), Christian Schools Australia (CSA), and Queensland Curriculum Assessment Authority (QCAA)		

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
25	3885	32	99%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 99% in 2018			

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
13	12	92%
From the end of 2017 92% of staff were retained for the entire 2018 school year		

Key Student Outcomes

Average student attendance rate (%) for the whole school:

The average attendance rate for the whole school as a percentage in 2018 was 95%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2018
Year Prep	98%
Year 1	95%
Year 2	89%
Year 3	96%
Year 4	96%
Year 5	96%
Year 6	95%
Year 7	96%
Year 8	93%
Year 9	96%
Year 10	97%
Year 11	96%
Year 12	97%

A description of how non-attendance is managed by the school:

Absenteeism is managed in accordance with Good Shepherd Christian School Policies on Absenteeism, Pastoral Care and Behavior Management. Student absences are monitored daily and managed by the Heads of Departments. Parents are contacted to discuss irregular or persistence absences. Formal procedures are actioned for unauthorized absences.

NAPLAN results for Years 3, 5 and 7 and 9 in 2018

Benchmark Data for Year

For a detailed analysis of NAPLAN results please refer to *My School* website, www.myschool.edu.au

Reading		
Year	Average Score (School)	Average Score (National)
Year 3 (2018)	466	434
Year 5 (2018)	489	509
Year 7 (2018)	-	-
Year 9 (2018)	604	584
Writing		
Year	Average Score (School)	Average Score (National)
Year 3 (2018)	389	407
Year 5 (2018)	394	465
Year 7 (2018)	-	-
Year 9 (2018)	548	543
Spelling		
Year	Average Score (School)	Average Score (National)
Year 3 (2018)	472	418
Year 5 (2018)	533	502
Year 7 (2018)	-	-
Year 9 (2018)	583	583
Grammar and Punctuation		
Year	Average Score (School)	Average Score (National)
Year 3 (2018)	454	432
Year 5 (2018)	522	522
Year 7 (2018)	-	-
Year 9 (2018)	615	581
Numeracy		
Year	Average Score (School)	Average Score (National)
Year 3 (2018)	414	408
Year 5 (2018)	485	494
Year 7 (2018)	-	-
Year 9 (2018)	579	496

Apparent Retention Rate Year 10 to 12:

	Year 10 Base	Year 12	Apparent Retention Rate %
Number of Students	8	6	75%

Year 12 student enrolment as a percentage of the Year 10 cohort is 75%

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2018	
Number of students awarded a Senior Education Profile	6
Number of students awarded a Queensland Certificate of Individual Achievement	1
Number of students who received an Overall Position (OP)	2
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	2
Number of students awarded a Queensland Certificate of Education at the end of Year 12	4
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	2
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	66%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

Background information on how the Next Steps survey was conducted:

Background information:

The survey was conducted by interviewing the graduate.

School Response Rate to the Survey

Number of Year 12 students in 2018	Number of responses received from students	Percentage response rate
8	8	100%

Definitions of main destinations

Summary of findings in relation to main destinations of students

School Year 2018	Number of Students in each category	Percentage of Students in each category
University (degree)	2	25%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	4	75%
Working full-time	0	0%
Working part-time/casual	0	0%
Seeking work	0	0%
Not studying or in the labour force	0	0%
Total Year 12 students	6	