



GOOD SHEPHERD CHRISTIAN SCHOOL

185 Old Northern Road • Albany Creek Qld 4035
p (07) 3264 2655 • e admin@gscs.qld.edu.au • w www.gscs.qld.edu.au
abn 35 611 484 318

Annual Report

2023



GOOD SHEPHERD
CHRISTIAN SCHOOL



Principal's Foreword;

Good Shepherd Christian School is a small independent co-educational Christian school. During 2022 the school had an enrolment of 116 students from Prep to Year 12.

At Good Shepherd Christian School, we instil Christlikeness within a safe, inclusive, nurturing environment and develop and nourish authentic Christian servant leadership, we foster lifelong learning with a vision for ministry, excellent holistic education, and innovative future-focused learning whilst shaping the whole person to positively impact lives and live an impactful life. Students and staff are inspired to flourish within individual strengths, supported by a collaborative culture and united community.

Good Shepherd Christian School commenced in the early 1980s, born out of a conviction of Good Shepherd Baptist Church members to begin a school where children could be educated and nurtured within a context of Biblical values and truth.

Good Shepherd Christian School has small classrooms, single stream in the foundational years' Prep to Year 2, and composite classes for years 3/4 to 11/12.

Looking forward, we trust God to mold and lead this school into a place where academic excellence and innovative learning continue to prepare future generations for success and service.

The whole-school well-being goal for Good Shepherd Christian School is to facilitate a positive sense of self-worth in an environment where students are respected by families, peers, and teachers. The school is working towards understanding the invaluable benefit of promoting student agency, where students can make their voices heard. The principal plays a proactive role by being a visible leader and modelling positive relationships with teachers and students. The school endeavours to create an environment where students, teachers, staff, and families feel a sense of belonging, security, and safety.

Good Shepherd Christian School's curriculum focus is student centered. The school's curriculum aligns with the current Australian Curriculum and QCAA within the context of a Biblical worldview.

The school promotes student resilience through effective mastery teaching, relevant curriculum, authentic assessment practices, democratic classrooms, and rational, consistent behaviour management. Teachers facilitate the development of growth mindsets through active and engaging learning opportunities.

The school aligns with the Alice Springs Education Declaration 2019 by offering excellent inclusive education that supports every student to be the best they can be no matter their learning challenges.

Good Shepherd Christian School facilitates an integrated curriculum program for primary students. MAPPEN is a program that integrates HASS, Science, Digital and Design Technologies. It gives teachers the resources and skills to consistently meet requirements and build a common language of best practice pedagogy across the primary school. The program allows students to be creative within their individual learning styles. The program is facilitated by a specialist teacher and focuses on an inquiry and outcome-based approach. Students have the opportunity to apply and show their learning in numerous ways, for example, written tasks, verbal presentations, posters, digital presentations and models. Allowing students to engage in project-based learning encourages creative thinking and increased self-confidence, resilience, and success.

The classroom is a flexible learning space with seating arrangements, resources, and workspace options. Through opportunities to work in groups or with partners, students with social-emotional disabilities experience a sense of comradery and belonging. The program enhances social relationships but also includes tangible environmental, physical, and ecological variables, such as the classroom and resources.



The integrated program, as a specialist area, allows classroom teachers to focus on literacy and numeracy development and enhance learning success within these core areas. Further integration occurs as language features and English content aligns with HASS and Science topics. The success measure with this approach is that students engage in purposeful learning and experience successful learning outcomes. To allow for efficient moderation, topics and units are aligned from Prep to Year 6 as closely as possible. Teachers can moderate and work collaboratively to support students within a whole school approach. Teachers are also supported in their teaching practice, as they work together within the small school context.

Good Shepherd Christian School partners with a Distance Education School to facilitate a 'Flexi-Learn' model for senior secondary students. This model allows students to engage in extra subjects of their interest via an online cross-campus agreement. Teachers support students in a facilitator's capacity in the school's on-campus Senior Study Centre. This model has seen success as students were given the opportunity to engage in a wide range of subjects, learning opportunities and areas.

Friné Lupke

Principal



Contextual Information¹

School Sector: *

Independent

School Address:

185 Old Northern Road, Albany Creek, QLD 4035.

Phone: (07) 32642655

Year Levels Offered:

Prep to Year 12

Co-educational or Single Sex: *

Co-educational

Characteristics of the Student Body: *

Good Shepherd Christian School is a multicultural community with a student body of 116 from Prep to Year 12.

Total Enrolments: (as reported in the Commonwealth Census Data August 2022)

115

Our proportions of boys and girls:

Boys: 56

Girls: 59

Proportion of:

Indigenous students: 1

Language other than English: 30%

¹ Australian Education Regulation 2013 s60 (1)(a)



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 extra-curricular activities such as Music, Christian Living, Scripture Program, Leadership and Sports. 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. We aim to involve everyone in the school community to work together in supporting each student and helping them 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 teaching 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 its 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 in and out of school, particularly focusing on families requiring additional support. Good Shepherd Christian School has an anti-bullying and harassment policy that 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 student's 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 regularly to update them on their children's overall social, personal and academic progress. Parents are encouraged to discuss their child's progress with teachers on an ongoing basis via formal and informal meetings, email, and student diary entries.

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

Total Enrolments: *

Total Enrolments: (as reported in the Commonwealth Census Data August 2022)

Workforce Information

Staff Composition, Including Indigenous Staff: *²

		All Staff		Indigenous		
Type	Gender	Headcount	FTE	Headcount	FTE	
Principal	Male	1	1.0	-	-	
Teaching Staff	Male	2	2.0	-	-	

² Australian Education Regulation 2013 s60 (1)(c)



	Female	14	10.6	1	1.0	
Specialist Support	Female	4	3.8	1	0.8	
Administrative and clerical	Male	2	1.0	1	0.2	
	Female	5	4.0	-	-	
TOTAL		28	22.4	3	2.0	

Qualifications of all Teachers: *³

Qualification	Detail the number and/or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	4
Bachelor	13
Diploma	1
Certificate	1

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	88%
Child Protection	100%
Leadership	30%
Curriculum & Pedagogy	100%
Christian Education	100%
Learning Difficulties and Disabilities	90%
Total number of teachers participating in at least one activity in the program year	100%

³ Australian Education Regulation 2013 s60 (1)(b)



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)
16	\$14943.63	\$1288.24
The proportion of the teaching staff involved in professional development activities during 2022		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
28	188	138.65	97.37%

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
16	14	87.5%
From the end of 2021, 87.5% of the teaching staff were retained for the entire 2022 school year		

Funding Information

School Income Broken Down by Funding Source *⁴

Reporting on these outcomes may be accessed through the My School website.

<http://www.myschool.edu.au/>

⁴ Australian Education Regulation 2013 s60 (1)(g)



Social Climate

Parent, Teacher and Student Satisfaction with the School *⁵

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

Student Outcomes

[Schools may wish to include comparative data from previous year(s) in this section]

Average student attendance rate (%) for the whole school: *⁶

The average student attendance rate for the whole school in 2022 was 88.86%

Average student attendance rate for each year level: *⁷

Year levels	Average attendance rate for each year level as a percentage in 2022
Year Prep	76.17%
Year 1	86.90%
Year 2	87.62%
Year 3	83.64%
Year 4	89.63%

⁵ Australian Education Regulation 2013 s60 (1)(f)

⁶ Australian Education Regulation 2013 s60 (1)(d)(i)

⁷ Australian Education Regulation 2013 s60 (1)(d)(i)



Year 5	89.88%
Year 6	86.68%
Year 7	91.58%
Year 8	83.10%
Year 9	88.58%
Year 10	85.23%
Year 11	76.44%
Year 12	85.89%

A description of how non-attendance is managed by the School: *8

Absenteeism is managed in accordance with Good Shepherd Christian School Policies on Absenteeism, Pastoral Care and Behavior Management. Student absences are monitored daily through the school's Learning Management system. Parents are contacted via SMS or email notification of their children's absenteeism if the school was not notified. Heads of Departments will contact parents to discuss irregular or persistent absences. Formal procedures are actioned for unauthorised absences.

NAPLAN results for Years 3, 5 and 7 and 9 in 2022 *9

Reporting on these outcomes may be accessed through the My School website.

<http://www.myschool.edu.au/>

Benchmark Data for Year

Progress

The percentage of students at the school who achieved above average progress, compared to students of a similar background and who had the same starting score on their previous NAPLAN test.

⁸ Australian Education Regulation 2013 s60 (1)(d)(ii)

⁹ Australian Education Regulation 2013 s60 (1)(e)



	Year 3-5 (2019-2021)	Year 5-7 (2017-2019)	Year 7-9 (2019-2021)
Reading	66	54	48
Writing	49	70	45
Numeracy	57	60	49

In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic. Therefore, there is no 2018-2020 and 2020-2022 student progress available.

Results				
The average NAPLAN score for all students at the school in each domain, compared to the average score of students in Australia for that domain				
Reading				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	447	495	532	568
Average Score (National)	438	510	543	578
Writing				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	411	430	513	509
Average Score (National)	422	484	530	560
Spelling				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	435	465	583	584
Average Score (National)	418	505	547	577
Grammar and Punctuation				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	466	477	562	561
Average Score (National)	433	499	533	573
Numeracy				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)	395	440	534	574
Average Score (National)	400	488	546	584



Year 12 Outcomes: *¹⁰

Schools provide secondary education are required to report senior secondary outcomes including percentage of year 12 students undertaking vocational training or training in a trade and the percentage of year 12 students attaining a year 12 certificate or equivalent vocational education and training qualification *¹¹

Schools may choose how to do this. The table below provides one example of how you could meet the requirements.

Outcomes for our Year 12 cohort 2022	
Number of students awarded a Senior Education Profile	10
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an ATAR	2
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	1
Number of students awarded one or more Vocational Education and Training (VET) qualifications	1
Number of students awarded a Queensland Certificate of Education at the end of Year 12	8
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an ATAR above 90	0%
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	10%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	20%

Post-school Destination Information *¹²

At the time of publishing this School Annual Report, the results of the 2022 post-school destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

¹⁰ Australian Education Regulation 2013 s60 (1)(h)(i)

¹¹ Australian Education Regulation 2013 s60 (1)(h)(ii)

¹² Australian Education Regulation 2013 s60 (1)(h)(ii)